USAID
FROM THE AMERICAN PEOPLE

Building Alliances Series:

WORKFORCE DEVELOPMENT

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GDA SECTOR GUIDE: WORKFORCE DEVELOPMENT

Welcome USAID Alliance Builders!

Public-private partnerships done right are a powerful tool for development, providing enduring solutions to some of our greatest challenges. To help familiarize you with the art of alliance building, the Global Development Alliance (GDA) office has created a series of practical guides that highlight proven practices in partnerships, demonstrate lessons learned, and provide insight on identifying and designing strategic partnerships that will meet your sector-focused development objectives.*

The purpose of this guide is to show you how to build public-private partnerships in **Workforce Development**. USAID's education strategy, from 2005, defines Workforce Development as "programs and policy efforts that support young people and adults in gaining the specific skills and attitudes they need to be productively employed." The Agency's Foreign Assistance Framework more broadly defines Workforce Development as activities that support "…youth and adults in acquiring knowledge and developing skills, attitudes, and behaviors to find legitimate jobs, establish viable self-employment ventures, and stay employed and productive in a changing economy."

In short, Workforce Development is all about jobs. Alliances in this sector bring partners and resources together to generate or increase employment prospects.

* The terms "alliance" and "partnership" are used interchangeably in this guide, but both terms refer to the type of collaboration that can be designated as a GDA.

While this guide is meant to promote your partnership efforts in Workforce Development (WfD), it represents only part of the WfD alliance information available. Basic and Higher Education alliances are covered in a separate sector guide. There are additional Workforce Development resources and guidance readily available to you on the GDA website:

http://usaid.gov/GDA

http://inside.usaid.gov/GDA/resources/tools.pdf.

ALLIANCE MODELS IN WORKFORCE DEVELOPMENT: WHAT WORKS?

If you are designing a new partnership, a good place to begin is to review projects that have already been successful, as well as some new ideas in the field that are emerging as important areas of activity. The following section presents five alliance models and some promising new trends.

MODEL 1: INDUSTRY-BASED ALLIANCES

Workforce development activities strongly support economic growth, especially when skills development (upgrading existing skills or gaining new ones) or preparing young people for the work world supports increased productivity. Alliances are often formed around efforts to improve the competitiveness of a cluster of firms or an entire industry by upgrading the skills of its workers. These kinds of partnerships can link to national economic strategies and/or significant donor-funded programs, and frequently benefit from strong government and private sector support. Sometimes, the government and private sector actors form a secretariat, steering committee or other formal intermediary that will manage alliance activities and ensure sustainability.

In Nigeria, the **Higher Education for Development Alliance** brought together several local and multinational software firms. The alliance, developed at the University of Lagos, focused on teaching the specific technical skills that were in demand in the local market. A variety of private sector companies contributed to developing the teaching curriculum and donated equipment to a new computer science department at the University.

The **Global Sustainable Tourism Alliance (GSTA),** which is active in several countries, includes workforce development training for

guides, hotel staff and others involved in tourism. GSTA stakeholders, including the private sector, developed a toolkit called "Tools to Assess and Plan Tourism Workforce and Youth Development Programs." (see link on GDA website). Similarly, in Brazil, the **Entra 21 alliance** worked with the Ministry of Tourism and local NGOs to train youth for a variety of jobs. The first training group had a job placement rate of 55 percent. In 2007, Entra 21 trained more than 10,000 youth in 25 tourist destinations in Brazil.

The **Pakistan Initiative for Strategic Development & Competitiveness** (PISDAC) included support to several industry clusters such as marble, granite, dairy, and furniture. PISDAC's private sector partners helped design the training programs and hired many of its graduates.

Indonesia's **Alliance for Insurance Education** was designed with input from global insurance leaders and the largest association of Indonesian insurance and reinsurance companies. The partnership trained local professionals on applying international insurance standards to the Indonesian market.

"Find as many ways as you can where you are dealing with private sector entities as part of your regular business. In workforce development, before you start designing a program, go out and meet with companies in a neutral way. Get to know their needs."

PETER SHIRAS,
INTERNATIONAL YOUTH FOUNDATION

"Anything in the area of training is beneficial. This is true even when it is not a direct benefit to our company, since our foundation's activities support a broader population beyond just our potential employees. We think that anything to support education and training—in every region where we work—is a good thing."

–VIDAL RODRIGUEZ, CATERPILLAR INC.

MODEL 2: SINGLE-FIRM ALLIANCES

Sometimes one firm will join in an alliance that teaches or enhances job skills related to its products or services. Multinational technology firms are common partners for these types of alliances, although there is also strong potential to create partnerships with domestic firms. Local government and NGOs can play a role by helping to scale up successful activities, or by complementing technical training with life skills. Partnerships like these are often attractive to young people when the job training offered clearly matches local demand.

Cisco's **Networking Academy Alliance** collaborates with USAID and other partners to teach computer networking skills and prepare students to take the exam for Cisco Certified Network Associate credentials. Cisco contributes training materials and maintains local learning facilities.

2

In Afghanistan, ethnic apparel firm **Tarsian & Blinkley** participated in a WfD alliance for complex garment production. The company trained women on advanced equipment and production techniques, and in less than two years has won several million dollars in contracts and was planning to train and hire 100 additional women.

"A lot of the capacity to do this work was already there on the ground. What people really needed was a leader."

CHRISTINE CAPACCI-CARNEAL, ME/TS

MODEL 3: COMMUNITY-BASED ALLIANCES

3

Sometimes alliance activities emerge from and focus on the needs of a particular community, and have objectives that go beyond technical job skills. Private sector partners, motivated by philanthropic or other social concerns, may collaborate in such partnerships even if the activities do not directly benefit their own company or industry. Firms in the extractives industry are common partners for these kinds of collaborations, and may want to focus their efforts on the communities or regions where they have operations. Local governments are often key partners.

An illustrative example is the **Education & Employment Alliance** in the Philippines. Chevron supports the alliance by contributing funding for training materials and has also formalized a partnership to support small engine repair training in Mindanao.

Royal Dutch Shell supports several workforce development initiatives in Nigeria, primarily independent of USAID. Active in seven states of the Niger Delta region, Shell's **Live Wire program** encourages youth to consider entrepreneurship and holds skill training classes. The company's Youth Development Scheme trains young people in welding, sewing, auto mechanics, electrical work, hairdressing and other skills that are in demand in the local area.

Entra 21 is also active in Colombia, where the program was so successful that the Mayor of Medellín scaled up the program and began to fund it from the municipal budget. The new entity, **Comfenalco Antioquia**, is training 7,000 disadvantaged youth from the Medellín metropolitan area who have abstained from the armed conflict in Colombia. The organization relies on partnerships with thousands of private sector companies to help place youth in quality jobs and give them a chance for a successful future.

For examples of **alliances that address workforce impacts of HIV/AIDS**, see the Health guide in this series.

For examples of workforce development **alliances after disasters, conflict or in emergencies**, see the Disaster recovery / complex emergency guide in this series.

MODEL 4:
ALLIANCES THAT EMPOWER YOUTH

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For many countries facing demographic pressures, alliances that assist youth in entering the workforce are likely to fill a critical need. Private sector partners often offer a combination of funding, training, internships, or other activities that provide youth with employment and life skills.

The **Alliance for African Youth Employability** trained more than 900 young people in three countries. Participants received training in tourism, carpentry, tailoring and media and studio arts, as well as business start-up support. Partners including Nokia and the International Youth Foundation contributed funding and non-cash resources. In Rwanda and Tanzania, orphans and other vulnerable children who participated in the program were able to financially support siblings and enroll them in school.

"At first we were met with a lot of skepticism from the private sector about working with ex-gang members. It took significant outreach to help private sector leaders understand how they could be a part of the solution to youth delinquency. Our team did a lot of relationship building. We introduced the young people to our partners and after some time both sides saw real potential. The partnership is an ongoing success, and as a result, our graduates have a variety of jobs with warehouses, data processing firms, fast food restaurants, and more."

ENRIQUE ROIG, CREATIVE ASSOCIATES

Partners of the Americas and the Inter-American Development Bank have joined forces to create **A Ganar** (To Win), a program that uses team sports (especially soccer) as a tool for motivating youth to participate in vocational training and for teaching employment skills. Participants first go through a life-skills component called "From Sports Skills to Employability Skills," and then undertake technical training and internships with local business partners.

As part of the **Education & Employment Alliance** in India, Microsoft joined the International Youth Foundation and others to provide technology and employment skills to vulnerable youth, with an emphasis on individuals at risk of human trafficking.

"Our initial efforts with WfD partnerships included lots of innovative small-scale interventions. When the first cooperative agreement was done, we were able to easily scale up the original projects because they addressed the populations we were targeting and we had already proven that they worked. In a way, that first project was like a hen that laid golden eggs."

– JANE CASEWIT, USAID/MOROCCO

MODEL 5: RECOVERY FROM CONFLICT, DISASTER OR COMPLEX EMERGENCIES

5

Workforce development partnerships in areas devastated by conflict or natural disaster can help speed recovery. Employment is a key factor to acheiving stability. The same is true for complex emergency settings, where job creation may also increase confidence in local government. Higher employment levels can help demonstrate government competency in providing citizens with needed services. Workforce partnerships can also promote stability by working with certain at-risk groups within society, such as USAID's "second chance" programs that integrate ex-combatants and refugees back into productive society.

More than 14 years of civil strife in Liberia devastated the SME sector. As part of USAID's **Liberia Community Infrastructure Project** that focused on rebuilding economic and social ties, nearly 1000 young apprentices were trained on the job in small businesses. Local companies provided skills training and

employed many of the program's graduates.

After the devastating 2004 tsunami, Chevron partnered with USAID/Indonesia to design and build **Aceh Polytechnic**, a new vocational school offering training in skills identified by local businesses as ongoing needs. Chevron contributed financing as well as materials and labor to build the school.

Central America's **Regional Youth Alliance** is expanding on successful partnerships models established in Guatemala and is now working in three countries to integrate young ex-gang members back into productive society. Companies such as Pepsi and McDonalds are collaborating with Creative Associates on activities that provide life-skills training and job services like internships and mentoring. The expanded alliance will reach more than 3000 young people.

For examples of workforce development **alliances after disasters, conflict or in emergencies**, see the Disaster recovery / complex emergency guide in this series.

EMERGING TRENDS IN ALLIANCES

ENTREPRENEUR TRAINING AND THE INFORMAL ECONOMY

The informal economy is large and growing in many countries where USAID actively supports economic growth activities. Informal jobs and self-employment are often the main entry points to economic participation for youth and others that do not have work in the formal sector. Although there have been some alliances formed around providing training in entrepreneurship, this is likely to be an area of growth. New models are emerging, some of which are highlighted here; other links are available on the GDA website.

Microfranchising may hold good potential for partnerships. International Development Enterprises (IDE) Cambodia trains Private

"Missions need to be willing to put resources into a good assessment or market research. As part of that activity, staff should consider whether they want to build local capacity to carry out assessments. That's a critical question at the beginning – do I want to take the time to build capacity, or do I just want to pay for an outside assessment? Getting accurate local data is absolutely essential for workforce development alliances."

– MARGARET HARRITT, EGAT/UP

Extension Agents (PEAs) to become mobile promoters who encourage farmers to grow market-oriented crops. PEAs, organized around an "Avon Lady" model of entrepreneurship, sell products at a profit and provide technical advice as an embedded service during return visits throughout the growing season.

Street Kids International, a Canadian NGO, has developed a program called "Street Work" which is designed to empower youth to develop safe and more productive ways to earn a living in the informal economy. Recognizing that many young people need to generate income to support themselves and their families, Street Kids has developed business training that is tangible, easy to understand, leverages their skills and guides their development business ideas.

"In many places, the domestic vocational training systems have suffered from long term under-funding and need a major overhaul. An alliance that actually builds vocational school capacity is of greater value in the long-run than just providing workforce training for a limited time period."

– CLARE IGNATOWSKI, USAID/EGAT

YOUTH SERVICE PROGRAMS

While community service is often an aspect of workforce development partnerships, focusing on youth service programs in stand-alone partnerships is not yet a major area focus. However, youth service programs hold strong potential for private sector collaboration, since they offer young people a chance to build employment and citizenship skills while participating in programs designed to benefit their community, region or nation. Some countries offer civil service programs as an alternative to military service. Service programs can involve young people on issues like the environment, building sustainable housing, tutoring to improve literacy rates, or fighting HIV/AIDS.

In Timor-Leste, USAID's **Preparing Youth for Work** program guides participants through 12 months of an integrated working and learning program, with a strong focus on community service. Classroom activities include sessions on leadership, cooperation and human rights, life skills necessary for improved employment opportunities and basic literacy.

USAID assisted the NGO City Year to establish its first international program in **City Year South Africa**, which now provides a rigorous year of full-time community service, leadership development and skills training to young volunteers between the ages of 18 - 25 from all backgrounds. The program addresses youth unemployment but also seeks to promote a culture of service across all sectors of society.

AUTOLARTE

WHAT PRIVATE SECTOR INDUSTRIES ARE

Type of Company:	Illustrative Companies that Have Participated in WfD Alliances:	Companies Can Be Motivated By:
Information Technology/ Telecom	Microsoft*, Intel*, Cisco*, Alcatel-Lucent, Nokia, Vodafone, British Telecom	Market access, need for workers, philanthropy
Tourism/ Hospitality	Hotel chains, tour companies, local hotels and other tourism-related businesses	Need for tour guides and other skilled workers, desire to develop entire industry, community stability
Extractives	Exxon Mobil, BP, Chevron	Philanthropy, social license to operate, need for skilled workers
Shoes & Apparel	Gap, Nike	Compliance, philanthropy, social license to operate, desire to upgrade worker skills

INTERESTED IN WORKFORCE DEVELOPMENT?

Possible Non-Cash Contributions:	Common Alliance Models:	
Software, hardware, applications, system platforms, training staff, curriculum development, training facilities	Alliances linked to an industry or to one firm, alliances to support youth or at-risk groups	
Facilities for training, training curriculum, internships, apprenticeships	Alliances linked to an industry or to one firm, alliances to support youth or at-risk groups	
Staff time, facilities, equipment, construction labor, mentorship, internships	Alliances linked to an industry or to one firm, alliances to support youth or at-risk groups	
Curriculum and training techniques for technical and management skills, staff time, internships, apprenticeships	Alliances linked to an industry or to one firm, alliances to support youth or at-risk groups	

FINDING GOOD PARTNERS

Once you've considered possible models and industry sectors, there are many ways to identify relevant private sector actors and other stakeholders. In addition to resources available on the GDA website, you can use the following list of questions to identify potential partners. USAID implementing partners often know the answers to many of these questions, and you may want to work through this list with them:

1. What private sector stakeholders are facing worker shortages or insufficient skills in existing or new-entry employees? Which companies are seeking to expand operations into new products or new locations? Are there companies seeking exposure for their philanthropic actions or access to the government?
2. Are there producer or business associations that have insight into industry trends and needs?
3. Do you have robust and current information on local consumer trends?
4. What is the status and capacity of local vocational training institutions? Have they been previously approached by the private sector or are they currently collaborating? Are there opportunities for partnering?
5. Which private sector stakeholders would benefit from improved linkages with higher education resources, and is there possibility for collaboration?
6. Who are the most valuable / strategic actors? Which companies have already shown an interest or invested in workforce development? Do any companies have their own private foundations that are dedicated to social investments?

7 Who are national, regional, district/local and municipal political leaders who can act as "champions" for the goals of the partnership's programs? What associations exist that bring together government leaders (association of mayors, city councils, etc.) or link government with private sector and citizens?

8 Would international institutions (like the International Labor Organization) or NGOs (like Business for Social Responsibility or the UN's Global Compact) have information on private sector partners that are interested or involved in workforce development issues in your country or region?

9 Are there microfinance institutions that could provide information on what skills are needed by local entrepreneurs and MSMEs?

10 Is there a successful WfD alliance in the region that addresses market demand or similar market conditions that also exist in your country? If so, can the program be adapted to the local economy?

11 Are there existing local and national workforce development intermediaries that bring the private sector together with education and training providers?

12 Consider diaspora communities. Are there companies created by diaspora that might be interested in investing in home-country enterprises or training programs?

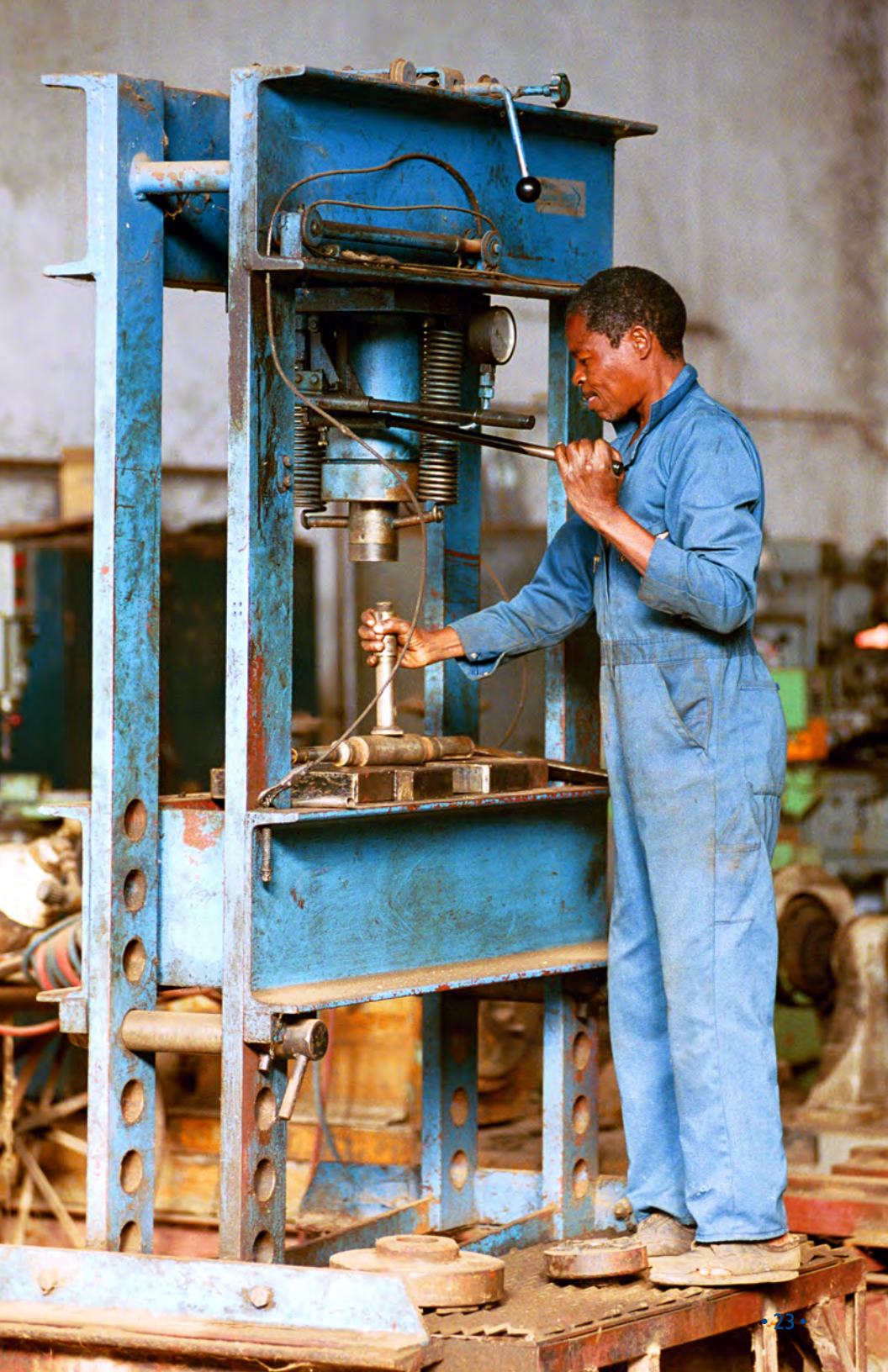
Other resources can help you identify private sector partners:

The **Foreign Commercial Service** at the Embassy is a resource for excellent intelligence on companies that are active in or looking to enter the local market.

The local **Investment Promotion Agency** may also have information on companies that are considering investments that may require a particular skill mix.

Chambers of Commerce and Associations can tell you which local and international businesses are particularly interested in development issues. Chambers of Commerce meetings are an easy way to reach a large audience of key stakeholders.

Talk to your **Regional Alliance Builder** and get his or her perspective on alliance partners and trends across your region. To find out if your region has an assigned alliance builder, look on the GDA website.



WHAT PRIVATE SECTOR PARTNERS CAN OFFER

The private sector can add value to a Workforce Development partnership in many ways. In addition to cash, consider the following types of in-kind contributions that the private sector may be able to provide:

- Participation on alliance steering committee, secretariat or other intermediary
- Internships/apprenticeships/learnerships*
- Mentoring/job shadowing/career advice
- Technology/equipment
- Classroom space/meeting space
- Staff time and expertise
- Business connections/networks
- Competition program for entrepreneurs, business plans, or innovations
- Loan guarantee for entrepreneurs
- M&E systems or implementation
- Job skills needs assessment or market assessment, including capacity to train NGOs or other actors to undertake such work
- Design or implementation of a social marketing campaign (to reach vulnerable / out-of-school groups, etc.)

* "Learnerships are programs for educators in which they leave the classroom and spend time in businesses in order to learn first-hand what work skills are needed by employers and what the work environment is like for new employees.

WHAT GOVERNMENT AND NGO PARTNERS CAN OFFER

- Vocational training infrastructure/network
- Ability to scale-up successful approaches to vocational education. (Note: governments often have dedicated budgets for vocational training)
- Accreditation/certification
- Supporting regulatory framework/policy
- Identification of and access to at-risk groups
- Social science perspective/soft skills/life skills
- Experienced trainers and culturally appropriate training materials

ISSUES TO WATCH/ LESSONS LEARNED

Issues to consider when developing partnerships in Workforce Development:

Market demand is key. Addressing the mismatch between private sector needs and the available skills mix in the labor market should be the cornerstone of your partnership.

Keep in mind that it may be advisable to establish a **formal steering or coordinating committee** to manage the alliance and provide a forum for public-private dialogue. Sometimes these bodies have proven critical to productive interaction as well as sustainability.

Existing training and vocational education systems may provide a ready framework. In some countries, an infrastructure and legal mandate for training exist but may not be fully utilized. Could an alliance build on what is already there?

Involve youth in the design of programs that are targeted for young job seekers. Make sure that preferences about their aspirations and future employment are fully sought, considered, and included.

Life skills training is a critical part of workforce development programs for youth. Acquisition of "soft skills" is often more important than technical training, and life skills will continue to benefit participants even if they change jobs or careers.

For youth partnerships, **regular follow-up during implementation,** with both employers and young trainees, has proven to be a critical success factor.

Is there potential within the alliance to develop the capacity of **private sector trainers**? For-profit trainers are often flexible and can adapt to program needs; NGO trainers often have strong links with vulnerable and hard-to-reach groups.

Are there **strong individual champions for the alliance** within the private sector partners as well as public agencies? Success of WfD alliances depends on the enthusiasm and dedication of individuals in both sectors.

Evaluate the alliance for possible **gender inequities**. Women face specific workforce barriers in issues like career choice, access to work sites, access to capital for training, and small-business investment.

Is there potential to link alliances involving MSMEs or individual entrepreneurs to **microfinance and/or microinsurance providers**?

Make sure to analyze the potential alliance to make sure there is **no conflict with national or regional development plans**, including competitiveness initiatives, the country's Poverty Reduction Strategy or donor harmonization efforts.

Are there **quantifiable, measurable objectives** that will allow for monitoring progress and evaluating impact? Outcome-level objectives (like number of jobs created) might be easier to define than broader systemic changes, but both are important. The latter might be tracked by indicators like permanent mechanisms for the private sector to provide input into training curriculum, or the acquisition of general or life skills which are transferable to new jobs.

10 WAYS TO GET STARTED

MEET WITH THE PRIVATE SECTOR

One way to generate private sector interest in partnerships is to present opportunities at an open meeting. You can work with local Chambers of Commerce or similar organizations to organize an event, or you can offer to speak at an event that has already been scheduled. If the Agency is organizing an event, consider the convening authority held by the Ambassador and your Mission Director. Meeting highlights should include your Mission's goals and programs, USAID's experience with private sector collaboration, and how the private sector benefits from partnership with USAID. A meeting is also the perfect opportunity to hear the private sector's perspective on workforce development issues and identify common interests, and to gauge the need for a steering committee or other formal body that acts as intermediary. Visit the GDA website for PowerPoint presentations and other tools.

2 TALK WITH OTHER USAID COUNTRY TEAMS

Some of the best partnership ideas can come from your colleagues. Mission staff involved in other sectors may already have partnerships that could involve elements of workforce development, or they may be working with the private sector on relevant issues. Look for areas of overlap. For example, is the mission working with local companies to adapt new energy technologies, and do those activities require training employees or upgrading job skills? Do new health service programs or partnerships include new delivery models that involve the workforce?

3 PERFORM A NEEDS ANALYSIS

Identifying the gap between existing worker skills and those skills needed by the private sector is arguably the most critical step in designing a WfD partnership. You can undertake this work yourself, or you can work with an outside firm to obtain this data. Some tools that can help you perform an analysis are USAID's Workforce Development Program Guide (contains lists of questions for a needs analysis) and the Labor Market Toolkit which will help you assess demand. Links to these documents appear in the online version of this guide.

4 GET INDUSTRY-SPECIFIC

If you have an idea of an industry that holds strong potential for a WfD alliance, get as much data as you can on labor, consumer and production trends. Research other alliances that have been done in the industry to see what approaches have been successful. Talk to industry associations and producer groups. Contact the GDA Team for industry-specific alliance examples.

5 EVALUATE EXISTING EDUCATION & TRAINING SYSTEMS

For a successful partnership, you will need to understand how the education and training system in your country works and how workforce development fits into that framework. An assessment will identify gaps and potential resources, as well as the capacity of the education and training providers who will deliver services. In addition, you should be familiar with the government entities that oversee workforce development, including their licensing and accreditation processes, and what kind of certifications are available and recognized in your location. USAID has established a set of practices for this type of assessment - see the GDA website for links.

6 ASSESS THE REGULATORY FRAMEWORK

In some countries, businesses must support government-sponsored apprenticeship or training programs. For example, in Brazil, workforce development alliances complemented an existing law that required businesses to have a certain percentage of their employees enrolled in training programs. Similarly, Brazil's Ministry of Work and Employment provided cash incentives to companies that hired young people. By participating in an alliance, Brazilian companies gained skilled employees, received government incentives, and fulfilled some regulatory requirements; these benefits made it easier to attract partners. Assess the legal framework in your location to see if similar programs exist.

7 EMBED PARTNERSHIPS INTO EXISTING PROGRAMS

Consider how a partnership could contribute to the success of your mission's core programs, especially those that are focused on economic growth or competitiveness. A potential alliance partner could expand the scope of your existing programs or could add unique resources that would deepen impact. Proposing participation in an ongoing program allows potential partners to easily see how their resources will make a difference. The GDA office has developed specific guidance on how to embed partnerships. See the link on the GDA website or contact the GDA office.

8 LEVERAGE EXISTING RELATIONSHIPS

USAID has relationships with hundreds of private sector organizations. Search the GDA database or ask the GDA office to find out if and where we've worked with a potential partner before. The GDA Team has also developed global relationships with companies such as Microsoft, Intel and Rotary International, Cisco. Visit the GDA website to find out more. Not only are there existing partnership models with these global framework companies, the GDA Team can also leverage its contacts at the company to engage local affiliates in-country.

9 CONTACT THE GDA TEAM

The staff at the GDA Washington office is available to advise missions on any aspect of partnership-building or management, as are mission-based Regional and Country Alliance Builders. The Team knows how to navigate the most common challenges including procurement, due diligence, relationship management, reporting, etc. If necessary, the GDA Team can also coordinate with your mission's Office of Procurement or your Regional Legal Advisor to address particularly challenging situations.

10 INCLUDE ALLIANCE ACTIVITIES IN SOLICITATIONS

Consider how a partnership could contribute to the success of your Mission's core programs, especially those that are focused on economic growth and competitiveness. A potential alliance partner could expand or could expand the scope of your existing programs or could add unique resources that would deepen impact. Proposing participation in an ongoing program allows potential partners to easily see how their resources will make a difference. The GDA office has developed specific guidance on how to embed partnership. See the link on the GDA website or contact the GDA office.

EXISTING USAID MECHANISMS

Think about using one of these existing Indefinite Quantity Contracts (IQC) or other mechanisms to encourage an existing partner to get involved in Worforce Development alliances.

Global Sustainable Tourism Alliance	Leader with Associates (sustainable tourism development expertise)
GDA Services Support Program	IQC (short-term alliance-building support)
Higher Education for Development	Leader with Associates (access to U.S. universities to further USAID objectives
EQUIP	Leader with Associates (access to and quality of education and training to children and youth) EQ1 - school and community; EQ2 - systems and policy; EQ3 - out-of-school children and youth
Youth: Work	LWA (youth employability and workforce development)

ADDITIONAL IDEAS & RESOURCES

Links to all resources listed below, and many more, are available on the GDA website.

Implementing Partners

Look at the websites of implementing partners to see what kinds of workforce development activities and partnerships have been done before. Below is a partial list:

Academy for Educational Development (AED)

Creative Associates

Education Development Center (EDC)

International Youth Foundation

Other Donors and Organizations

For additional inspiration, take a look at what other donors and organizations are doing in Workforce Development alliances and projects.

In March 2009 the **United Nations (UNESCO–UNEVOC)** launched TVETipedia, an internet portal where users can exchange information and share knowledge on Technical and Vocational Education and Training (TVET) issues; showcase good practice examples and lessons learned; and collaborate on TVET projects.

The website of UNESCO-UNEVOC's International Center for Technical and Vocational Education and Training provides many resources, including multiple links to national TVET programs around the world.

The **Swiss Agency for Development and Cooperation** maintains the VETNET website, covering activities on vocational education and training.

The **International Labor Organization** (ILO) is partnering with the **International Finance Corporation** and **Business for Social Responsibility** to manage the Better Work initiative. Better Work, which grew out of the ILO's Better Factories Cambodia project, focuses on compliance and labor standards, as well as training and capacity building. The initiative works closely with the private sector.

The **ILO** also manages the **Youth Employment Network**, which brings together multiple stakeholders to improve employment prospects for young people. The program began with 21 countries that committed to developing national action plans for youth employment. Is your country one of the 21? See the GDA website for links.

The **Commonwealth Youth Programme** has two initiatives that may offer interesting examples: Youth Enterprise and Sustainable Livelihoods and Youth Work, Education and Training.

The **World Bank**'s Children & Youth department website offers a series of studies called Youth Development Notes – brief PDF files that cover many topics relevant to WfD.

Nike Foundation's **The Girl Effect** initiative includes several projects designed to support the economic empowerment of girls and young women.

The **Women's Commission for Refugee Women & Children and Columbia University's SIPA** program published a toolkit in 2008: Market Assessment Toolkit for Vocational Training Providers and Youth.

Youth Build International (a subsidiary of Youth Build USA) is funded by donors including the Skoll Foundation and the Home Depot Foundation. Youth Build organizes unemployed youth to create tangible community assets such as housing, community centers, reforested land, and play areas while preparing for employment, studying to complete secondary school, learning to be leaders in their communities, and getting support to make positive change.

Aid to Artisans, a U.S. NGO, provides design expertise, business training and market linkages to working artisans.

"In Workforce Development programs where certification is offered, we're seeing a growing need for flexible accreditation, open to a wide variety of institutions and learners. Especially in programs and partnerships that involve non-formal education, having certification that allows workers to learn while they're working, or to start and stop a formal training process in steps so that their income is not interrupted - that's a large need."

– CAROLINE FAWCETT,
EXPERT CONSULTANT ON
WORKFORCE DEVELOPMENT

Reports and Research Related to Workforce Development Partnerships

Program Guide: Youth Livelihoods Program Guide (EDC, USAID 2008)

Program Guide: Workforce Development Program Guide

Report: Jobs for the 21st Century: Synthesis Paper (USAID, 2007)

Report: "Business and Youth in the Arab World: Partnerships for Youth Employment and Enterprise Development" (International Business Leaders Forum, 2007)

Report: "The Role of Youth Skills Development in the Transition to Work: A Global Review" (World Bank, 2007)

Report: "Supporting Youth at Risk: A Policy Toolkit for Middle Income Countries" (World Bank, 2008)

Report: "Building the Business Case for Collaboration on Youth Employment: Good Practice from West Africa" (Youth Employment Network, 2007)

Report: "Meeting the Youth Employment Challenge" (International Labor Organization, 2001)

Report: "Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa" (African Union, 2007)

Report: "What Works in Engaging Business in Youth Employment and Livelihood Strategies" (International Youth Foundation, 2001)

Technical paper: "Is Youth Entrepreneurship a Necessity or an Opportunity? A First Exploration of Household and New Enterprise Surveys in Latin America "(Inter-American Development Bank, 2006)

CASE STUDY: EMPLOYMENT & EDUCATION ALLIANCE, PHILIPPINES

RESPONDING TO LOCAL PRIVATE SECTOR DEMAND

Project:	Mag-Agri: Training out-of-school youth in agricultural production
Objective:	Address the skills mismatch in the Davao region, where skills possessed by youth are not those in demand in the local economy
Partners:	USAID, Davao City Chamber of Commerce and its private sector members, University of Southeastern Philippines (USEP), Asia Pacific Peace & Prosperity Initiative (APPPI)
How the alliance works:	In Davao, one of Mindanao's agricultural regions, farmers worried that their industry's growth prospects were hampered by the lack of skilled labor. Farmers especially wanted more workers with adequate life skills and academic skills, both of which were in short supply. The partnership brought together stakeholders to provide training in fruit farming, food processing and organic farming. USAID's Employment & Education Alliance served as the catalyst since each of the stakeholders knew what was needed but did not have capacity to organize the entire program individually. The first year's activities successfully trained 180 youth first on life skills, math and IT, and then progressed to technical agricultural training. The program was subsequently scaled up and received certification from the government's Technical Education & Skills Development Authority.
Partners' Contributions:	*Davao Chamber*: Direct participation in training program via member companies *USEP*: Computer labs, teachers for IT training *APPPI*: Curriculum for organic farming training *USAID*: Funding for the first year of activity; convener
Lessons Learned:	Private sector actors recognize and value life skills and academic preparation. Regular meetings and frequent reporting kept stakeholders engaged and provided a forum to generate solutions to problems and facilitate implementation. Although some of the industry sectors were quite competitive (i.e. mango producers), participation by various companies in the alliance allowed competitors to discuss and collaborate on employee training programs that benefited the entire industry.

CASE STUDY: RUWWAD

YOUTH PROGRAMS THAT COMBINE SERVICE AND JOB SKILLS

Project:	Ruwwad (Arabic for "pioneer"), West Bank and Gaza
Objective:	Empower Palestinian youth, giving them tools and skills to serve their communities and to become productive citizens
Partners:	USAID, Cisco, Intel, Microsoft, Jawwal (largest local cell phone provider), other local companies, EDC (implementing partner)
How the alliance works:	The Ruwwad project organizes young people in the West Bank and Gaza around community service activities and leadership training, including job skills. The Ruwwad project, extended in 2008 and converted to a LWA, now supports the US-Palestinian partnership and its multiple private sector partners. Alliances are formed when companies offer internships and other on-the-job training opportunities, Ruwwad teaches leadership and other life skills, and USAID provides funding so that interns receive a stipend.
Partners' Contributions:	*Technology companies:* Hardware, software and other applications, platforms, training materials, internships *Juwwal:* 20,000 free sms/text messages per month to assist volunteer and job networking service *Other local organizations*: Internships *USAID:* Financing, identification of some private sector partners
Lessons Learned:	There is a huge reservoir of ability and desire for progress among out-of-school youth as well as those who are still students (the latter participate in order to gain skills that are not currently available in local schools/universities). Young people, while often seen as a problem to be managed, actually have the skills and ability to solve local problems. Sometimes this can happen in a relatively short time period – Ruwwad is developing a unique 30-day approach that has shown remarkable results. In addition to marketable job skills, teaching "21st century skills" (life skills) is a key reason for the program's success. There is potential for replication and scaling up the approach. "If this project can work in Palestine, it can work anywhere!" said EDC's Chief of Party Hisham Jabi.

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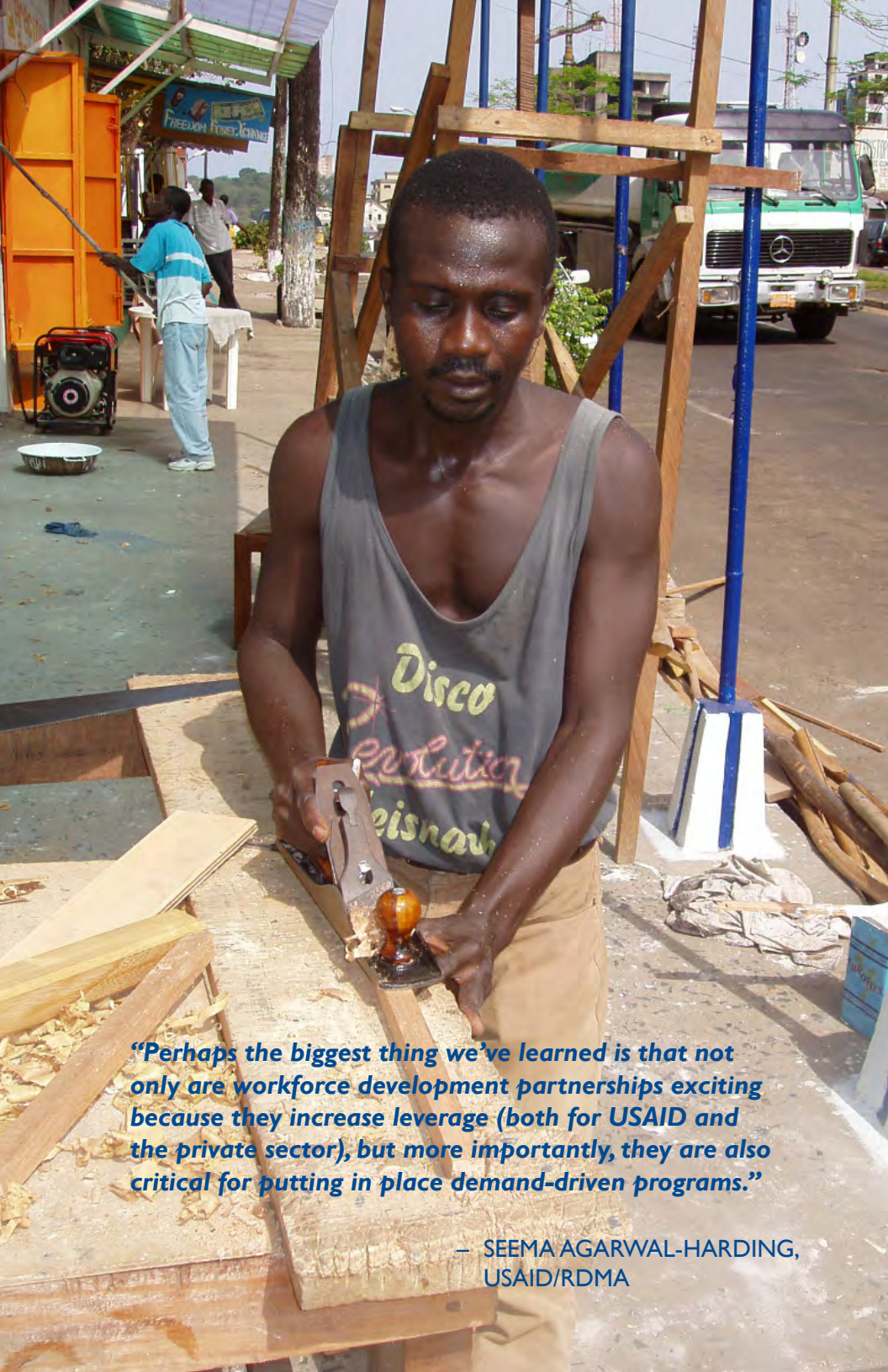

"Perhaps the biggest thing we've learned is that not only are workforce development partnerships exciting because they increase leverage (both for USAID and the private sector), but more importantly, they are also critical for putting in place demand-driven programs."

– SEEMA AGARWAL-HARDING,
USAID/RDMA

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