



PROGRAMMATIC GUIDANCE

ON INTEGRATING ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS AND ECONOMIC EMPOWERMENT OF YOUNG PEOPLE





Disclaimer:

This publication was developed under the guidance of a Reference Group gathering representatives of the United Nations Population Fund (UNFPA), International Labour Organization (ILO), the World Bank and other strategic technical experts.

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PREFACE



As young people represent the fastest growing population in East and Southern Africa (ESA), they have tremendous potential to make a significant contribution to the economic development of the region.

This demographic dividend, however, depends upon the ability of countries to harness the potential of their youth by ensuring they have the human and social capital to engage productively and safely in the development of their communities. The International Labour Organization (ILO) has noted that young people must be equipped with skills needed by the labour market and access to economic opportunities. Lack of basic literacy and numeracy skills, combined with health and nutritional deficiencies, limit the ability of many young people to reach their potential to be productive and innovative.

Indeed, adolescents and youth in the ESA region face daunting psychosocial, physical and environmental challenges. More than one million adolescents live with HIV in the region – a disturbingly high 61 per cent of the global total, with adolescent girls and young women (AGYW) disproportionately affected (three in four new infections of those aged 15 to 19 occur among girls). AGYW in the ESA region also suffer high rates of child marriage and sexual violence, which disrupt their education, limit their developmental opportunities, and expose them to the risk of HIV infection, early pregnancy, and complications from childbirth. As a result, they are the least educated and have the highest proportion of unemployment among youth in the region.

To help countries in the ESA region meet the intersectional needs of young people, UNFPA, in collaboration with partners, set about understanding how we are addressing the needs of young people through programming. Specifically, we were interested in how well programmes are creating linkages and synergies between sexual and reproductive health and rights and youth economic empowerment intervention strategies.

A systematic mapping of documented initiatives and programmes supported by UNFPA and that integrate sexual and reproductive health and rights (SRHR) with economic empowerment, asset building and entrepreneurship frameworks or programmes for young people was commissioned. The initial mapping of programmes informed the *Programmatic Guidance on Integrating ASRHR and Economic Empowerment of Young People in East and Southern Africa*.

These efforts took place in the context of the Global Initiative on Decent Work for Young People, which aims to scale up action and impact on youth employment in support of the 2030 Agenda for Sustainable Development. The guidance document is part of UNFPA's contribution to the Global Initiative. This document also contributes to the promotion of national investments in young people's economic empowerment through the operationalization of UNFPA's 4Es Policy framework – Employment, Entrepreneurship, Education and Engagement for young people.

The guidance document aims to enlarge the evidence base on successful programming that integrates elements of adolescent sexual and reproductive health and rights adolescent sexual and reproductive health and rights (ASRHR) and youth economic empowerment. Situated within a socio-ecological model, the guidance offers evidence of successful programmatic approaches at the individual, community, institutional and policy levels. It also provides links to key reference materials to facilitate implementing partner efforts to replicate good practice models. A model monitoring and evaluation framework completes the guidance.

UNFPA and a team of contracted consultants developed the guidance with the collaboration of a Reference Group led by UNFPA East and Southern Africa Regional Office (ESARO) in conjunction with UNFPA Headquarters, ILO and the World Bank. We are pleased to share this guidance as a reflection on comprehensive and best practice entry points for integration of SRHR dimensions into youth empowerment and employment initiatives and programmes in the region.

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GLOSSARY

Affirmative Finance Action for Women in African (AFAWA)

AFAWA is a pan-African initiative to bridge the \$42 billion financing gap facing women in Africa.¹

Assets

Assets are defined as 'stocks of physical, financial, human, natural and social resources that can be acquired, developed, improved, and/or transferred across generations'. In addition, other types of assets such as the aspirational, psychological, productive and political assets have been identified.²

Comprehensive Sexuality Education (CSE)

Comprehensive sexuality education is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality.³

Decent jobs (for youth)

A concept (promoted by a global initiative) that young women and men can earn a fair income while working in conditions of security, dignity and equality.⁴

Economic insecurity

Economic insecurity can be defined as "the anxiety produced by the possible exposure to adverse economic events and by the anticipation of the difficulty to recover from them."⁵

Enabling environment (health and economic empowerment programming)

An enabling environment can be characterized as follows: favourable attitudes and behaviours; necessary products and technologies; availability of management information; availability and accessibility of health and economic empowerment interventions; budgetary allocations and financing strategies; policies, regulations and operational incentives. (Adapted from the WHO⁶ Health System Building Blocks.)

Entrepreneur/entrepreneurship

A person who undertakes the risk of starting a new business venture is called an entrepreneur. Entrepreneurship is high-risk, but also can be high-reward as it serves to generate economic wealth, growth, and innovation.⁷

Financial education (or literacy)

At a basic level, financial education focuses on concepts of money and ways to manage it well. It promotes regular saving, wise spending, and ways to make the most of our resources. These skills serve as a foundation for young people who are transitioning from dependent to independent roles in financial responsibilities.⁸

¹ <https://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/afawa-affirmative-finance-action-women-africa>.

² Moser (2006) Asset-based approaches to poverty reduction in a globalized context: an introduction to asset accumulation policy and summary of workshop findings. Washington DC: The Brookings Institute.

³ <https://en.unesco.org/news/why-comprehensive-sexuality-education-important>.

⁴ <https://www.decentjobsforyouth.org>.

⁵ W. Bossert, C. D'Ambrosio (2013). Measuring economic insecurity International Economic Review, 54 (3), pp. 1017-1030.

⁶ Everybody's business: strengthening health systems to improve health outcomes: WHO's framework for action. Geneva: World Health Organization; 2007 (http://www.who.int/healthsystems/strategy/everybodys_business.pdf).

⁷ <https://www.investopedia.com/terms/e/entrepreneur.asp>.

⁸ Austrian, Karen and Caroline Sakwa. 2006. Financial Literacy Program for the Binti Pamoja Centre. Nairobi.

Gender transformative approaches (GTA)

Gender transformative approaches (GTA) are programmes and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different gender.⁹

Market level intervention/change

Market system change is a change in the way core functions, supporting functions and rules perform that ultimately improves the poor's terms of participation within the market system.¹⁰

Mentorship

The activity of giving a younger or less experienced person help and advice over a period of time, especially at work or school.¹¹

Microfinance/microcredit

Microfinance, also called microcredit, is a type of banking service provided to unemployed or low-income individuals or groups who otherwise would have no other access to financial services. The goal of microfinance is to ultimately give impoverished people an opportunity to become self-sufficient.¹²

NEET

Not in employment, education or training.

Safe spaces

A "safe space" generally means a girls-only space. This is an important component since public spaces are often inhabited largely by men.¹³

Technical and Vocational Education and Training (TVET)

TVET refers to "aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life."¹⁴

Youth-Friendly Health Services (YFHS)

SRH services for adolescents should aim to achieve at least one of three goals: (1) provide a supportive environment, (2) improve reproductive health knowledge, attitudes, skills and behaviours, and (3) increase utilization of health and related services. The WHO guidelines for providing YFHS recommends services that are accessible, acceptable, equitable, appropriate and effective.¹⁵

Youth employability

(Youth) employability are the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the workplace.¹⁶

⁹ Healthy Communications Capacity, <http://www.healthcommcapacity.org/wp-content/uploads/2014/08/Gender-Transformative-Approaches-An-HC3-Research-Primer.pdf>.

¹⁰ The Springfield Centre (2015) The Operational Guide for the Making Markets Work for the Poor (M4P) Approach, 2nd edition funded by SDC & DFID.

¹¹ <https://dictionary.cambridge.org/dictionary/english/mentorship>.

¹² <https://www.investopedia.com/terms/m/microfinance.asp>.

¹³ https://www.popcouncil.org/uploads/pdfs/TABriefs/39_SafeSpaces.pdf.

¹⁴ UNESCO, UNEVOC, (2006). "Participation in Formal Technical and Vocational Education and Training Programmes Worldwide".

¹⁵ World Health Organization. Health for the world's adolescents: a second chance in the second decade. Geneva: World Health Organization; 2014. https://apps.who.int/iris/bitstream/handle/10665/112750/WHO_FWC_MCA_14.05_eng.pdf;sequence=1.

¹⁶ HRD Recommendation 195, 2004; this was reinforced in the Resolution on Youth Employment 2005.



1. INTRODUCTION

1.1 Context

In the 23 countries of the East and Southern Africa (ESA) region, adolescents and young people (aged 10 to 24) were estimated at almost 199 million in 2019,¹⁷ representing nearly 33 per cent of the total population. Countries with the greatest demographic opportunity for development are those entering a period in which the working-age population has good health, quality education, decent employment and a lower proportion of young dependents.¹⁸

Sub-Saharan Africa has experienced continued economic growth in the last 20 years and substantial progress has been made in areas such as poverty reduction, gender parity, representation of women in parliament, and health. However, many challenges remain, especially in translating economic growth into the creation of decent job opportunities for youth, eradication of poverty and conflicts, the need to increase access to basic services, the need to empower Africa's women and young people, and the need to address income, gender and spatial inequalities. These challenges must be addressed to take full advantage of its demographic dividend and achieve its development potential during the decades to come.

For young people who are less connected to the work world, meaningful employment becomes even harder to come by.¹⁹ Nonetheless, youth in

sub-Saharan Africa, out of necessity, often work to support themselves and contribute to their families. The majority of these jobs are in the informal sector and under poor working conditions. According to the ILO, there are 65 million young people working who live in poverty in sub-Saharan Africa and 9 million are currently unemployed. School-to-work transitions have critical consequences for future employment, well-being and social connectedness of young people. But with 19 per cent of all young people across the continent not employed in either education or training (NEET), a majority being young women, there is clear evidence of inadequate integration of youth in labour markets. A situation analysis of unintended pregnancy in the ESA region found that 95 per cent of pregnant learners in Kenya, Malawi, Uganda and Zambia were out of school, exposing them to further risks of socioeconomic precarity, and reducing livelihood options.²⁰

¹⁷ United Nations, Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, Online Edition. Rev. 1

¹⁸ <https://www.unfpa.org/demographic-dividend>.

¹⁹ Filmer, Deon and Louise Fox. (2014). Youth Employment in Sub-Saharan Africa. Africa Development Series. Washington, DC: World Bank. doi:10.1596/978-1-4648-0107-5

²⁰ Birungi, H., Undie, C., MacKenzie, I., Katahoire, A., & Machawira, P. (2015). Education Sector Response to Early and Unintended Pregnancy: A Review of Country Experiences in Sub-Saharan Africa. Population Council, STEP UP and UNESCO research report.



More than **1 in 5** YOUNG
PERSONS are not in employment,
education or training (NEET) and
3 out of 4 of these
ARE WOMEN.



International Labour Organization

An additional concern highlighted in the report, was the increased economic dependence experienced by young women and girls in a child marriage—a situation incurred by two-thirds of under-16 year old mothers in Eastern Africa, and one-third of the same group in Southern Africa.²¹

In addition to unemployment and economic exclusion, adolescents and youth in the ESA region face many risks as they navigate their lives, such as unwanted pregnancies, high maternal deaths, sexually transmitted infections (STIs) and gender-based violence. In the region, four in five new HIV infections in the 10-19-year-old group are girls. Death in childbirth and HIV-related complications are the two main causes of mortality among young women in the region. A high proportion of girls are not using contraception and early pregnancies place a further burden of responsibility on young people, especially young women. Investments in reproductive health protect the well-being of young people, maximize their potential for healthy and productive lives, and improve social and economic development.

Frameworks supporting youth economic empowerment

Several global and regional policy frameworks bring youth economic and empowerment issues into sharp focus. Within the Sustainable Development Goals (SDGs) framework,

68 indicators provide information, directly or clearly, relevant to youth development, while a further 18 provide information that may be highly relevant to youth (see Annex 1). SDG 4 “Quality education” and SDG 8 “Decent work and economic growth” comprise four indicators relevant to youth employment.

Aspiration 6 of Agenda 2063, foresees an Africa whose development is people-driven – relying on the potential of African people, especially women and youth. The African Union Demographic Dividend (AUDD) Roadmap calls for innovative, multisectoral and holistic approaches in the four thematic pillars of Employment and Entrepreneurship, Education and Skills Development, Health and Well-being, and Rights, Governance and Youth Empowerment. The ambition is that increasing investments in youth and driving policy change in these four areas will set member countries on a path towards a prosperous future.²²

The 2018 African Continental Free Trade Agreement (AfCFTA) with its ambition to change the continental economic landscape through a single market and customs union, is seen as critical for growth and job creation for Africa, especially for young people. As policies for upskilling the workforce, and professional and educational mobility will need to be harmonized, the opportunity that the AfCFTA affords for young people’s future employment can be considerable but relies on how countries work together to implement the trade agreement to the benefit of youth.^{23, 24}

The African Union Commission (AUC) has aligned with this vision by launching the “1 million by 2021” initiative which aims to create opportunities for youth to actively and meaningfully drive the full realization of Africa’s Agenda 2063. UNFPA supports this initiative through the 4Es strategic framework built around key

²¹ UNESCO (2018). Situational Analysis on early and unintended pregnancy in East and Southern Africa ,p.11. URL: <https://cse-learning-platform-unesco.org/digital-library/situational-analysis-early-and-unintended-pregnancy-eastern-and-southern-africa-0>.

²² AU Roadmap on Harnessing the Demographic Dividend Through Investments in Youth, (2017).

²³ Ibrahim Foundation, (2019). « African Youth: Jobs or Migration? » (in French), <https://mo.ibrahim.foundation/forum/downloads>.

²⁴ ACFTA, (2020). Condition for Success: <https://www.nepad.org/publication/conditions-success-implementation-of-african-continental-free-trade-agreement>.

areas of intervention: Empowerment, Education, Entrepreneurship and Employment to accelerate socioeconomic development on the continent.

UNFPA and the ILO are among the founding members of the global initiative on Decent Jobs for Youth which aims to scale up action and impact on youth employment under the 2030 Agenda for Sustainable Development. Through this unique platform, a worldwide alliance of partners address fragmentation and catalyze innovation action at all levels, leveraging collective efforts around essential elements of youth employment, entrepreneurship, training and skills-building, and gender equality.²⁵

Other key institutions such as the World Bank and the African Development Bank have provided strategic guidance to promote economic empowerment and job creation for young people at the global and continental level.

Frameworks supporting women's economic empowerment

The African Development Bank has created a mechanism entitled the Affirmative Finance Action for Women In Africa, a holistic programme built on three pillars: 1) leveraging ADB's financial instruments through risk sharing with commercial banks and microfinance institutions; and a rating system to incentive lenders to give preferential financing terms to women; and has two innovative solutions to drastically transform the banking and financial landscape in Africa and to create incentives for lending to women in business; 2) technical services to financial institutions to help build the capacity of women entrepreneurs through training to enhance business productivity and growth; and supporting the development of a more enabling legal, policy and regulatory environment for women in business.²⁶

Frameworks supporting youth sexual and reproductive health and rights

In the ESA region, progress towards the realization of adolescent and young peoples' sexual and reproductive health and rights (SRHR) is supported by the Southern African Development Community's (SADC) Regional Strategy for Sexual and Reproductive Health and Rights (SRHR) 2019–2030. The Strategy sets high standards for the delivery of SRHR services and information to adolescents and young people, especially through increased commitments towards integrated SRHR services and comprehensive sexuality education (CSE).

The 2013 East and Southern Africa Commitment on the needs and rights of young people was initiated under the leadership of the UN with the support of the Regional Economic Communities (EAC and SADC). The commitment has brought together education and health sectors, policy makers and young people to collaborate and strengthen sexual and reproductive health and rights, with a clear focus on countries' accountability.

UNFPA's Global Strategy on Adolescents and Youth – "My Body, My Life, My World", represents a strong commitment to the human rights of young people.²⁷ The goal is to ensure that every adolescent and youth has the knowledge, means and power to make informed choices about their bodies and lives, and to participate in transforming their world.

1.2 Purpose, audience and content of the Programme Guide

In response to a growing demand by young people in East and Southern Africa to address their development priorities and needs in a coherent manner, the UN and partners have introduced and implemented a range of initiatives to support economic

²⁵ https://sustainabledevelopment.un.org/content/documents/24797GSDR_report_2019.pdf.

²⁶ <https://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/afawa-affirmative-finance-action-for-women-in-africa/what-does-afawa-do>.

²⁷ <https://www.unfpa.org/youthstrategy>.

empowerment of young people while responding to their health priorities, including for sexual and reproductive health and well-being.

To support further integration of ASRHR and youth economic empowerment programming and ensure the operationalization of the 3Es Policy framework for young people, UNFPA, ILO, the World Bank, the African Development Bank and other strategic technical experts have commissioned this Regional Programme Guidance on Integrating Sexual and Reproductive Health and Rights and Economic Empowerment Programmes for adolescent and young people (hereafter referred to as the Programme Guide (PG)).

The purpose of this guidance document is to support national and subnational stakeholders with evidence-based programmatic guidance to design and implement effective programmes integrating ASRHR and economic empowerment interventions for adolescent and young people.

This programmatic guidance provides best practice entry points for integrated programming at each stage of the programme cycle and reflects adaptive programming strategies to the varying development and stability status of countries across East and Southern Africa, especially during the post-COVID-19 socioeconomic recovery. A **Monitoring, Evaluation and Learning Indicator Framework** is provided to help countries across the region build accountability for their programmes (see Annex 1).

This Programmatic Guide follows, and is informed by an **Evidence Mapping** on Integrated SRHR and Economic Empowerment programmes for young people, developed in 2019, which consolidates evidence from the field.

Finally, a **Resource and Tool Reference List** has been compiled and listed in Annex 2.

Who is the Programme Guide intended for?

The Programme Guide (PG) is intended for regional, national and subnational stakeholders and partners who plan to integrate ASRHR and economic empowerment into their youth programming.

It was developed to speak to the special interests and needs of programme managers and implementers coming from either an economic/empowerment background or a SRHR background, and aimed at finding evidence-based recommendations on integrated programming across both sectors.

How is the Programme Guide organized?



Part 1 provides an overview of the global and regional situation of youth economic empowerment and current initiatives supporting it. This part also presents the purpose and approach taken to develop the PG.



Part 2 introduces general and specific programmatic principles based on the evidence summary of the Evidence Mapping report.



Part 3 contains a flexible Theory of Change Model and programmatic guidance to operationalize the integration of ASRHR and economic empowerment (EE) in youth programming at different levels.



Part 4 presents a model Monitoring, Evaluation and Learning (MEL) framework and key indicators. The MEL Indicator framework is provided in Annex 1.



Part 5 provides reflections on the impact of the COVID-19 situation or other protracted crises on youth programming integrating ASRHR and youth economic empowerment.



Part 6 concludes the PG with a brief summary of the report.



2. PROGRAMMING PRINCIPLES FOR INTEGRATED ASRHR AND YOUTH ECONOMIC EMPOWERMENT INTERVENTIONS

2.1 High-level principles for youth-centred programming

Designing and implementing integrated SRHR and economic empowerment interventions for young people must be driven by key programming principles across sectoral domains. Consideration of the following principles is required at design stage but regular reviews throughout implementation should be done to ensure programme alignment with UN and other best practice guidance on working with and for youth.^{28, 29}

Understanding youth and their intersectional needs

Adolescent and young people are not a homogeneous group. When programming for youth, careful attention must be paid to the

specific profiles and needs of youth populations and groups you aim to work with, including the different needs and challenges of adolescent/young women and men. The characteristics of the targeted youth will influence the content of appropriate SRH and economic interventions.

Investing in research to ensure a holistic understanding of the target youth group is a necessary first step to programming. Interventions responsive to youth autonomy, identity, mobility, preferences and expectations are more likely to leave no one behind and ensure youth engagement.

Engaging youth meaningfully in this exploratory stage, through participatory research such as youth-centred design or youth-led research, is more likely to generate accurate insights, knowledge and personal experiences, which should shape the orientation of youth programming.



ASRHR and youth economic empowerment programming

must take into account youth intersectional needs in relation to:

age, gender, family situation (e.g. orphans, youth head of household), marital status, child-care responsibilities (e.g. siblings or their own children), literacy and qualifications level (e.g. in school/out of school), socioeconomic status/poverty, ethnicity, religion, sexual orientation, disability status, (bodily) autonomy in the context of social and gender norms and power relations, or other vulnerability (refugee/displaced status, mental health, trauma or personal experience of violence, etc.).

²⁸ In 2019, UNFPA ESARO mandated a systematic mapping of documented, existing initiatives and programmes that integrate/d sexual and reproductive health and rights (SRHR) with various approaches to youth economic empowerment such as asset-building and entrepreneurship programmes for young people. Evidence from the reviewed programmes offered insight into effective programme design, content, and context.

²⁹ UNICEF Youth-Centred Design Toolkit; United Nations Evaluation Group (UNEG) Handbook: Integrating Gender and Human Rights in Evaluation.

Co-designing integrated interventions with young people is recommended using, for example, Human-Centred Design or Youth-Centred Design approaches.

Whether in programme design, implementation, monitoring or evaluation, involving youth meaningfully is paramount as there should not be programmes developed for youth without their meaningful participation and engagement. The Meaningful Adolescents and Youth Engagement (MAYE)³⁰ principles outline the international consensus around how to engage with young people meaningfully in programmes.

 [UNICEF Youth-Centred Design \(YCD\) Toolkit](#) provides tools and techniques for child and youth-focused organizations to include children and youth in the development of policies, programmes, and other actions that meet their needs and support their rights.

 [Meaningful Adolescents and Youth Engagement \(MAYE Consensus\)](#) is presented as a consensus statement of youth-led and youth-serving organizations, experts and leaders in international development. The MAYE Consensus affirms that young people have a fundamental right to actively and meaningfully engage in all matters that affect their lives. The five MAYE principles for engagement of youth are that programmes should be: Rights-based; Transparent and informative; Voluntary and free from coercion; Respectful of young people's views, backgrounds, and identities; and Safe.

 [Ethics in Youth-Powered Program Design: Ethics and integrity in human-centred design for adolescent and youth sexual and reproductive health](#) for practical guidance of how to engage youth meaningfully and ethically in Human-Centred Design (HCD).

Identifying the structure of economies where the programme is to be implemented

Informed knowledge of local market and employment opportunities is critical for the relevance, effectiveness and sustainability of the interventions aimed at improving economic opportunities for young people. To create economic empowerment opportunities for youth, interventions need to be adapted to youth, in all their diversity, and the local economies. This requires adding a youth lens to:

- Formal and informal market analysis;
- Assessing what employment and income generating activities for different types of youth exist or can be created through partnerships and across sectors;
- Identifying or creating opportunities along the value chain across several economic activity sectors (such as but not limited to the agricultural and food industry, human resources and professional services, green entrepreneurship and sustainable development, media and creative industries, the digital and information technology (IT) sector); and gathering intelligence on future market needs.

Interventions should also be designed to address the specific (and intersectional) needs of young women and girls. A gendered-transformative approach to ASRHR and Economic Empowerment within local economies entails as key guiding principles:

- Identifying specific obstacles to women and girls' access to education, training, opportunities for decent jobs, social and cultural norms, unequal provision of basic skills, financial dependency, early and unintended pregnancy, etc;

³⁰ <https://www.who.int/pmnch/mye-statement.pdf?ua=1>.

- Protect the well-being and human rights of young women and girls, especially in relation to sexual and gender-based violence;
- Ensure equal access to financial services, entrepreneurship support and business development services (BDS) for young women;
- Engage with, and advocate towards community actors and business leaders on the importance of gender awareness and non-discrimination in the labour market and the workplace.

Furthermore, effective programming must take into account the urban/rural divide within a target area. Labour market needs in skills vary according to context-specific sectoral activity and the variation in youth the market seeks to accommodate. While an urban environment might require sector-specific skilling for professional services and manufacturing, agricultural and agri-business upskilling will be more relevant to rural youth and their respective labour markets.

The  [ILO Toolbox on Youth Employment](#) for practical tools, including guides and checklists that help policy makers and practitioners in the design, implementation, and monitoring and evaluation of youth employment policies and programmes.

Integrated ASRHR and youth economic empowerment programming must be adapted to the political, socioeconomic and security context

There will be programming specificities for a middle-income setting, a low-income setting, or a humanitarian, fragile or conflict-affected setting. Within one country, there can be subnational variations, with pockets of fragility or insecurity co-existing alongside more stable areas. These variations will influence both youth circumstances, including their SRHR, and the economic and livelihood opportunities that local settings can offer. In fragile or conflict-affected settings, psychosocial

counselling will constitute a key intervention in handling trauma and providing a stable base for further social and economic empowerment.

The 2019  [Compact for Young People in Humanitarian Action: Guidelines for Working with and for Young People in Humanitarian Settings](#) provides recommendations on youth programming with and for young people along the humanitarian programme cycle.

Youth upskilling strategies must take into account differences in the distribution of basic skills

Training young people to acquire sector-specific skills relevant to the labour market, is a key dimension of an impactful economic empowerment strategy. However, assessing the skills level of the target population is necessary to ensure that training interventions are coherent with the baseline skills level. In some lower-income settings and rural environments, an excessive skills deficit in basic numeracy, literacy and life skills, might be a priority target for intervention as opposed to more advanced skilling strategies.

The 2015 OECD report  ['Universal Basic Skills: What Countries Stand to Gain'](#), builds on analysis from the OECD's Program for International Student Assessment (PISA) studies, an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years. Based on the PISA studies, recommendations are formulated on the development of key basic skills among young people for socioeconomic development.

 [The World Bank strategy on skills development](#) provides a five-step framework to developing programmes enhancing productivity and promoting economic growth, starting with the focus on basic skills for children and young people. The  [Skills Toward Employment and Productivity methodology \(STEP\)](#) is a reliable way of measuring skills development in low and middle-income countries.

2.2 Specific principles for integrated ASRHR and youth economic empowerment programming

Derived from the above high-level considerations, **specific programmatic principles** based on evidence from the 2019 Mapping Report must be considered **for the integration of ASRHR and youth economic empowerment:**

- **Design age-appropriate interventions:**

Programme content should be age-appropriate. Capacity-building interventions such as financial literacy, life skills, or comprehensive sexuality education, should take into account the evolving needs and capacities of young people as they age. Financial literacy and youth savings programmes can be relevant for all ages but microfinance and microcredit approaches are more appropriate for older adolescent girls and young women who are more likely to have the mobility, resources, and social support needed to benefit fully from these interventions.

- **Include safeguarding measures and mechanisms for youth,** and especially for adolescent girls: a risk analysis at design stage can identify how to adapt the programme intervention in a manner that does not put the youth beneficiaries at risk, through careful consideration of acceptability, norms, confidentiality and safety. Young people, and especially girls, can be vulnerable to abuse, exploitation or accidents in the workplace. Safeguarding measures and reporting mechanisms must be in place to ensure youth safety and security. It is recommended to conduct repeated assessments of youth safety and security throughout implementation. Programmes should proactively monitor and adapt to possible backlash against youth, including girls, that are displaying greater empowerment as an outcome of the intervention.

 Business for Social Responsibility (BSR). 2020. [HERproject Training Methodology](#). The HERproject works to empower women in low- and middle-income countries to be powerful agents of change in the workplace. The projects [HERhealth™](#) & [HERfinance™](#) focus on knowledge and capacity building of women workers in farms and factories, around access to quality finance and health services.

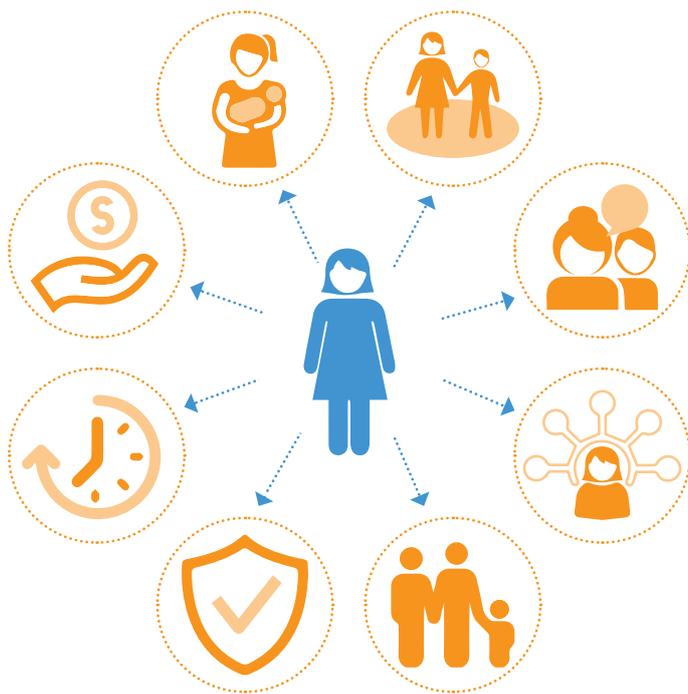
Programmes should also work with external partners (e.g. businesses, enterprises, training centres, etc.) to mainstream adolescent and young people, safeguarding measures within their own institutions. Here is a practical tool for mainstreaming children and young people safeguarding measures with business partners:

-  [UNICEF \(2018\). Child Safeguarding Toolkit for Business: A step-by-step guide to identifying and preventing risks to children who interact with your business.](#)

- **Specific programming for girls within families and communities:** Programme content must reflect girls' specific needs and circumstances. There is a growing body of evidence of what works and does not work for girls:

- **Safe spaces** including mentoring are a well-documented, evidence-based approach which works well for girls when combined with interventions that address girls' social isolation, economic insecurity, lack of access to services, and sexual and gender-based violence. Intervention quality and fidelity must be strictly monitored. Check out  [UNFPA Guidance on Women & Girls Safe Spaces](#).

- **Microfinance and microcredit interventions** work better with older girls and young women, and must be combined with social support, counselling and safeguarding measures to avoid putting girls at risk.



Critical components of interventions promoting adolescent girls' economic capabilities: enabling peer groups to meet in safe spaces; using well-trained and trusted female mentors; offering life-skills training; mobilizing families and communities to create an enabling environment; prioritizing safety, including locating training venues close to girls' homes; holding activities at flexible and convenient times; providing stipends to meet basic participation costs; and offering childcare arrangements for young mothers.

Source: GAGE (2018). Interventions promoting adolescent girls' economic capabilities: what works? A rapid evidence review.

- **Savings groups** for adolescent girls and young women have a strong evidence base in several contexts and are successful at retaining girls in HIV prevention. Effectiveness is determined by careful monitoring of intervention quality and fidelity, especially regarding the use of curriculum, routine collection of data, record keeping and engagement with young beneficiaries to design a service adapted to their needs.
- **Savings programmes** for girls must consider a safe location for girls to keep their savings. While this measure should be applicable to all young people, girls are more vulnerable to having to give away their assets or resources to others. This applies to all interventions through which girls receive cash or other assets. Check out: ITAD and MasterCard Foundation Savings Learning Lab 2019 [Savings for youth: a review of evidence](#).
- **Employment programmes** for girls should address the different health and social barriers that adolescent girls face (e.g. norms on girls' participation in the public space, adolescent pregnancy, time availability in view of household chores etc.)
- **Multicomponent programmes** and longer duration of programming tend to perform better for girls than single-component programmes. The most robust programmes that work toward the economic empowerment of adolescent girls, contain both social and financial components. Social education may include life skills, interpersonal networking, peer relationships, communication, and personal development. For example, combinations of SRH, life-skills training and social support with strategies to promote access to financial education, financial services and employment are recommended.

Similarly, livelihood interventions require social support, counselling and safeguarding measures. This enables adolescent girls to manage and expand their resources in order to reach their broader life goals.

-  [USAID \(2016\). Global Strategy to Empower Adolescent Girls](#). An outline of the USAID and Peace Corps approaches to empower young women and girls with regards to their health, education, and socioeconomic emancipation.
- Integrated SRH/economic empowerment interventions should **engage with adults** from the labour market (employers, apprentice supervisors or mentors) as well as with other gatekeepers by raising awareness and building capacity to have conversations about SRH issues with young people.
- **Trade-offs between expected effects in terms of social, economic and other outcomes** may be required, and importantly, programmes need to be context specific. Programmers may face a choice between a programme model that delivers somewhat greater impact in a specific sector (SRH or economic empowerment) and one that delivers somewhat smaller effects across a broader range of outcomes.
- **Integrating focus on entrepreneurship and self-employment as effective mechanisms of economic empowerment**. While skills-matching programmes between graduates and companies

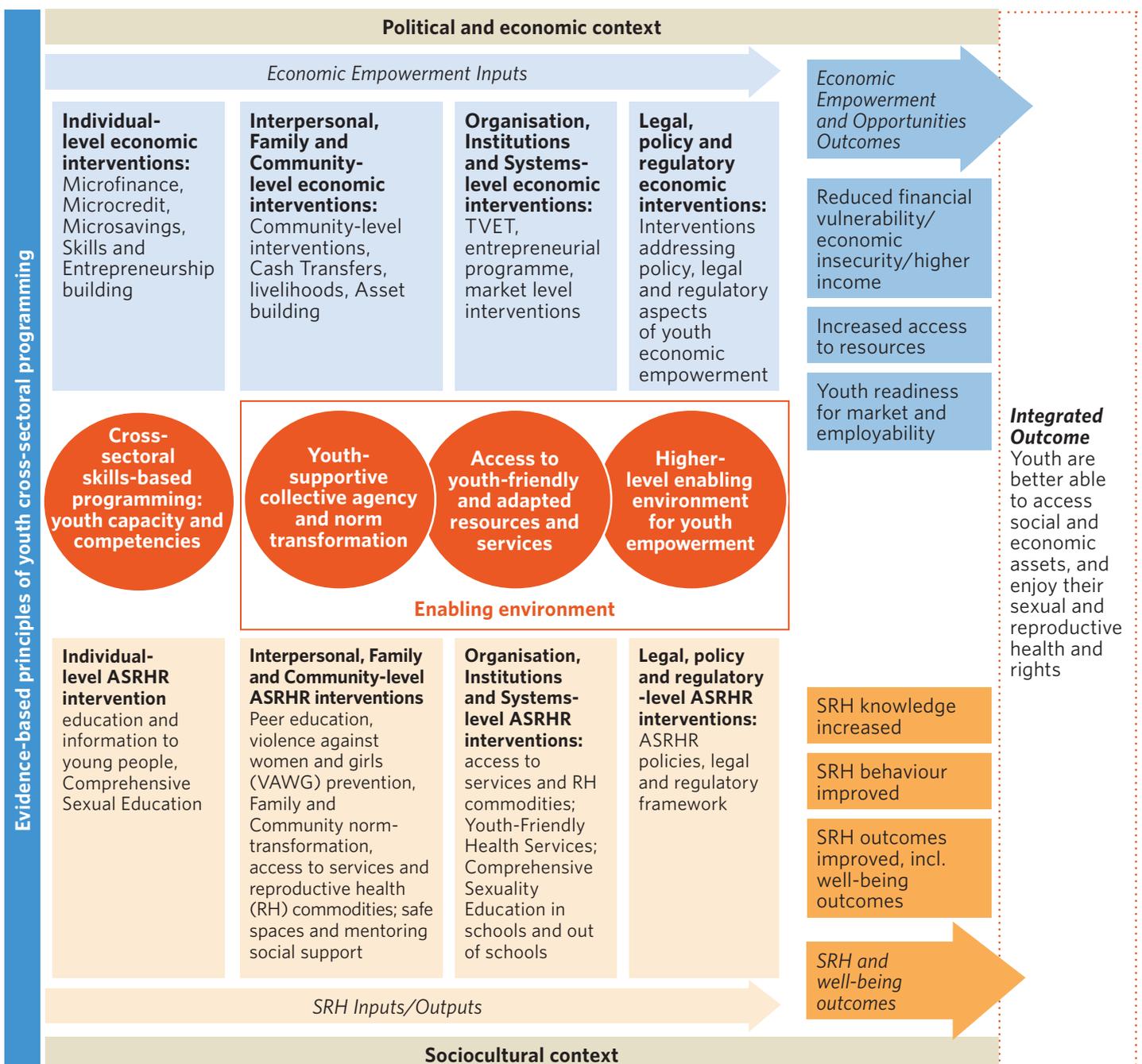
or professional insertion support services are valid channels to assist young people in finding fulfilling, relevant and decent employment, entrepreneurship development programmes are of equal importance. Young people can be invaluable assets and actors of change within their communities as young entrepreneurs and job creators for others. Assisting them in realizing their individual and cooperative economic ventures, including green and social enterprises, is a cornerstone of empowerment.

- **Creating channels for the formalization of existing TVET**. The formalization of training practices can benefit an entire ecology of local economic actors, bringing together national and local authorities in a regulatory capacity, economic actors and communities. TVET formalization can be a lever for empowerment within local communities for building trust between NGAs and LGAs, and promoting the development of microenterprise.
-  [ILO \(2012\). Upgrading informal apprenticeship – a resource guide for Africa](#). This guide from the ILO's skills and employability department presents various processes of formalization for existing apprenticeship practices in the informal economy. These present a cost-effective opportunity for making large gains in enhancing the skills base and ensuring decent work and training conditions further empowering young apprentices.



3. PROGRAMMATIC GUIDANCE FOR INTEGRATING ASRHR AND YOUTH ECONOMIC EMPOWERMENT

3.1 Theory of Change Model



A socio-ecological Theory of Change (ToC) model aims to guide practitioners to design and implement holistic, multisectoral and integrated programming on SRHR and economic empowerment for youth. The model is informed by evidence-based principles for youth cross-sectoral programming (see section 2.1), and should be situated within the political, economic and sociocultural context of the country and location where the programme is to be implemented.

A situation analysis of youth SRHR and economic needs is required to inform programme design. The profile and specific intersectional needs of targeted youth should be based on disaggregated data including age and gender, vulnerability, marital status, childcare responsibilities (esp. for young mothers), literacy and qualifications level. An overview of the political context, and economy (including the local market analysis) is also needed (See section 2.2).

Grounded in the contextual analysis, the model navigates from economic empowerment (blue) and SRHR (orange) intervention inputs to outputs (respectively) and integrated strategies (red) targeting four socio-ecological levels: individual; interpersonal, family and community; organizational, institutional and systems; and the legal, policy and regulatory macro level – the final three levels contribute to creating an enabling environment for integrating programming for youth. **Key strategies** for integrated programming include:

- Building youth capacities and competencies through cross-sectoral skills and entrepreneurship-based programming (individual-level);

- Youth-supportive collective agency and norm transformation (interpersonal, family, community, peer level);
- Access to youth-friendly and adapted (health and education/training) services (organizations, institutions and systems); and
- Higher level enabling environment for youth (legal, policy and regulatory level).

These strategies can yield sector-specific outcomes that, when achieved together, contribute to the integrated outcome: *youth are better able to access social and economic assets, and enjoy their sexual and reproductive health and rights.*

The ToC model recognizes that while intervention strategies for economic empowerment and SRHR are distinct, their effectiveness increases when designed and implemented holistically, recognizing the integrated needs of young people in the East and Southern Africa region.



3.2 Package of strategic interventions

3.2.1 Individual-level integrated programming: engaging with youth

This first level of programming targets individual young people as the beneficiaries of the programme activity. Integrated programming at the individual youth level primarily focuses on: 1) enhancing youth skills, knowledge, and capacities, and 2) facilitating or providing developmental opportunities for young people. Youth-level programming should be guided by the principles covered in section 2.1.

To reach diverse sub-groups of young people, these interventions can take place in three primary settings: in school, out of school (community, households, youth centres, safe spaces, refugee camps, juvenile detention, etc.), and/or in the workplace.

The selection of sectoral interventions should be based on a project or programme-specific Theory of Change. The ToC should identify clear target groups (informed by the situation analysis), the expected output to outcome pathway (with an understanding of the assumptions inherent between them) and strategies to achieve the stated aims, with careful consideration of local context (urban/rural), including local markets, project resources and expected timeframe.

Examples of packages of evidence-based interventions at the INDIVIDUAL LEVEL FOR YOUTH ECONOMIC EMPOWERMENT  **and ASRHR**  **are described below.**



INDIVIDUAL-LEVEL ECONOMIC EMPOWERMENT INTERVENTIONS FOR YOUTH

Raising knowledge, building capacity, and developing competencies in the frame of a youth economic empowerment intervention can be done through a range of interventions such as **literacy training, which includes financial literacy/education, youth livelihoods programming, technical and vocational education and training (TVET), business development training, business internships and apprenticeships.**

These interventions span a continuum of capacity building measures ranging from basic literacy training to increasingly complex and work-specific skills development and fostering youth entrepreneurship. They also vary in the way they target youth economic development in informal or formal sectors.

- **Basic literacy training** should be offered to youth who do not have basic reading, writing and numeracy skills. This foundational knowledge is necessary in order to receive any additional education or training.
- **Financial literacy/education** promotes knowledge and skills in budgeting, financial planning, and how to access and use financial services. It focuses on increasing young people's understanding of finance with the goal of building their capacity to make appropriate decisions related to their personal finances, assessment of risky income sources, and planning for the future.

- **Youth development livelihood programmes** often focus on youth working in the informal economy and have a specific focus on self-employment. These programmes can focus specifically on skilling young entrepreneurs towards better business practices. This includes training on book-keeping, relevant business regulations, cross-border trade development, and best management practices. For more information about these training programmes, see the [ILO's Start Your Own Business training methodology](#).
 - **Technical and Vocational Education and Training (TVET)** refers to the acquisition of knowledge and skills for the workplace. It comprises education and training and skills development relating to a wide range of occupational fields, and can take place at secondary, post-secondary or tertiary levels including work-based learning and continuing training and professional development, which may lead to qualifications. It can be provided by a range of public, private and non-profit organizations.
 - **Business development training, coaching, business internships and apprenticeships** should be offered in the most formal contexts and focus on basic business skills for emerging and start-up young entrepreneurs, more advanced operations management, skills training and coaching for established young entrepreneurs as well as direct exposure to the workplace as apprentices and interns in enterprises of various sizes.
- To provide economic opportunities and access to resources for young people, interventions such as **microfinance**, **microcredit**, and **microsaving** can be used.
- **Microcredit** is the provision of small loans, usually in cash but occasionally in kind, to finance household activities or to start or expand business ventures. Microcredit often targets poor people to support entrepreneurial activities such as creating micro and small businesses or other income-generating activities. Microcredit is a component of the larger field of microfinance and has been widely used to promote financial inclusion of poor communities globally, often by providing credit to adult women. Given the success of microcredit programmes among adult women, some organizations have tried applying microcredit strategies to promote economic advancement among adolescent girls.
 - **Microsaving** programmes offer deposit services to people who lack access to main-stream banks. Microsavings models can vary. They may offer individual savings opportunities or may be a part of a group-based savings model where an entire group saves and members are able to borrow from shared savings. Microsaving is often linked to microcredit and may be a condition of receiving a loan, or offered as part of a combined intervention. While youth savings can be a powerful tool, many countries have legal barriers that prevent the private sector from delivering saving products to young people.
 - **Direct cash transfers** to young men and women to assist with funding entrepreneurial ventures. Similar to microcredit programmes, direct cash transfers for business projects help emancipate young people by offering them the financial security needed to develop their idea. The transfers may be implemented directly by the intervention programme or, alternatively, through local authorities such as municipalities, in an effort to build institutional trust and accountability.



INDIVIDUAL-LEVEL ASRHR INTERVENTIONS FOR YOUTH

Reaching and engaging young people with ASRHR education and information, aims to raise young people's knowledge and skills for informed decision-making on sexual and reproductive health and recognition of their reproductive rights. Gender-transformative interventions are critical to change gender roles and address power differentials in relationships. Interventions should foster open discussions of gender and sexual roles and expected behaviours in interacting with the opposite sex. Specific ASRHR interventions focus on increasing youth knowledge, attitudes and health-seeking, risk-reduction behaviours. This can be done through **formal and informal comprehensive sexuality education, Life Skills Education**, counselling/prevention, treatment and care through **youth-friendly or youth-oriented health services**.

- **Formal and informal evidence-informed comprehensive sexuality education aligned to international standards. Comprehensive sexuality education** is a rights-based and gender-focused approach to sexuality education taught in school or out of school over several years, providing age-appropriate and scientifically accurate information about human development, anatomy and sexual and reproductive health, as well as information about contraception, childbirth and sexually transmitted infections (STIs), including HIV. ASRH information provision can also be done through peer education, media, edutainment, branding and social marketing campaigns or new digital technologies.
- [!\[\]\(c6959c8bd021df9fa70a0d610ebca21e_img.jpg\) UNFPA \(2020\). Youth-Centred Digital Health Interventions](#): A framework for planning, developing, and implementing solutions with and for young people. This

report was developed as an inter-agency framework for collaborative and responsible youth-centred digital health interventions, meeting young people's diverse health needs in a meaningful way.

- [!\[\]\(8c0ee51c4838d5dc935a9967b5303810_img.jpg\) UNFPA \(2014\) Operational Guidance for Comprehensive Sexuality Education](#). This document guides UNFPA's support to governments and other partners as CSE programmes both in and out of school and are designed, implemented and evaluated. Building on current standards, it outlines steps to identify priorities, implement actions and evaluate outcomes, providing tools for programme managers, practitioners and technical advisers.
- **LIFE SKILLS EDUCATION** is often seen as a type of CSE with a specific thematic emphasis, for example, on personal skills aimed at strengthening young people's self-efficacy. It often includes economic empowerment modules such as financial literacy or entrepreneurial skills. It may not necessarily align with the International Technical Guidance on Sexuality Education (ITGSE) particularly on more sensitive issues, and have substituted alternative modules as those mentioned above.
- **Education, information and counselling/prevention, treatment and care through youth-friendly or youth-oriented health services** to meet young people's SRH, mental health, prevention and management of GBV and HIV needs are important to ensure the health and well-being of the next generation. Provision of counselling services for young people to help them gain knowledge, understanding and choices, is being done through formal, private (e.g. pharmacies), and informal health sectors (e.g. traditional

practitioners). Evidence-based provision of education and health-care services for young people however, focuses on strengthening the formal and private health sectors provision of appropriate services.

To better understand adolescent and youth needs for ASRHR information and services, a number of tools and methodologies can be applied, such as, youth-led needs assessments or other participatory appraisal techniques.

 [Essential Packages Manual: Sexual and Reproductive Health and Rights Programmes for Young People](#) (2017) was developed by the ASK Alliance members. It aims to be a comprehensive guide for successful sexual and reproductive health and rights programmes for young people. It helps implementers to critically review their programmes against proven standards of good practice, to identify gaps and areas where they could better serve young people and to learn more about a holistic approach to programming that places young people at the centre.



CASE STUDIES ON INTEGRATED ECONOMIC EMPOWERMENT AND ASRHR FOR YOUTH AT INDIVIDUAL LEVEL

CASE STUDY 1

Cross-sectoral programming on soft skills

When planning to integrate ASRHR and economic empowerment interventions aimed at developing youth knowledge, capacities and competencies, it is important to focus on **cross-sectoral “soft”**

skills together with sector-specific skills. These soft skills³¹ have been shown to predict positive outcomes in different life domains including health and economic outcomes.

Soft skills refer to a broad set of competencies, behaviours, attitudes and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals. These skills are applicable across sectors and complement the acquisition of other skills such as technical and academic skills. (Gates et al. 2016)

There is evidence to support that a set of age appropriate (ages 12-29), and adaptable soft skills strongly predict positive outcomes across three different areas: workforce development; violence prevention; and SRH (see infographic on p22). These soft skills are: **positive self-concept, self-control, higher order thinking skills, social skills, communication, empathy, and goal orientation** (Gates et al., 2016). At the intersection of workforce successes and SRH, four skills yield positive outcomes across both domains:

Positive self-concept is “a realistic awareness of oneself and one’s abilities that reflects an understanding of his/her strengths and potential”. Positive self-concept overlaps with other constructs such as self-efficacy, self-esteem, self-worth and positive self-identity.

³¹ These soft skills have also been referred to as non-cognitive skills, workforce readiness, life skills, behavioural skills, and 21st century skills.

Self-control is young people's ability to delay gratification, control impulses, direct and focus attention, manage emotions and regulate behaviours.

Higher order thinking skills encompasses three interrelated constructs: problem-solving, critical thinking, and decision-making which are often combined into one construct and frequently measured together.

Communication is young people's ability to effectively express and understand knowledge and ideas, including one's ability to negotiate and persuade, as well as transmit and interpret knowledge. Ensuring that these skills are included in training packages along with other sector-specific skills, provides an entry point for integrated capacity-building interventions in ASRHR and economic empowerment.

For more information on how to measure and evaluate these skills in a programme, see

[Youth Power Action shortlist of tools measuring youth soft skills.](#)

[YEFG & MasterCard Foundation \(2017\). What Works in Soft Skills Development for Youth Employment? A Donor's Perspective.](#) This report outlines the global state-of-play of soft skills as a tool for youth empowerment. While the value of soft skills is increasingly recognized, definitional coherence, enhanced assessment, and deeper partnerships can unlock further potential from soft skills underlining the link between young peoples' SRH and their soft skills for decent employment.



CASE STUDY 2

Integrating HIV prevention intervention, social support, vocational training and micro-grants for adolescent girls

Shaping the Health of Adolescents in Zimbabwe (SHAZ!) Programme, Zimbabwe, 2006-2008

The SHAZ! programme was a randomized controlled trial of a combined intervention including life skills and health education, vocational training, micro-grants, social supports compared to life skills and health education alone. It targeted adolescent girls aged 16 to 19 with an objective to reduce HIV and related sexual risk among adolescent girls.

In SHAZ! Phase I (feasibility study), beneficiaries received combined life skills education and access to microcredit. The study noted that only a small percentage of the participants were able to pay back loans and that adolescent girls' exposure to physical harm, sexual abuse, and coercion had increased. This indicated that microcredit is not the best livelihood option to reduce risk among adolescent girls in this context and that microcredit without additional safeguarding measures such as adequate family and/or social support, placed girls at increased risk of sexual harassment and violence as they engaged in new livelihood strategies.

Based on this assessment, the economic empowerment approach from SHAZ! Phase 2 evolved from microcredit to micro-grant (not requesting repayment) and livelihoods training. Results from Phase 2 showed that participants in the full combined intervention, experienced improved economic outcomes (reduced food insecurity, having their own income), had a lower risk of transactional sex and a higher likelihood of using a condom with their current partner compared to baseline. There was also evidence of fewer unintended pregnancies among intervention participants. No statistically significant changes were reported for contraceptive use (other than condoms).

Source: Dunbar et al., 2014; Gibbs et al., 2012

CASE STUDY 3

Integrating financial education and Family Planning

A360's Smart Start intervention, Ethiopia, 2016 - ongoing

Adolescents 360 (A360) works directly with young people to develop and deliver interventions that aim to increase demand for, and voluntary uptake of, modern contraception among girls aged 15-19 in Ethiopia, Nigeria, and Tanzania. Smart Start is an intervention in Ethiopia that uses financial planning as an entry point to engage young married couples in planning their futures and reaching financial stability, positioning contraception as a tool to achieve their self-defined goals.

Using a multidisciplinary approach including Human-Centred Design (HCD), the Smart Start approach is based on a deep investigation of girls' life aspirations and reframing of the family planning discourse in financial planning language. Young married women and young couples are supported to understand the resources they will need for the families they desire.

From January 2018 to July 2019, over 45,000 girls have received counselling through Smart Start. Of the girls eligible for contraceptive adoption, nearly 75 per cent voluntarily adopted a modern method of contraception and more than half of them took up a long-acting and reversible contraceptive method (LARC), which is significantly higher than the national average uptake.

About 50 per cent of married girls adopting a method after receiving counselling through Smart Start, are nulliparous and 43 per cent adopt a method to space after their first birth, which represents a significant shift from national averages where the majority of Ethiopian rural adolescent girls begin contraceptive use for the first time only after having had three children. Compared to girls receiving individual counselling from Health Extension Workers, those who are reached and counselled with their husbands on Smart Start sites voluntarily adopt modern contraceptive methods at a rate nearly 20 per cent higher.

Source: Cutherell M, 2019.

CONSIDERATIONS ON CONTEXTS

➤ Integrated programming in fragile and humanitarian settings

In the youth economic empowerment sector, [the Inter-agency guidelines for working with and for young people in humanitarian settings](#) recommends that youth-responsive livelihoods and economy strengthening interventions be centred on the following key priority actions:

- Provide business management and entrepreneurship training, business capital and mentorship.
- Identify livelihood opportunities linked to training and skills development in other sectors.
- Manage young people's expectations around technical and vocational education and training (TVET), which usually leads to sustained employment only for a small minority but can have important psychosocial benefits.

- Provide psychosocial counselling and support to particularly vulnerable publics (ex-militia members, or child-soldiers, victims of conflict).
- Recruit young people affected by conflict and/or humanitarian crises in the rehabilitation of physical and social infrastructure.
- Create or rehabilitate safe spaces for young people to gather, express themselves, socialize, develop key life skills and the ability to plan for the future (eg. youth centres).

In the youth SRHR sector, [the Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings](#) and the 2018 [Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings](#) recommends that:

- Attention be paid to sub-groups of adolescents who are at particularly high risk such as very young adolescents (10-14 years), especially girls; pregnant adolescent girls; marginalized adolescents, including those who are HIV+; those with disabilities; non-heterosexual adolescents; indigenous groups and migrants;

adolescents separated from their families (parents or spouses) and adolescent heads of household; survivors of sexual violence and other forms of gender-based violence (GBV); adolescent girls selling sex; and Children Associated with Armed Forces and Armed Groups (CAAFAG), both boys and girls;

- All interventions be rights-based and ethical, demonstrating respect for adolescents and their right to self-determination, with benefits that outweigh the risks, and where participation of adolescents is encouraged and their opinions respected;
- Individual barriers that prevent adolescents and youth from accessing facility-based reproductive health services such as feelings of shame, fear or anxiety about issues related to sexuality and reproduction, lack of awareness about the services available, poor health, or advice-seeking behaviours and the perception that services will not be confidential, be removed;
- Adolescents be involved as much as possible in the design, implementation and monitoring of programme activities.
- The sexual and reproductive health needs of adolescent boys and girls are equally addressed.

Integrated programming in low- and middle-income settings

In stable settings where economies offer more possibilities, the quality and impact of youth capacity-building measures across sectors can be strengthened through the following strategies:

- Engaging marginalized and vulnerable youth requires finding them where they are. Intentional and targeted youth recruitment strategies are required to engage a diverse cross section of young people, prioritizing the most underserved.
- Foster safe, supportive training environments that are appropriate for specific groups of young people. Learning spaces must be

physically and emotionally safe for young people, including offering either mixed groups or like-peer training groups depending on the targeted group preference. Youth-responsive training environments should be flexible and accommodate the competing demands of youth (work, home, school, etc.).

- Offer more training opportunities in local languages, while also facilitating access to instruction in globally-dominant languages, as appropriate.
- Ascertain that basic skills needs are fulfilled. A strong homogeneous distribution of basic skills among young people is a fundamental baseline on which to build further skilling strategies.
- Training should be delivered iteratively (rather than one-off) to reinforce youth knowledge and skills over time, and progressively build their personal, technical, and functional capabilities.
- Employ participatory methodologies to deliver content and leverage new technologies, including digital learning platforms where the context allows (Catino, Battistini and Babchek, 2019).

3.2.2 Interpersonal and community level integrated programming: engaging with families, communities, organizations and systems

At the interpersonal and community level, integrated programming seeks to engage with parents, adults and gatekeepers in households, communities and workplaces, to facilitate access by young people to resources and services in the economic and ASRHR areas.

An enabling environment is created by adapting and mobilizing existing youth organizations, youth-serving resources and the broader youth ecosystems in the ASRHR and youth economic development areas that facilitate integrated holistic programming.



ECONOMIC EMPOWERMENT INTERVENTIONS FOR YOUTH AT THE INTERPERSONAL, HOUSEHOLDS AND COMMUNITY LEVEL

- **Engaging with adults, caretakers and gatekeepers** for youth economic empowerment can increase access to economic opportunities for young people. Norm transformation interventions with adult gatekeepers are necessary to strengthen youth autonomy and mobility, by expanding access to diverse non-formal and formal economic opportunities for girls and other marginalized and vulnerable youth groups.
- Some interventions can target **youth and their households such as livelihoods, programmes and cash transfers**. Attention must be paid to ensure that outputs effectively reach and benefit youth as there are risks that incomes or assets may be taken from youth or that their increased economic empowerment may trigger a backlash from peers or adults.
- **Rooting economic empowerment programmes within communities** is an important factor for increasing the sustainability of programme effects. By targeting and engaging stakeholders across the

community, the programme is more likely to reflect the diversity of perspectives and needs of the social and economic environment that will directly impact the youth-focused project or programme. It is also an opportunity to leverage local knowledge held by community actors, helping to ensure the intervention is perceived locally as equitable, and to develop links and trust between youth, communities and local government authorities (LGA).

- The  **ILO Peer Educator Toolkit** (2014), used during the Corridors for Economic Empowerment Project in South-Eastern Africa. The toolkit contains a list of topical modules (Gender, HIV/AIDS prevention, economic empowerment), focus group methodology, group exercises (condom demonstrations, role-play) with trainer and facilitator instructions. The toolkit was successfully used to advocate at the interpersonal and family level for gender equality, and health and financial empowerment of young women within the household.



INTERPERSONAL, HOUSEHOLD AND COMMUNITY-LEVEL ASRHR INTERVENTIONS FOR YOUTH

- While interventions should enhance youth rights and own decision-making capacities, **parents, caretakers and other adult gatekeepers must be turned into allies** supporting ASRHR initiatives. Parental choice can strongly influence youth SRH, and involving them early in ASRHR interventions is critical for the acceptability and sustainability of the interventions.
- **Community-based adolescent health and rights programmes** are happening in and outside schools, through formal and informal programmes such as clubs, radio listening groups, youth centres, sports activities, among other formats to provide a youth space for engaging on SRHR education and information.

- **Traditional leaders and religious leaders** are key community stakeholders who can be turned into local champions through early engagement and a continuous participatory process in the design and implementation of an ASRHR intervention. Adult mentoring, social support and counselling programmes delivered by trained adults with adequate supervision mechanisms, can enhance youth empowerment.
- [What community-based interventions and approaches are most successful in improving adolescent health in Low- and Middle-Income Countries?](#) This literature review forms part of a series of research for World Vision to understand how best to contribute to the reduction of adolescent mortality and health risk. It reviews selected 69 relevant case studies focused on community-based interventions and approaches that are most successful in improving adolescent health, have been most successful in promoting healthy behaviour change, and success factors and barriers in promoting adolescent sexual and reproductive health behaviours within faith-based settings.
- Supporting **advocacy among youth and youth-led organizations** can enhance youth engagement in ASRHR and empowerment to make healthy decisions about their health and well-being. Increasing support for youth-led organizations is seen as a pathway for youth civic engagement on matters that affect them, including their SRHR. Youth advocacy and movement building is essential for building self efficacy and ownership by youth for the issues that affect their health, well-being and future opportunities.
- [UNICEF Youth Advocacy Guide](#) was co-created with young African citizens to empower young people with skills to bring about positive change in their lives and communities. It seeks to support their efforts to address concerns ranging from unemployment to child safety, and the quality of education to climate emergencies. Based on the Convention on the rights of the child, all aspects of adolescent well-being is addressed.
- **Safe spaces** have been found to be an important intervention strategy to deliver integrated **programming for girls and young women at community level, but they too** need to align with [recommended practices](#), especially in fragile and humanitarian contexts. Working through peer mentors, girls go through a cycle of sessions where they learn life skills including economic empowerment interventions and CSE. Some safe spaces also include GBV prevention.
- [Tools and Resources for Girl-Centered Programming](#) is a package of resources developed by the Population Council to support girl-centred programming. The resources found in these pages aim to reduce girls' risks and increase their opportunities by building their protective assets and translating evidence on what works into girl-centered programming. It includes important resources such as [The Girl Roster™: A Practical Tool for Strengthening Girl-Centered Programming](#) – a tool to help target girl-centred programming on those in greatest need.



CASE STUDIES ON INTEGRATED ECONOMIC EMPOWERMENT AND ASRHR AT INTERPERSONAL AND COMMUNITY LEVEL

CASE STUDY 1

Engaging youth and integrating ASRHR in community-driven development initiatives

Community-Driven Development (CDD) is an approach supported by the World Bank which emphasizes local control over planning and investment resources. Communities define their own development priorities and select and prioritize several micro-projects which can offer a platform for youth participation and integration of ASRHR.

CDD projects can finance public service that specifically target youth (e.g. schools, scholarships, or reproductive health services) and expand their human capital assets. By addressing individual, labour market and financial constraints, CDD projects can increase the employability and employment opportunities of young people. Finally, CDD creates spaces for increased civic engagement and inclusion of youth in decision-making, design, and implementation aspects of interventions that directly affect them. Youth-focused CDD thus provides valuable opportunities for cross-sectoral programming and youth-responsive interventions (Adam & Oshima 2014). It also supports youth agency and voice within community-based initiatives.

CASE STUDY 2

Strengthening or diversifying local microenterprises managed by youth

The UN Joint Programme on Youth Employment in Tanzania 2015-2016

The UN Joint Programme was a package of interventions coordinated by the ILO, UN Women, United Nations Industrial Development Organization (UNIDO) and FAO with 16 total participating UN agencies spanning 18 months, with a total budget of US\$ 63 million, and covering seven thematic outcomes from sustainable energy, to youth economic empowerment and ending violence against women.

The youth economic empowerment component of the programme was built around the double pronged approach of linking supply and demand in local labour markets. This entails developing the skills base of the target population, while supporting the local economy in job creation so as to avoid upskilling young people who would then struggle to integrate due to a lack of job availability.

In the Kigoma municipality (north-western Tanzania), the local implementation focused on building entrepreneurship capability and empowering young people in developing business ventures and microenterprises centred around the community. Youth business leaders were provided sector specific agri-business training (relevant to the rural context). Financial services such as microcredit were targeted to agricultural cooperatives run by and employing young people. With help from the programme, the local municipality purchased a bee farm made available to agricultural cooperatives for training and commercial activity.

CASE STUDY 3

Promoting gender equality and SHR within the household

The Corridor Economic Empowerment Project (CEEP) 2011-2015

This ambitious programme, with a total budget ranging from US\$ 7-8 million and funded in part by the Swedish International Development Agency (SIDA), targeted vulnerable areas across six countries of South-East Africa to integrate within the effort to stop the spread of HIV/AIDS in the region, processes for youth economic empowerment and gender equality. The programme goal was to “address the basic and immediate needs of beneficiaries by focusing on the structural drivers of the [HIV/AIDS] epidemic”. Two of these structural drivers were identified as a gender imbalance in the victims of the epidemic (58 per cent of people living with HIV/AIDS in sub-Saharan Africa are women), and the need for further economic empowerment of young women and girls.

Through the [ILO's Peer Education Toolkit](#), the programme targeted households and families in an effort to instil a more equitable division of household financial decision-making, and further empower women in taking control of their SHR, (e.g. by building acceptance for the refusal of unsafe sex). The programme combined financial emancipation, poverty reduction, and development of support services to create an effective and sustainable framework, addressing all levels of intervention. Further detail can be found in the [project fact sheet](#), and [case studies narrative](#).

Key results include the creation of national and subnational frameworks and/or plans for economic empowerment and gender equality, the provision of business development, financial literacy, sexual wellness training, and the promotion of safer spaces for women and girls within their families and interpersonal circles related to sexual health and financial decision making.

> Integrated programming in fragile and humanitarian settings

In the youth SRHR sector, [the Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings](#) and the 2018 [Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings](#) recommends that:

- Interventions address sociocultural barriers which prevent young people from accessing health services such as social norms, cultural norms, stigma, language differences, or the attitudes of health care providers towards adolescents;
- Interventions address structural barriers, such as long distances to health facilities, lack of facilities for clients with disabilities, inconvenient hours of operation, long waiting times, charging fees for services and lack of privacy;
- Community members and parents, along with adolescents, are involved from the earliest stages of programme design and if possible, should contribute to programme implementation;
- Family or community re-integration interventions are put in place by creating safe spaces and ensure the continuation of education activities during a crisis, including awareness raising and sensitization sessions on HIV;

- Strong protection measures and community-based approaches to livelihoods and education are put in place to contribute to the prevention of re-recruitment or harmful behaviours such as selling sex;
- Interventions help rebuild community social cohesion and focus on coordinating social enterprise in conflict affected areas. This includes the involvement of youth in the clean up and rehabilitation efforts, as well as a focus on area-specific economic activities (leveraging existing capabilities and resources). For an example, see the [UN Joint Programme for Employment in Somalia](#) (2015-2020).

Additional resources for programming for girls through safe spaces includes [Women and Girls Safe Spaces \(WGSS\): A Toolkit for Advancing Women's and Girls' Empowerment in Humanitarian Settings](#) was co-created by the International Rescue Committee (IRC) and International Medical Corps (IMC). The overarching aim of the toolkit is to fill a critical gap in existing global guidance for WGSS in humanitarian settings, harmonizing the approach while accounting for contextual differences. The toolkit aims to authentically support women's and girls' sense of self and empowerment by providing a global blueprint for WGSS programming.

Child marriage is also more common and exacerbated in the fragile and humanitarian settings due to economic insecurity and the broader socioeconomic challenges the context represents. For example, 59 per cent of women aged 20-24 in Bangladesh were married before they turned 18 with 40 per cent in Nepal.³² Programming on ASRHR and Economic Empowerment in these settings should strive to understand the impact of child-marriage practices and address its drivers with specific interventions that are adaptive and responsive to the situational needs of children, empower them to make their own choices, transform prevailing gender and social norms, and bolster the economic and social security of those communities that practice child marriage.

➤ Integrated programming in low- and middle-income settings

In settings where local economies and sociocultural contexts can be supported to expand opportunities for youth, the following cross-sectoral strategies can be considered to enhance youth empowerment:

- Establish, maintain and sustain formal peer and professional networks for young people by supporting youth-led organizations and networks, and developing network and mentoring mechanisms in workplaces. Both peer and professional networks can provide youth with new personal and professional growth opportunities helping them build new relationships. Adult mentors, advisors and other formative relationships can play critical roles in youth development but they should benefit from appropriate training and guidance on how to best support young people. (Catino, Battistini and Babchek, 2019)

3.2.3 Institutional-level integrated programming: impacts on systems and organizations

Systems-level interventions focus on sectoral supply-side interventions such as increasing access to health services appropriate for youth, increasing the availability of educational opportunities including various ways to build skills, capacities including literacy and numeracy programmes, and working with the private and government sectors to create a variety of employment opportunities for young people. Supply-side interventions are needed to complement demand-generation interventions to ensure that there are services and jobs for young people who receive individual-level incentives (see section 3.2.1). Supply-side interventions at the organization- or systems-level, contribute to creating an enabling environment for integrated programming for youth to be successful.

³² UNFPA. (2020). Child Marriage in Humanitarian Setting in South Asia. 208p. available at: <https://asiapacific.unfpa.org/en/publications/child-marriage-humanitarian-settings-south-asia>.



INSTITUTIONAL-LEVEL ECONOMIC EMPOWERMENT INTERVENTIONS FOR YOUTH

- Interventions targeting **workplaces or job creation for youth** can rely on diverse strategies to improve the quantity and quality of work for young people. Working with the government and the private sector, efforts are made to create new jobs or refit existing jobs to make them appropriate for new recruits. These efforts require a strong market analysis and partnership between government and the private sector to incentivize job creation and education and skills-building programmes to feed into them.
- **Labour Market Information System (LMIS)** can help the government and programmes take stock of the current market to better assess and develop employment opportunities for youth. In order to accurately start this skills matching process, it is vital that national skills measuring institutions and methodologies be put in place. As such, it is recommended to include the development of an LMIS with accurate and reliable channels of data collection and aggregation in institutional-level interventions. Information and data sharing between government stakeholders should be streamlined and systematized horizontally (e.g. between sectoral ministries), and vertically (i.e. between national and local government authorities).
- [Tools and Services on LMIS \(ILO, 2017\): A resources platform which aggregates tools and strategies to develop LMIS at global, regional, and national levels.](#)
- [A Roadmap for the Development of Labour Market Information Systems](#) has been developed by FHI360 to offer guidance for the focus and sequencing of investments in their development. More comprehensive and integrated approaches are needed to address the urgent information needs of youth and employers, and to realize the African Union's ambition to elevate the roles of labour market institutions over the coming five years. The Roadmap provides a landscape review of selected African LMIS models and international best practice models.
- **Graduate-to-SME matching schemes** are systems-level programmes that can address the issue of youth unemployment and economic productivity by helping ensure that national and regional skilling strategies accurately represent the labour market needs. They also build trust by the larger business community in the national education system and the quality and readiness of graduates from university and TVET. Finally, these programmes shine a light on underleveraged opportunities within existing value chains to integrate youth of all skill levels, therefore ensuring the institutional level intervention necessary to reach the most vulnerable and disenfranchised.
- [Workforce connections: Key Approaches to Labour Market Assessment](#) has gathered and reviewed existing labour market assessment approaches and related tools from across the workforce and youth landscapes to develop a core suite of tools that can be used to conduct a labour market assessment (LMA).

- **Building institutional capacity to reach youth** most distanced from the centres of government and business is needed for economic empowerment programmes to prioritize intervention inclusivity. This can take the form of equipment and infrastructure strengthening for decentralized government entities/services, thereby ensuring that no matter the target area, young people can expect to receive the same quality of service and support from the relevant institutions.
-  [UNFPA \(2020\). Pact for Youth 2020.](#) The pact was launched in Ukraine, in 2016, with the goal of building stakeholder collective capacity to address youth unemployment. The pact represents good practice for engaging local government partners, and in building meaningful synergies with the private sector. Participating business partners include Kredobank, Urktelecom, and Nestlé.
- Encouraging **the sustained development of youth organizations and associations** can provide authorities with the organizational benefit of having a clear and stable contact point within the local community, with the local knowledge and capacity to diffuse and distribute support and services, thus reducing the risk of institutional resistance at 'street-level'.
-  The [Global Initiative Decent Jobs for Youth](#) recommends a number of youth employment strategies for informal and formal economies that ensure a collaborative approach to prioritizing job creation while helping youth to overcome specific disadvantages, such as skills mismatch and discrimination.



INSTITUTIONAL-LEVEL ASRHR INTERVENTIONS FOR YOUTH

- Supporting organizations and educational institutions to deliver formal and non-formal education and training to develop **comprehensive sexuality education (CSE)** and / or **life skills education**. The curriculum should meet international standards and include gender-sensitive teaching practices and teaching content to meet youth needs. Schools and out of school organizations delivering CSE must be strengthened to deliver quality CSE, including curricula adaptation, piloting and regular testing of the curriculum adequacy, teacher training and supportive supervision mechanisms, along with regular quality monitoring mechanisms and intervention fidelity monitoring.
-  The [International Technical Guidance on Sexuality Education](#) is the definitive resource guiding CSE. It is a joint publication between UNFPA, WHO, UNICEF, UNAIDS, UN Women and UNESCO.
- **Facilitate access and availability of quality youth-friendly service delivery points**, including SRH and HIV prevention, treatment and care services, and services providing support to victims of intimate partner violence and non-partner sexual violence and exploitation. Work with organizations and institutions to actively identify and remove access barriers to these services that are critical for attainment of the highest standard of sexual and reproductive health

and well-being. This requires understanding youth-level barriers to accessing services and knowing young people's experience and expectations using these services.

- [Assessment of Adolescents and Youth-Friendly Health Service Delivery in the East and Southern Africa Region](#). The assessment was conducted by ESARO together with International Planned Parenthood Foundation (IPPF), Africa Regional Office as part of a multi-year initiative (2014-2017) to improve and scale up youth-friendly health services and enhance quality of care for young people. The initiative includes a review of existing youth-friendly health service (YFHS) guidelines and standards, and assessment of their implementation in 23 countries within the East and Southern Africa (ESA) region.
- [Thinking outside the separate space: A decision-making tool for designing youth-friendly services](#). The tool was developed by "Evidence in action", a USAID supported programme. It is a decision-making tool to guide programme designers in selecting and adapting appropriate youth-friendly service delivery model(s) based on the country context, target population, desired behavioural and health outcomes,

SRH services to be offered, and needs and objectives for scalability and sustainability. The tool outlines seven different YFS models and seven steps for selecting and planning the scale-up of appropriate YFS models. This tool is primarily focused on supply-side interventions.

- **Reproductive Health Care commodities and essential Youth-Friendly Health Centres** must meet specific [quality standards](#) to fully protect and improve youth health and well-being, including the provision of sexual and reproductive health commodities. Supply-side interventions must insure the availability of reproductive health care commodities through a functioning supply chain.
- The [Reproductive Health Supplies Coalition \(RHSC\)](#) has a variety of tools to support supply-side interventions to ensure the availability of family planning commodities and ensure they are available at health delivery sites including YFHC. The RHSC brings together a diversity of partners to mobilize their collective strengths to increase access to a full range of affordable, quality reproductive health supplies in low- and middle-income countries.



CASE STUDIES ON INTEGRATED ECONOMIC EMPOWERMENT AND ASRHR AT INSTITUTIONAL LEVEL

CASE STUDY 1

Public-private partnership to reduce the rate of HIV among adolescent girls and young women (AGYW) in the highest HIV burden countries through inter-sectoral socioeconomic, education, and SRH interventions

The DREAMS (Determined, Resilient, Empowered, AIDS-free, Mentored and Safe) partnership in 10 high burden SSA countries 2014-2020 (USAID/PEPFAR, BMGF, Nike Foundation, Johnson and Johnson)

The [‘DREAMS’ Partnership](#) is an ambitious programme aiming to halt AGYW infections through a broad package of evidence-based health, educational and social interventions to be delivered with urgency, high coverage, and where the need is greatest. The goal of DREAMS is to reduce new infections by 40 per cent after two years of intervention among AGYW in subnational geographic units identified as ‘hot-spots’ with high HIV burden.

DREAMS empowers young women by advancing gender equality across many sectors of global health, education and economic growth. Working in partnership with community, faith-based and non-governmental organizations, significant numbers of volunteers are mobilized to address the structural inequalities that have an impact on girls’ vulnerability to HIV. Specifically, DREAMS supports the delivery of a [package of interventions](#) to reduce social and economic vulnerability of AGYW by helping them to stay in school, enabling financial independence by offering socioeconomic alternatives to early marriage and transactional sex, and reducing gender-based violence and financial dependence on intimate partners.

Scaling-up impactful and evidence-based interventions across multiple sectors has accelerated efforts to control the HIV/AIDS epidemic. For the first time in 2017, data from the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) shows significant declines in new HIV diagnoses among adolescent girls and young women. In the 10 African countries implementing PEPFAR’s DREAMS partnership, the majority of the highest HIV burden communities or districts achieved greater than a 25–40 per cent decline in new HIV diagnoses among young women. Significantly, new diagnoses declined in nearly all DREAMS intervention districts.

CASE STUDY 2

Connecting young people and institutions for more impactful economic empowerment interventions

Youth Employment Promotion in Mozambique 2008-2011 (UN Joint Programme)

Coordinated jointly by the UNDP, ILO, UNHCR, UNCDF, UNIDO, FAO and UNESCO, the programme targeted young people, ages 15 to 35, across rural and urban areas, assisting them in their search for decent jobs and further economic empowerment. The programme was particularly successful in the adaptability of its implementation, designed as such to fit a wider spectrum of socioeconomic contexts and geographies. By developing a comprehensive ecology of support services (including VET placement offices, increased and more personalized access to financial services, entrepreneurship curricula within schools); the programme efficiently institutionalized its action among local stakeholders. By supporting the formalization of youth-owned businesses and directly including young people in the implementation monitoring process, the programme's beneficiaries snow-balled as targeted youth became trainers and micro-employers further expanding the programme's reach within the system.

The programme also has an extensive plan for promoting more comprehensive and protective regulation around traineeships and internships. The UN agencies, in collaboration with national sectoral trade unions (for industry and agriculture), and the national Council of Youth, advocated towards the ministries of labour. This led to the approval of the new regulations by the Council of Ministers. Explicit guidelines surrounding remuneration, expected skills and practical experience outcomes, and workplace health and security, are now in place. At the time of evaluation (January 2012), 64 young people had undertaken remunerated internships under the new regulations. See the [project factsheet](#) for further details.

CASE STUDY 3

Targeting a rural context at an institutional level

Skills for youth employment and rural development in West and Southern Africa 2010-2014

With a total budget of US\$ 16.4 million, this programme spanned Benin, Burkina Faso, and Zambia. Utilizing the [ILO's Training for Rural Economic Empowerment \(TREE\)](#) methodology, the programme's focus on increasing youth employment in rural settings was particularly effective in that it paid clear attention to value chains in and out of the formal economy. By leveraging informal training practices and apprenticeships – already inherent to the institutional Education and Training (E&T) landscape, the programme was thoroughly well received by the beneficiaries for which the relevance and the fit-in with the systems in place was clear from the start of implementation. The programme also further institutionalized the collaborative nature of the informal apprenticeships system, outlining more explicitly the respective roles of farmer organizations, warehouse operators, manufacturers and buyers and suppliers within the training and business ecology. As such, targets for youth beneficiaries were surpassed by 40 per cent to 300 per cent. See [the programme description](#) for further detail.

➤ Integrated programming in fragile and humanitarian settings

- In post-conflict contexts or in the aftermath of a humanitarian crisis, there is an urgent need to establish access points to education and health services as well as economic opportunity for young people to facilitate resilience in a context of meeting basic needs. Programmes must base their efforts on evidence of the status of the system, the needs of the most vulnerable, and realistic goals for what can be achieved.
- Supply-side interventions need to balance the basic needs of the system against the most urgent priorities of the population including adolescents and youth. Safeguarding, and other protections for girls and young women, are critical and need to be prioritized and integrated into sectoral strategies. Delivery of education and health services alone will not ensure access and use by young people. A thorough analysis of the barriers youth face in accessing institutional opportunities is required to ensure they can use the services that are available to them.
- Strengthening organizational capacities at the local level, with the help of both public and private actors, is needed to reintegrate the most vulnerable and disenfranchised members of society, particularly young people and women who are often at greatest risk. While innovation can be useful, ensuring the sustainability and/or revitalization of historical institutional pillars (traditional economic activities, cultural norms and institutions) continue to be important and effective levers for stabilization.

➤ Integrated programming in low and middle income settings

- Build links and relationships between young jobseekers and businesses across a value chain. A single supply chain necessitates a wide range of skills in order to function. By integrating young people at various points in the chain according to their skill level and skill sector, the programme empowers youth irrespective of their level of formal education.
- Increasing the availability of education and health services does not guarantee their use by young people. Work with the target youth beneficiaries to define appropriate services modalities that meet their needs for more effective outcomes. Youth-friendly services can be provided in a variety of settings and configurations. Local youth can be instrumental in helping to design services that will be used by their peers.
-  [Youth-Centred Design Toolkit](#) developed by UNICEF Canada, provides tools and techniques for child and youth-focused organizations to include children and youth in the development of policies, programmes and other actions that meet their needs and support their rights.

3.2.4 Policy-level integrated programming: developing favourable regulatory, policy and legal environments

Implementing integrated programmes for ASRHR and economic empowerment is greatly aided by favourable laws, policies and regulations. International commitments to the SDGs and other targets for youth, as reiterated in the [Lisbon+21 Declaration](#) on Youth Policies and Programmes, must be translated into coherent, cross-sectoral national laws, policies and planning to make a difference in the lives of young people. Interventions at local, subnational and national levels rely on the support of national laws

and policies to regulate the actions of providers, teachers and the private sector. Packages of interventions such as those discussed in previous subsections whether targeted towards individuals, communities or institutions, often rely on a legal and policy mandate to be successful and eventually sustained. Laws and policies are also critical to overcome barriers in access to services whether by focusing resources on more vulnerable communities, eliminating

unnecessary barriers in access to health, education or employment opportunities, or by simply upholding international human rights standards against discrimination on the basis of age, sex, or ethnicity. Integrating ASRHR and economic empowerment interventions are often interdependent across sectors, levels of government, and localities requiring higher-level policy to ensure sustainability, and coherence of an intervention within a wider policy system.



POLICY-LEVEL ECONOMIC EMPOWERMENT INTERVENTIONS FOR YOUTH

- **Political economy analysis (PEA)** provides important foundational information on the degree to which the current political, economic and market climate is prepared to foster new or expanded economic empowerment activities. It can also help implementers to understand and advocate to change administrative, institutional and systemic barriers (that are generally embedded in laws, policies, regulations, plans, guidelines, and standards) limiting youth participation in the workforce.
-  [The Beginner's Guide to PEA](#) (2017) developed by the National School of Government International (NSGI) for UKaid helps project implementers (and designers) unpack a 'political will' box in order to consider the factors to which programmes must adapt, influence and change. PEA can also help us to identify entry-points for politically smart interventions and many formal studies try and outline potential 'pathways for reform.' PEA can therefore help to explain the environment in which we work, it can also enable us to work differently.
- **Budget allocations** and making sure that appropriate funds are indeed targeted towards planned intervention areas is

a cornerstone of advocacy efforts for policy-level change. A lack of transparency regarding financing and/or a gross mismanagement of bureaucratic processes leading to budget approval, can be one of the strongest obstacles to successful programme implementation. National and subnational stakeholders and implementation partners need a predictable environment with sustained political will backed up with sufficient funding. Where historically and culturally appropriate, further delegation of budgeting decision-making to local government authorities may lead to better plan-to-budget chains. UNICEF's child and adolescent-friendly budgeting efforts have helped to focus government and sector budgeting towards children and adolescents' issues.

-  [UN Women \(2006\). Gender Responsive Budgeting in practice](#). This training manual addresses the specific challenges of inadequate budgeting for women and girls. Drawing on existing expertise, the tool aggregates recommendations for gender-responsive budgeting, including training workshops for stakeholders and focus group discussion guides.

- **Child-friendly budgeting resources** are available to help programme implementers advocate for dedicated national and subnational funding for children and adolescents. Resources include the [Child Rights Toolkit: Child-Responsive Budgeting \(EU/ UNICEF\)](#); [Child-participatory Budgeting: A review of global practice \(Plan International, 2016\)](#); [Child Friendly National Budgeting Initiative – Facilitator’s Manual \(UNICEF, 2013\)](#); [UNICEF’s Engagement in Influencing Domestic Public Finance for Children \(PF4C\) \(UNICEF, 2017\)](#).
- **Monitoring, evaluation and learning systems** to develop an evidence base from programme findings, is a key policy-level action that when properly leveraged, helps build better assistance programmes and interventions, increases governance capacity and accountability overall, and encourages national and local authorities to take ownership of the programme, furthering its sustainability. By developing and/or introducing frameworks for quantitative and qualitative measuring of socioeconomic factors that affect the results of the programme, a more accurate picture of local realities can be drawn and interventions can be adjusted to be more effective. By streamlining information and sharing vertically and horizontally with the government and other stakeholders, learning and improvements to programmes can become drivers of success. Learning from other national projects and programmes can support learning and success. (See also Chapter 4 on M&E).
- The African Development Bank Group launched its [Jobs for Youth in Africa \(JfYA\) Strategy](#) (2016-2025) at its Annual Meetings in May 2016 in Lusaka, Zambia. The aim of the strategy is to support African countries in scaling up responses to youth unemployment and underemployment crises on the continent. The strategy focuses on practical, high-impact solutions aimed at creating opportunities through education and training, transformative jobs and a business environment conducive to youth entrepreneurship.
- **Advocating at multiple levels of government** can assist in resolving potential gaps in communications and transparency between country government entities. Economic empowerment and job creation programmes are often conceptualized at one level of governmental action with limited rationality and informational asymmetry. Ensuring that regulations enacted at one level of government lead to policy change and uptake of regulations in another part of the government system, requires additional efforts. This can be particularly relevant when trying to implement a programme dependent on local ordinances or administrative requirements.
- **Coordinating with stakeholders and interest groups in civil society** to affect policy or regulatory change, particularly if the change challenges the status quo or is unfamiliar locally. In the spirit of this collaborative approach to policy change and advocacy, interventions at this level should, at the design and/or the implementation stages, gather perspectives and leverage the expertise and capabilities of civil society partners and the private sector. Examples of these include youth organizations and women's associations, local NGOs, trade unions, chambers of commerce and business leaders' associations.
- [Advocating for gender-sensitive trade policymaking in the East African Community](#) (UNCTAD, 2018). This guidance document outlines processes by which workplace representatives, youth and women's organizations were included in advocacy work for gender-sensitive trade policy across the East African region.

- **Fostering institutional memory** is an effective mechanism for encouraging national and local ownership of the policy/regulatory change as well as promoting its sustainability. Positive experiences and hyper-visible realizations/action packages of interventions, help develop enthusiasm and optimism within policy-making circles, building a base of success for future interventions. Within administrations, institutional memory can be fostered by knowledge management mechanisms and the coordination of long-term projects with sustained financing.³³
-  The [Youth Policy Toolkit](#) (designed by the Economic and Social Commission for Asia and the Pacific-ESCAP) aims to be interactive through the inclusion of training modules, opinion polls, and message postings. Though developed for the Asia region, it has an expansive series of tools and project summaries from Africa as well. The Toolkit is specifically tailored to the needs of policy-makers and youth, so that relevant content for both parties is available. The Toolbox also provides a contact database of all relevant United Nations bodies/agencies, government ministries, and youth organizations, providing users with a practical means of finding more information and becoming further involved.



POLICY-LEVEL ASRHR INTERVENTIONS FOR YOUTH

- **Legal, policy and regulatory interventions in ASRH** should aim at the development, update, monitoring, evaluation and harmonization of a range of policies and strategies on adolescent and sexual health, including reproductive health policies, child marriage policies, adolescent pregnancy strategies, other health policies and strategies that have an impact on adolescents and youth, and education and youth policies with a focus on youth employment. Legal analysis of laws related to age of marriage as well as laws impacting adolescents' access to SRH services, such as age restrictions to contraceptive services and HIV counselling should be undertaken. [UNFPA 2017 review](#) of the laws, policies and related frameworks in 23 countries in East and Southern Africa that create either impediments to, or an enabling environment for, adolescent SRHR, has established a benchmark for further interventions.
- **Engaging with regional political bodies** such as AUC, SADC, IGAD, EAC, COMESA and SADC Parliamentary Forum, including through high-level advocacy for ASRHR, requires continuous strategic efforts. Regional policy advocacy has had critical achievements in the [ESA Commitments](#): the Regional Economic Communities (EAC and SADC) and UN and civil society partners secured a commitment from ministers of health and education from 21 East and Southern African countries around a common rights-based agenda on the needs and rights of adolescents and young people, focusing on their sexual and reproductive health, education and services. Successes at the regional political level may be difficult to achieve but create an important benchmark of commitment to which governments can then be held accountable.

³³ Gunning, 2015

- **Robust data on ASRHR at all levels** is needed to support advocacy efforts towards legal, policy and regulatory reforms. Intentional efforts toward the collection of ASRHR data, including a robust M&E programming framework, are necessary to bring evidence to scale and institutionalize effective innovations.
- **Creating linkages between HIV and ASRHR intervention** strategies for multisectoral programming at all levels, but particularly at the institutional, policy and service delivery levels, is paramount for achieving strategic gains across the youth ecosystem. Holistic programmes that reach youth by providing access to multiple services in one location, and recognizing their priorities around economic opportunity, employment and other needs are necessary to overcome associated access and utilization barriers. Linkages between programmes under the auspices of primary health care and universal health coverage, provide an opportunity for integration of services and financing for youth as recommitted to by Member States in the Declaration of Astana.³⁴
-  [Global Accelerated Action for the Health of Adolescents \(AA-HA!\): guidance to support country implementation.](#) The Global AA-HA! Guidance aims to assist governments in deciding what to plan – and how to plan it – as they respond to the health needs of adolescents in their countries. It is intended to be used as a reference document for national-level policy-makers and programme managers to assist them in planning, implementing, monitoring and evaluation of adolescent health programmes.
-  [Rapid Assessment Tool of Sexual and Reproductive Health and HIV Linkages.](#) The objective of this adaptable tool is to assess HIV and sexual and reproductive health bi-directional linkages at the policy, systems and service-delivery levels. It is intended also to identify gaps, and ultimately contribute to the development of country-specific action plans to forge and strengthen these linkages. While this tool focuses primarily on the health sector, it can be adapted to cover other sectors such as education, social services, and labour.



CASE STUDIES ON INTEGRATED ECONOMIC EMPOWERMENT AND ASRHR AT POLICY LEVEL

CASE STUDY 1

Developing a National Youth Employment Programme from the ground up

Creating opportunities for youth employment in Sudan 2009-2012

The programme, active for 22 months, overlapped with the 2011 independence of South Sudan. The US\$ 9 million total budget was appropriately equally distributed among target areas in the south and the north. The overall targeted outcome has increased socioeconomic stability by providing interventions in developing skills, livelihood and employability of youth and women and vulnerable groups. Nonetheless, a more

³⁴ World Health Organization and the United Nations Children's Fund (UNICEF), 2018. Global Conference on Primary Health Care From Alma-Ata towards universal health coverage and the Sustainable Development Goals: Astana, Kazakhstan, 25 and 26 October 2018.

comprehensive advocacy effort was rolled out to develop a national programme for youth employment in Sudan. A National Youth Employment scheme with specific guidelines for TVET was created. An information exchange system between the Federal Ministries for Industry and Education was institutionalized. Central Sudan developed microfinance policies conducive to youth employment, and State plans for functional literacy and youth education were drafted, backed up with allocated funding in the 2013 budget plan. For further details, see [the programme evaluation](#) by MDG Fund (2013).

CASE STUDY 2

Job creation and entrepreneurship development in East Africa by creating and enabling a social and cultural environment

Unleashing African Entrepreneurship/Youth Entrepreneurship Facility (YEF) in Kenya, Uganda, and Tanzania 2010-2014 (Danish Government/ILO)

Unleashing African Entrepreneurship was implemented by the International Labour Organization in partnership with the governments of Kenya, Uganda and Tanzania in collaboration with social partners, and a range of private and civil society organizations. The development objective of the project was to contribute to the creation of decent work for young Africans, both as a means of self-employment and as job creation for others through entrepreneurship development. Rather than just focusing on one type of intervention, the facility brings together several strategic approaches and components. These include broadening the cultural context surrounding entrepreneurship, creating an enabling environment for young entrepreneurs, and strengthening delivery of education and training institutions.

In each country, integrated programming was designed to meet local needs. The Job Creation and Capacity Building Intervention in Kenya is innovative as, in addition to technical skills provision, training also includes cross-cutting social issues. It achieves this by integrating modules on workers rights, gender mainstreaming, rights-based planning, as well as participatory approaches to HIV/AIDS prevention and coping mechanisms. [See the final evaluation summary.](#)

CASE STUDY 3

Engaging policy makers across different levels of governance in Malawi, Mozambique, South Africa, Tanzania, Zambia and Zimbabwe

Corridors for Economic Empowerment (CEEP) 2011-2015 (ILO)

As well as the strategic interventions and partnership targeted by the cross-regional programme towards the workplace and households, policy-level interventions were also an integral pillar for impact effectiveness and sustainability. According to the [project documentation](#), 164 000 stakeholders were provided with technical assistance and strategic information about leveraging economic empowerment and gender equality as structural drivers for fighting the HIV/AIDS epidemic in the region. As such, 35 national policies targeting economic empowerment and gender equality were developed, 17 subnational programmes for women's and young girls economic and financial empowerment were established, and 67 Business Development Support services were started.

> Integrated programming in fragile and humanitarian settings

In the youth SRHR sector, [the Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings](#) and the 2018 [Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings](#) recommend that:

- Interventions are rights-based and ethical, ensuring that the rights of adolescents and young people below the age of 18, as recognized by the Convention on the Rights of the Child (CRC), are protected and fulfilled. These include the right to reproductive health (RH) information and services providing protection from discrimination, abuse and exploitation. Health staff, adolescents, community members (including parents) and humanitarian workers should be aware of the rights of adolescents and work together to ensure that these rights are protected even in times of crisis.
- Local, national and international laws should be followed to the maximum extent possible. In all situations, however, it is important that the best interests of the adolescent are

prioritized. Where national laws contradict international commitments and law, such as on child marriage or youth in the labour force, all efforts should be made to advocate for change in national laws to align with the rights and best interests of the child or adolescent.

> Integrated programming in low- and middle-income settings

- Ensure that programmes and conceptual ambitions match available budget allocations and political will. This can be assessed through a PEA and stakeholder analysis. Legal and policy barriers can often be entrenched in local social, cultural and religious norms. Locally adapted strategies to specific contexts are needed to ensure that programme interventions are acceptable and owned by local stakeholders. This is more likely to be achieved by ensuring that programme design is done locally, possibly through a human-centred design model that includes both youth and gatekeepers to be most effective.



4. MODEL MONITORING, EVALUATION AND LEARNING FRAMEWORK

The value of Monitoring, Evaluation and Learning

Monitoring, Evaluation and Learning (MEL) activities can tell us if and how programme activities are working, and importantly, how to strengthen programmes to be more effective and impactful. With adequate data, programme managers and staff can assess the quality of activities and/or services and the extent to which the programme is reaching its intended audience. MEL data can allow implementers to compare implementation sites or activities, set strategic priorities, assess training and supervisory needs and obtain feedback from beneficiaries and partners. At the programme level, MEL results can also help institutionalize programmes, shape the decisions of funding agencies and policymakers, and ultimately contribute to the global evidence base on 'what works and what doesn't' when integrating economic empowerment and ASRHR interventions in specific contexts or settings. Perhaps most importantly, MEL results can mobilize communities and policymakers to support young people by increasing understanding of youth needs, and their potential if supported through effective programmes and services.

What does MEL measure?

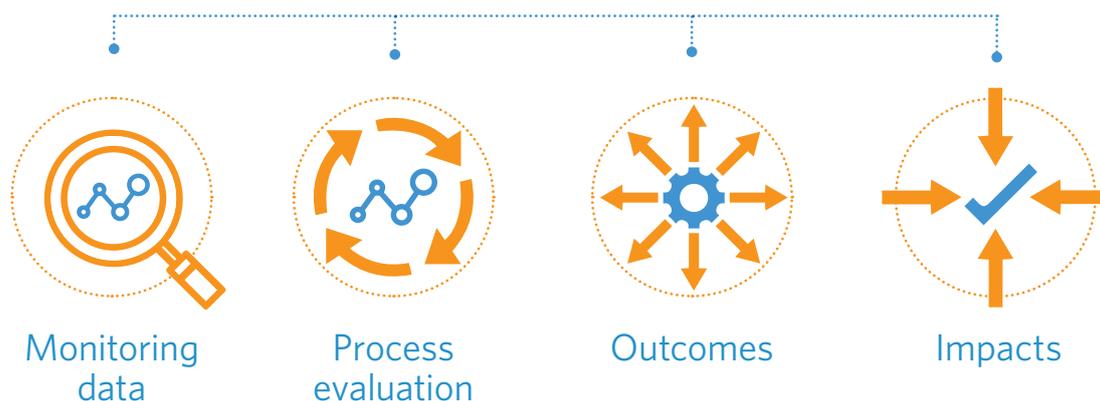
How well a programme is working is measured by routine assessment of **programme monitoring data**, and **process evaluation** information on how well programme activities are performed. Generally, monitoring is the routine tracking of programme activities on an on-going basis usually against the programme plan and expected outputs. Process evaluation also collects data throughout the programme cycle

but is used to measure the quality of the inputs and outputs achieved such as the quality of training, curricula implementation, supervision, and access coverage. Process evaluation can reveal how effective and efficient specific activities are, and their potential contribution to expected results. As they are collected throughout the programme however, learning can be used for course correction to improve the chances for greater programme success.

Outcome and impact evaluation measure the extent to which programme outcomes are achieved and assess the impact of the programme in the target population. Outcome measures related to integrated ASRHR and economic empowerment can assess population (individual) level changes in knowledge, attitudes, behaviours, and skills, and/or health status of youth, as well as enabling environmental changes such as community norms, access to health services, or an improved legal and policy environment. Impact evaluation determines how much of the observed change in outcomes is due to the programme's efforts.

While there is no best type of evaluation for any specific programme, minimally to demonstrate effectiveness, programmes should put in place ample monitoring systems and conduct regular performance checks iteratively throughout the life of the programme, and collect the necessary evaluative data at baseline, midterm and end line to measure the results of the programme. Ideally, an impact evaluation should also be done but this will depend on resources available, and the relative sustainability of the programme activities to measure longer term effects.

What does MEL measure?



Measuring cost effectiveness

Cost-effectiveness analysis is a way to examine both the costs and outcomes of one or more interventions. It compares one intervention to another (or the status quo) by estimating how much it costs to gain a unit of a health outcome or an economic empowerment outcome, like an adolescent pregnancy or child marriage averted, and youth employment secured. While cost effectiveness or value for money exercises have become quite popular and necessary, conducting these studies requires planning. In the design phase of a programme, a counterfactual (comparative site) has to be established, and programme cost inputs have to be organized to be monitored and tracked throughout the life of the programme. If designed well and in advance, the process is less challenging and the results are likely to be more valid as the assumptions needed for the exercise can be reduced.

4.1 A framework for measuring integrated programmes

The MEL Framework has been designed to measure the effectiveness of programme inputs, outputs, strategies and outcomes as detailed in the Theory of Change model (see section 3.1).

The indicators have been grouped by strategic intervention levels (individual/population; interpersonal/community; institution/organizational/systems; and legal and policy), and reflect the multiple sectors required for integrated economic empowerment and ASRH interventions/activities for youth as appropriate. As intervention combinations vary by outcome desired, activities proposed, target youth characteristics, and social, economic and political contexts, the selection of indicators that best reflect programme activities will differ.

The selected indicators are illustrative to track implementation of integrated economic empowerment and ASRHR programmes. Validated global (SDG), and thematic (Youth Status report; ILO; UNFPA) indicators have been proposed when relevant. Examples of programmatic activities and possible output and process indicators are given to facilitate development of a comprehensive MEL strategy when designing integrated programmes. Most of the selected illustrative indicators should generally be measured pre-intervention (baseline), during the course of the programme (process indicators/monitoring and process evaluation measures); immediately post-intervention (end-line) and at future points in time to measure impact (e.g., 3 months, 6 months, 1 and 2 years, or longer) depending on the funds and programme lifespan.

In Annex 1, the MEL Indicator Framework is provided.

4.2 Opportunities and challenges in monitoring and evaluating youth programmes

1. Design youth programmes to demonstrate effectiveness and impact.

Programmes have to be designed from the onset to include the necessary monitoring and evaluation activities throughout the life of the programme. Standardized measures for adult programmes may not be adapted to youth programming. Use validated measures to ensure efficacy of the results.

2. Create a theory-based programme and MEL system.

Monitor what your theory of change is set up to deliver: outcomes for youth. Know the assumptions inherent in the programmes' ToC and design the MEL system to test those assumptions. Progress on the results chain will only be achieved if the hypothesis (assumptions) made by the programme between inputs to outputs to outcomes, via interventions strategies hold true.

3. Partnership in programming with government, private sector and other stakeholders requires cooperation in MEL.

Not all partners will be equally engaged in monitoring activities or evaluating performance or processes towards results. Strong incentives are usually needed to perform MEL well and promote use of the findings, particularly along the course of the programme. There must be demand from partners to establish an effective MEL system. This may require building partner capacities at the start of the programme to create buy-in and ownership.

4. Measuring the effects of economic empowerment and ASRHR programmes requires differentiated understanding of programme intentions

including complex meaning of sensitive issues. The level of engagement between these complementary but quite different programmes, requires

testing factors that contribute to outcomes and investigating synergies between outputs and outcomes respectively.

5. Tracking and measuring access and use of services, skills building, and other education and training programmes does not guarantee that you will know how many youth you are reaching.

Measuring a programme's access and coverage can be complex. Work with youth to establish MEL indicators to ensure what is being counted actually counts. A trial-and-error approach may be needed.

6. Measuring change in behaviour and competencies can be difficult,

and the link between these changes and their contribution to expected high-level health or employment outcomes even more so. Much of the evidence has been generated from adult programmes and little is known as to whether adaptation for youth will yield similar effects. Review what is known about the factors that influence health or economic empowerment outcomes for youth. Test and document the elements that contribute to your programme's effectiveness.

7. Measuring effectiveness and impact of integrated programmes may require different timeframes and measures.

Demonstrating youth involvement in various education, information or training programmes or activities (e.g., safe spaces), achieving outcomes may have very different trajectories. CSE programmes may show results in a school year or less, while a TVET programme may take longer to result in gainful employment. Define MEL objectives realistically and provide enough time to measure changes.

8. Create a MEL system to support the results you want to demonstrate.

Use a combined qualitative-quantitative approach to provide comprehensive insights for future programming. Be strategic in the data collected to avoid unnecessary cost, while producing sufficient data to support outcome and impact evaluation. Plan for a costing study, if desired, from the start. Establish a control site to benchmark against.



5. REFLECTIONS ON POST COVID-19 CHANGES FOR PROGRAMME DELIVERY

The ongoing COVID-19 pandemic has affected individuals and communities globally. In East and Southern Africa specifically, the high levels of poverty and the structural nature of informal economic activity exacerbates the consequences of lockdown and other restrictions as part of national and international responses to the public health crisis.

On the front line, women and adolescent girls are particularly vulnerable. Women represent nearly 70 per cent of the health-care workforce globally (UNFPA, March 2020). As front-line workers, they are more at risk of infection. At home, mothers may see the share of domestic work significantly increased, as schools remain closed and the children must stay home.³⁵ This renewed burden comes at the cost of increased risk of food scarcity within the household, and reduced power of women towards financial decision-making and sexual and reproductive health decisions.

Within the household, interpersonal tensions may rise as collective layoffs and the economic slow-down exacerbates financial pressures at home. Women are likely to face increased instances of GBV. Young women in particular, are even further at risk, as efforts to escape domestic violence may lead to increased exposure to the virus, homelessness, and reliance on transactional sex for survival.³⁶

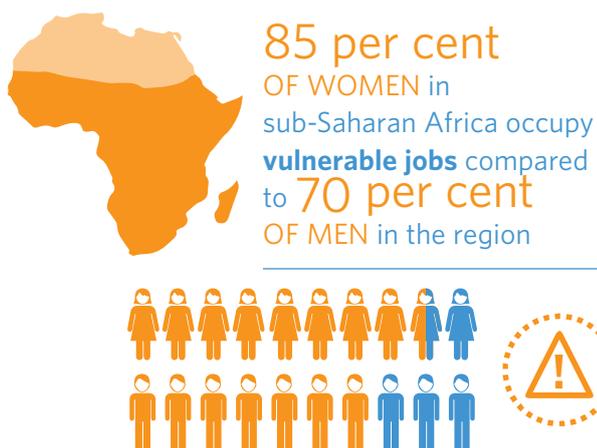
At an institutional level, women's access to relevant social and health services (such as family planning, contraception, financial services, mental health, GBV prevention) is compromised due to the movement-restricting lockdowns, and the reallocation of resources towards efforts directly related to the COVID-19 crisis.

They are also more likely to hold part-time, short-term, or informal precarious employment. Indeed, 85 per cent of women in sub-Saharan Africa occupy vulnerable jobs compared to 70 per cent of men in the region.³⁷ These positions often fall outside of the scope of social protection systems and emergency safety nets rolled out by some governments, such as targeted stimulus or furlough programmes. Women and adolescent girls are thus more vulnerable to the socioeconomic impact of the pandemic.

³⁵ https://www.unfpa.org/sites/default/files/resource-pdf/COVID-19_A_Gender_Lens_Guidance_Note.pdf.

³⁶ <https://www.unicef.org/mozambique/en/stories/mozambique-responds-gender-based-violence-context-covid-19>.

³⁷ https://www.ilo.org/africa/whats-new/WCMS_377286/lang--en/index.htm.



The outbreak and ensuing public health and economic crises have also had a devastating impact on youth and their own economic empowerment. Globally, one in eight youth has lost all access to teaching or training, particularly in low-income countries where the digital divide makes learning at home alternatives unequally applicable.³⁸ Occupying insecure job situations and often among the most recently recruited, young employed people are also most at risk of being laid off or seeing a reduction in work hours. This is made more critical by the fact that 75 per cent of employed youth work in the informal sector or are self-employed.³⁹ Unable to access financial or logistical resources, and without targeted business support, youth entrepreneurship efforts in the region are curtailed by the pandemic and its consequences for economic activity and social life.

Crisis-context programming and response plans successfully integrating SRH and youth empowerment outcomes share common strategies, as detailed in this guidance document. Firstly, ensuring continuity of service, including those in the most isolated communities is crucial.

Mobile clinics, stakeholder engagement, and local intervention can help sustain social and health-care services, which meet the needs of a vulnerable public. Secondly, cash transfers continue to be held as an indispensable component of comprehensive crisis response. Cash flow issues can have exponentially negative repercussions on food security, health and well-being outcomes at the individual and household levels, and also on the wider socioeconomic fabric of the community.⁴⁰ Thirdly, the current pandemic has highlighted the importance and situational complexities of 'leaving no one behind'.⁴¹ When financial assistance programmes for household and enterprise are available, the size of the informal economy in the region, and the difficulty in reaching people who are poorly integrated within traditional social service provision systems (isolated rural communities for instance), mean that targeted groups may not access assistance they desperately need. This calls for a broadening of the recovery assistance framework to better include the informal sector as well as self-employment, and a more localized system of governance. Reliance on cooperatives is considered a potential channel to leverage the local knowledge, outreach and organizational capability that they hold.⁴² Finally, information dissemination remains important. Misinformation around COVID-19, its effects and treatment, and government/international response to the pandemic can be damaging to public trust in health-care workers and the public health system, disincentivizing some to seek the medical assistance they require.^{43 44}

³⁸ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_753057.pdf.

³⁹ <https://www.ilo.org/africa/areas-of-work/youth-employment/lang--en/index.htm>.

⁴⁰ https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/briefingnote/wcms_743623.pdf.

⁴¹ <https://unsdg.un.org/2030-agenda/universal-values/leave-no-one-behind>.

⁴² https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/ilo-director-general/statements-and-speeches/WCMS_749757/lang--en/index.htm.

⁴³ <https://www.unicef.org/malawi/stories/covid-19-myths-lead-default-essential-health-services>.

⁴⁴ <https://iawg.net/resources/programmatic-guidance-for-sexual-and-reproductive-health-in-humanitarian-and-fragile-settings-during-covid-19-pandemic>.



6. CONCLUSION

Young people aged 10 to 24 make up over one-third of the population in East and Southern Africa. As they enter working age, their potential to contribute to the sub-region's economic growth is exponential – particularly if they are literate, skilled, have decent employment and can plan their future sexual and reproductive life and family.

Economic growth in the region is increasingly dependent on translating economic opportunities into decent jobs and livelihoods for youth as a way to eradicate poverty, conflict and extremism. Young people, particularly girls and young women, must also have choices as to when they want to start a family, with whom and eventually, how many children they want to have.

The UN agencies and implementing partners have long understood the importance of meeting the social, cultural and economic needs of young people in the region to maximize the potential of the demographic dividend the region can benefit from. This position is supported by global and regional policy frameworks that emphasize youth economic empowerment and bring sexual and reproductive health and well-being into focus. These priorities are evident in the 18 indicators focused on youth in the SDGs, including SDG 3 on adolescent SRH, SDG 4 on quality education, SDG 5 on gender equality and SDG 8 on decent work and economic growth. At the continental level, the African Union (AU)

Demographic Dividend Roadmap and the AU Commission's 4Es strategic framework, focused on Employment, Entrepreneurship, Education and Engagement, illustrating the priority youth employment and well-being has for the future of the continent. These regional commitments are paralleled by regional commitments on adolescent and youth sexual and reproductive health such as the ESA commitments to increase country accountability for ASRHR information education and services through CSE and YFHSs.



YOUNG PEOPLE
aged 10 to 24
make up OVER 1/3rd
of the population
in EAST AND
SOUTHERN AFRICA.



In response to the growing demand by young people and regional governments, UNFPA and partners are increasingly implementing a range of interventions to meet the intersectoral needs of young people related to economic empowerment and ASRHR. This **'Programmatic Guidance on Integrating ASRHR and Economic Empowerment of Young People'** has been developed to help operationalize the 4E's Framework and regional ASRHR commitments.

Supporting implementation of integrated programming however, requires attention to high-level principles of youth-centred programming such as understanding target beneficiaries - youth - and their intersectoral needs and specific principles for integrated programming such as the need to work with youth to define how support and opportunities should be provided to be most successful.

A Theory of Change model illustrates the contextual and strategic considerations programme implementers must traverse to build integrated programmes for youth. The ToC model outlines how economic and ASRHR interventions can come together synergistically to build cross-sectoral, skills-based programmes for youth individually. It also outlines interventions at the interpersonal, family and community, institutional and organization and policy levels that together contribute toward the creation of an enabling environment for youth to access and make use of new opportunities. Working

through a package of interventions at each level, programme implementers are offered strategies and activities that can individually and complementarily create intersectoral approaches to meet the diverse needs of young people. Programme implementers in fragile and humanitarian contexts, and in lower- and middle-income countries are offered tips from the evidence on how best to adapt programmes to various contexts.

To accompany the development of the integrated programme options, is an illustrative MEL indicator framework to facilitate documentation and measurement of programme achievements. Finally, a reflection on how the COVID-19 pandemic is affecting youth and youth programming is provided for consideration.

While rich in context and resources, the 'Programme Guidance on Integrating ASRHR and Economic Empowerment of Young People' is intended to be a live document to inform integrated programming for youth. Resources linked to the Programme Guide offer up-to-date, evidence-based approaches to implementing new interventions, or new ways of implementing familiar strategies. Integration, after all, requires programme implementers and all stakeholders to work with young people and new partners (such as the private sector or providers and teachers) to better understand youth health, education and employment needs and how best to provide holistically to meet those needs in the coming years.

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ANNEXES

Annex 1: MEL Indicator Framework

Monitoring, Evaluation and Learning Indicator Framework			
Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Individual (population) level	Progression to Secondary School: The proportion of students that transition from primary (ISCED 1) to secondary (ISCED 2) school education, general programmes (per cent)	https://data.worldbank.org/topic/education	Targeted tutoring programmes for children in need Provision of meals at school
	Gender Parity Index, Secondary Education: The ratio of girls to boys in secondary education (per cent)	http://uis.unesco.org/en/glossary-term/gender-parity-index-gpi	Campaigns targeting women and girls in school
	Use of mass media: The proportion of persons aged 15 to 20 years using the mass media	DHS, 2005-2017	Integrating social-media platforms (Facebook, WhatsApp) within ASRHR communication strategies
	Youth literacy rates, by gender	https://undocs.org/E/CN.5/2013/8	Basic literacy and numeracy training within a community
	Youth numeracy rates, by gender	https://undocs.org/E/CN.5/2013/8	
	Proportion of Youth NEETs (15 to 24 yrs)	https://ilostat.ilo.org/resources/concepts-and-definitions/description-youth-neet/	Lifelong learning programmes
	Number and type of improved life skills, number and percentage of students reporting on improved ability to analyse and solve problems, number and % of employers reporting on improved life skills of students, percentage of local employers offering internships/job opportunities to students	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Developing Entrepreneurship education
	Youth unemployment rate (as part of youth labour force)	https://www.ilo.org/global/about-the-ilo/multimedia/maps-and-charts/enhanced/WCMS_600072/lang--en/index.htm	Entrepreneurship cash transfers

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ILO decent work indicator(s)
	Increase of scholastic ability of targeted students	School-level data, school-parent surveys, tutor surveys	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics by sex
	Number of students in a given school eligible to a school meal	School-level data, LGA data	
	Percentage increase of girls in schools within targeted area	Programme monitoring data	4.5.1 Parity indices (f/m; rural/urban, bottom/top; wealth quintile; disability status; indigenous people and conflict affected) for all education indicators on this list that can be disaggregated)
	Campaign engagement level on social media	Programme monitoring data, beneficiaries survey	4.4.1 Proportion of youth and adults with ICT skills, by type of skills
	Number of young people trained	Programme monitoring data	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
	Proportion of trained young NEETs in placement six months following training	LMIS, National-level data	8.6.1 Proportion of youth (15-24) not in education, employment or training
	Number of job interviews per student, number and percentage of students who are employed six months after graduation, number and percentage of youth that retain employment for at least 12 months	LMIS, Programme monitoring data	Percentage of entrepreneurs who completed secondary education or higher
	Number of students that become self-employed or establish a start-up		Percentage of entrepreneurs who completed secondary education or higher
	Number of youth enterprise accounts receiving cash transfers	Market analysis, financial service provider data, local chamber of commerce data	8.5.2 Unemployment rate, by sex, age and persons with disabilities

Monitoring, Evaluation and Learning Indicator Framework (cont'd)

Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Individual (population) level	Measure of self-sufficiency, e.g. percentage of target group not taking loans from others (formal and informal loans) to repay another loan, percentage of target group establishing their own household	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Entrepreneurship and SME Management Training
	Indicator of satisfaction with own working situation, e.g. percentage of target group that reports being either very satisfied or fairly satisfied with their working situation (applying a 4 point scale)	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Entrepreneurship and SME Management Training
	Additional net income of targeted women enterprises (additional sales - additional costs)	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Women's Entrepreneurship Development
	Ratio of women to men participating in entrepreneurship programmes	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Women's Entrepreneurship Development
	Adolescent birth rate: The number of births per 1,000 women aged 15 to 19	https://population.un.org/wpp/	Youth-friendly family planning services
	Proportion of young women (ages 14 to 24) reporting having practiced transactional sex (as percentage of total women and girls in the same age group)	https://www.unaids.org/sites/default/files/media_asset/transactional-sex-and-hiv-risk_en.pdf	Cash transfers to vulnerable women and girls
	HIV prevalence: The proportion of young people aged 15 to 24 who are living with HIV	DHS, 2005-2017; MICS, 2005-2020	HIV prevention and treatment campaigns targeting youth at risk Targeted HIV intervention

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ILO decent work indicator(s)
	Number of participants who report an increased ability to analyse and solve problems of their businesses	Programme monitoring data	Percentage of young people living in extreme poverty/below national poverty lines (Goal 1, target 1A, indicator 1.1)
	Indicator of quality of business plans, e.g. number of loans received based on improved business plans	Programme monitoring data	
	Performance indicator of existing enterprises, e.g. sales per employee	Programme monitoring data, participant data	Share of women in wage employment in the non-agricultural sector
	Number of people that rank self-employment or entrepreneurship as most appealing career option/profession	Programme monitoring data	Female share of employment in senior and middle management (ISCO88 groups 11 and 12)
			Gender wage gap
	Number of women's entrepreneurship networks established and/or strengthened	Programme monitoring data	5.5.2 Proportion of women in managerial positions
	Contraceptive prevalence rate	Programme monitoring data, family planning clinic data, beneficiary surveys	3.7.1 Proportion of women of reproductive age (aged 15-49) who have their need for family planning satisfied with modern methods
	Demand satisfied for modern family planning: The proportion of young women aged 15-24 with demand satisfied for modern family planning methods (per cent)	Beneficiary surveys	
	US\$ amount transferred	Programme monitoring data	Percentage of youth deprived of sanitation, urban and rural (Goal 7, target 7C, indicator 7.9)
	HIV testing behaviour: The proportion of youth who received HIV tests and results in the last 12 months	Programme monitoring data	3.3.1 Number of new HIV infections per 1000 uninfected population, by sex, age and key populations
	Condom Use at Last High-Risk Sex	Beneficiary survey	
	Correct comprehensive HIV and AIDS knowledge: The proportion of population of 15-24-year-olds who have comprehensive correct knowledge of HIV and AIDS	Programme monitoring data	
	HIV prevalence among pregnant women	Public health systems data	

Monitoring, Evaluation and Learning Indicator Framework (cont'd)

Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Interpersonal, family Community level	Safe spaces have a comprehensive GBV coordination system with internal and external referral service	https://www.unfpa.org/sites/default/files/resource-pdf/woman%20space%20E.pdf	Training counsellors and social workers in GBV case handling to increase regional reach
	Females Involved in Decision-Making for Contraceptive Use: The proportion of female youth aged 15 to 24 who are involved in decision-making for family planning (per cent)	DHS, 2005-2017; MICS, 2005-2020	Peer-education workshops In-household & in-workplace interventions
	Percentage of women declaring holding decision-making capability in household financial decisions	https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-abidjan/---ilo-pretoria/documents/publication/wcms_409885.pdf	In-workplace training
	Percentage of youth-run businesses and cooperatives which benefit from financial support within a targeted area	https://www.ilo.org/africa/countries-covered/tanzania/WCMS_511334/lang--en/index.htm#:~:text=The%20Joint%20Programme%20is%20designed,lack%20of%20an%20integrated%20approach.africa/countries-covered/tanzania/WCMS_511334/lang--en/index.htm#:~:text=The%20Joint%20Programme%20is%20designed,lack%20of%20an%20integrated%20approachhttps://cse-learning-platform-unesco.org/digital-library/situational-analysis-early-and-unintended-pregnancy-eastern-and-southern-africa-0	Direct cash transfers to youth-run businesses and cooperatives Increase youth access to financial service and FSPs
	Percentage of schools that provided life skills-based HIV & sexuality education in the previous academic year	https://www.unfpa.org/publications/international-technical-guidance-sexuality-education	Promoting CSE within schools and the workplace
Organizations, Institutional and Systems level	Percentage of women on boards of CSE related committees	https://www.who.int/maternal_child_adolescent/documents/adolescent_friendly_services/en/	Facilitating access to quality youth-friendly services
	Youth employment by sector of economic activity	https://www.ilo.org/wcmsp5/groups/public/@ed_emp/documents/instructionalmaterial/wcms_140860.pdf	Graduate-to-SME matching schemes
	Unemployment rate by educational attainment	http://www.oecd.org/employment/emp/employmentdatabase-unemployment.htm	Graduate-to-SME matching schemes

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ILO decent work indicator(s)
	Number of counsellors and social workers trained as part of programme	Programme monitoring data	5.2.2 Proportion of women and girls aged 15 and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence
	Number of workshops held as part of programme	Programme monitoring data	5.6.1 Proportion of women aged 15-49 who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care
	Reported evolution of decision-making power	Beneficiary survey, focus group data	
	Reported evolution of decision-making power	Beneficiary survey, focus group data	
	US\$ amount transferred, number of youth-run businesses targeted	Programme monitoring data	Percentage of founders who used credit from banks to start enterprise
	Youth trust in LGA	Target population survey	Percentage of entrepreneurs identifying access to finance as a major constraint for business growth
	Global Financial Inclusion Index	National financial data, national ministry data	Percentage of entrepreneurs who used credit from banks to finance investments
	Number of individual CSE curricula within target area	Programme monitoring data	4.a.1 Proportion of schools offering basic services, by type of service
	Representativity of SRHR service providers	Local grey literature, administrative data, programme monitoring data	5.5.1 Proportion of seats held by women in (a) national parliaments and (b) local governments
	Number of young people placed within a single value chain	Stakeholder mapping, programme monitoring data, employer data	Working poor youth, each sex (Goal 1, target 1B, indicator 1.7)
	Share of HE & TVET graduates in low-skilled jobs	LMIS	4.3.1 Participation of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Monitoring, Evaluation and Learning Indicator Framework (cont'd)

Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Organizations, Institutional and Systems level	Share of vulnerable employment (as ratio of active population)	https://esa.un.org/unmigration/documents/retreat/UN%20WOMEN_Indicator_vulnerable_employment.pdf	Training formalization
	Share of working population that has learnt a trade by means of apprenticeship	https://www.ilo.org/wcmsp5/groups/public/---africa/--ro-abidjan/documents/publication/wcms_171393.pdf	Development of TVET & work-based learning
	Number and % of teachers that are satisfied with entrepreneurship training	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Entrepreneurship education
Legal, Policy and regulatory level	Proportion of young people in population: The percentage of total population aged 10 to 14, 15 to 19, 20 to 24, as well as 10 to 24	United Nations, Department of Economic and Social Affairs, Population Division (2017). World Population Prospects: the 2017 Revision	
	Population size for persons aged 10-24 and population size (projected) for persons aged 10 to 24		
	Child labour: The percentage of children aged 5 to 14 involved in child labour	UNICEF, State of the World's Children, 2017	Child labour legislation
	Female Genital Mutilation: The percentage of women aged 15 to 19 and 20 to 24 years who have experienced FGM	DHS, 2005-2017; MICS, 2005-2017	FGM eradication plan
	Sexual violence: The proportion of women and men aged 15 to 49 who have ever experienced sexual violence	DHS, 2005-2017; MICS, 2005-2017	Domestic and sexual violence sanctioning

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ILO decent work indicator(s)
	Number of workers benefiting from validation of previous experience	LMIS, Programme monitoring data	8.3.1 Proportion of informal employment in total employment, by sector and sex
	Share of apprentices without any kind of compensation (except for being trained)	Chamber of commerce data, LMIS, beneficiary surveys	4.3.1 Participation of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
	Share of female apprentices among graduates of the last two years	Chamber of commerce data, LMIS, employer data, TVET institutional data	4.3.1 Participation of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
	Number of key facilitators and facilitators/teachers trained	Programme monitoring data, LGA/relevant ministry data	Percentage of entrepreneurs who received training or education on how to start up a business
	Number of child workers rescued from vulnerable and/or dangerous work situations	Programme monitoring data	8.7.1 Proportion and number of children aged 5 to 17 engaged in child labour, by sex and age
	Attitude towards FGM: The proportion of men and women aged 15 to 65 who believe FGM goes against basic human rights	Respondent surveys	5.3.2 Proportion of girls and women aged 15 to 49 who have undergone female genital mutilation/cutting, by age
	Attitude toward wife beating: The proportion of youth aged 15 to 19 and 20 to 24 who believe that wife beating is justified in some cases (per cent)	Respondent surveys	5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual, or psychological violence by a current or former intimated partner in previous 12 months, by form of violence, and by age

Monitoring, Evaluation and Learning Indicator Framework (cont'd)

Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Legal, Policy and regulatory level	Age at First Sex: The age by which one half of young people aged 15 to 24 years have had penetrative sex (median age)	DHS, 2005-2017; MICS, 2005-2017	Age of consent regulation
		https://esaro.unfpa.org/sites/default/files/pub-pdf/2017-08-Laws%20and%20Policies-Digital_0.pdf	Age of consent regulation
		DHS, 2005-2017; MICS, 2005-2018	Age of consent regulation
	Legal establishment of youth-friendly clinics	https://esaro.unfpa.org/sites/default/files/pub-pdf/2017-08-Laws%20and%20Policies-Digital_0.pdf	Developing access to SRH services
	Access to unemployment insurance	https://www.ilo.org/wcmsp5/groups/public/---dgreports/-integration/documents/publication/wcms_229374.pdf	Developing a national youth employment plan
	Statutory minimum wage		Targeted legislation for vulnerable youth in employment
	Access to parental leave		Targeted legislation for vulnerable youth in employment
	Trade Unions represented in the legislative process		Developing a national youth employment plan
	Discriminatory recruitment practices prohibited		Targeted legislation for vulnerable youth in employment
	Number of people that accept entrepreneurship as a career option/role model for young women and men		ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development
Increased representation of women in business and politics	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development		Women's Entrepreneurship Development

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ ILO decent work indicator(s)
	Sex before age 15: The proportion of young people aged 15 to 19, 20 to 24, and 15 to 24 who have had sex before the age of 15	Judicial data	
	Age-Mixing in Sexual Relationships: The proportion of youth, aged 15 to 19 and 20 to 24, who are in age-disparate relationships (per cent)	Administrative data, archival data	
	Gender equality in minimum age of consent	Judicial data	
	Number of SHR clinics per 100,000 young people	Programme monitoring data	5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment
	Growth on x number of financial years of funding for youth education and employment interventions within national budget	National Budget data	8.b.1 Existence of a developed and operationalized national strategy for youth employment, as a distinct strategy or as part of a national employment strategy
			Minimum wage as % of median wage
			Maternity / Paternity leave (incl. weeks of leave, and rate of benefits)
	Number of legislations built on social dialogue consultation	Judicial data	Union density rate
	Number of complaints for discriminatory recruitment in a given year	Administrative data, archival data	10.3.1 Proportion of the population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law
	Number of proposals for cooperation or co-funding submitted	Programme monitoring data	Percentage of necessity entrepreneurs among women and men
	Number of reports on gender specific barriers of entrepreneurship development, No of substantive media appearances on this topic	National-level data; programme monitoring data	Percentage of business founders who are women
	Number of female CEOs, number of women in executive boards of business associations, No of women in local or national parliaments		5.5.1 Proportion of seats held by women in (a) national parliaments and (b) local governments

Monitoring, Evaluation and Learning Indicator Framework (cont'd)

Socio-ecological level	Outcome indicators	Reference link	Illustrative programme activities
Legal, Policy and regulatory level	Increased acceptance of women entrepreneurs as a career option/role model	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Women's Entrepreneurship Development
	Number of persons that rank EE as a key economic issue	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Evidence-based Policy Development
	Number of dialogue platforms or similar established, number of meetings per dialogue platform	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Evidence-based Policy Development
	Number of regulatory impact assessments introduced	ILO, Intervention models and performance indicators for entrepreneurship and small enterprise development	Evidence-based Policy Development

	Illustrative output indicators	Source of data	Related SDG/WPAY/OECD/ILO decent work indicator(s)
	Number of people that rank female self-employment or entrepreneurship as most appealing career option/profession	National-level data; programme monitoring data	5.5.2 Proportion of women in managerial positions
	Number of discriminatory regulations or procedures eliminated		
	Number of recommendations on how to overcome gender-specific barriers, number of new or revised policies, laws, regulations, amendments drafted, number of advocacy agendas formulated		Percentage of entrepreneurs who were unemployed before they started working on the business
	Number of recommendations on EE reform measures formulated	Programme monitoring data	
	Number of substantive media appearances produced referring to the EESE assessment	Programme monitoring data	
	Action plan to improve selected EE issues handed over to stakeholders	Programme monitoring data	

Annex 2: Resources and Tools Reference List

Resources and Tools Reference list	
General principles for youth-centred programming	UNICEF Youth-Centred Design (YCD) Toolkit
	Meaningful Adolescents and Youth Engagement (MAYE Consensus)
	PSI and HCD Exchange: Ethics in Youth-Powered Program Design
	ILO Toolbox on Youth Employment
	OECD (2015): Universal Basic Skills: What Countries Stand to Gain
	The World Bank strategy on skills development
	World Bank: Skills Toward Employment and Productivity methodology (STEP)
Specific principles for integrated ASRHR & YEE programming	Business for Social Responsibility (2020): HERproject Training Methodology
	UNICEF (2018). Child Safeguarding Toolkit for Business: A step-by-step guide to identifying and preventing risks to children who interact with your business.
	UNFPA Guidance on Women & Girls Safe Spaces
	Mastercard Foundation (2019): Savings for youth: a review of evidence.
	USAID (2016). Global Strategy to Empower Adolescent Girls
	ILO (2012). Upgrading informal apprenticeship - a resource guide for Africa
Engaging with youth directly	ILO's (2014): Start Your Own Business training methodology
	UNFPA (2020). Youth-Centred Digital Health Interventions
	UNFPA (2014): Operational Guidance for Comprehensive Sexuality Education.
	ASK Alliance (2017) Essential Packages Manual: Sexual and Reproductive Health and Rights Programmes for Young People
	USAID (2017): Youth Power Action shortlist of tools measuring youth soft skills
	YEFG & MasterCard Foundation (2017). What Works in Soft Skills Development for Youth Employment?
Engaging with families, communities and organizations	ILO Peer Educator Toolkit (2014)
	What community-based interventions and approaches are most successful in improving adolescent health in Low- and Middle-Income Countries?
	UNICEF Youth Advocacy Guide
	The Girl Roster™: A Practical Tool for Strengthening Girl-Centered Programming

Resources and Tools Reference list (cont'd)

Engaging with institutions and systems	Tools and Services on LMIS (ILO, 2017): A resources platform which aggregates tools and strategies to develop LMIS at global, regional, and national levels
	A Roadmap for the Development of Labour Market Information Systems
	UNFPA (2020). Pact for Youth 2020
	Workforce connections: Key Approaches to Labour Market Assessment
	Global Initiative Decent Jobs for Youth
	International Technical Guidance on Sexuality Education
	Assessment of Adolescents and Youth-Friendly Health Service Delivery in the East and Southern Africa Region
	Thinking outside the separate space: A decision-making tool for designing youth-friendly services
	Reproductive Health Supplies Coalition
	ILO's Training for Rural Economic Empowerment (TREE)
Engaging with policies and legal frameworks	The Beginner's Guide to PEA (2017)
	UN Women (2006). Gender Responsive Budgeting in practice
	Child Rights Toolkit: Child-Responsive Budgeting (EU/UNICEF)
	Child-participatory Budgeting: A review of global practice (Plan International, 2016)
	Child Friendly National Budgeting Initiative - Facilitator's Manual (UNICEF, 2013)
	UNICEF's Engagement in Influencing Domestic Public Finance for Children (PF4C) (UNICEF, 2017)
	Jobs for Youth in Africa (JfYA) Strategy (2016-2025)
	UNCTAD (2018): Advocating for gender-sensitive trade policymaking in the East African Community
	Youth Policy Toolkit
	UNFPA 2017 review of the laws, policies and related frameworks in 23 countries in East and Southern Africa
	WHO (2017): Global Accelerated Action for the health of Adolescents (AA_HA!): guidance to support country implementation
UNFPA (2009): Rapid Assessment Tool of Sexual and Reproductive Health and HIV Linkages	
Engaging with youth in fragile and humanitarian settings	Compact for Young People in Humanitarian Action: Guidelines for Working with and for Young People in Humanitarian Settings
	The Inter-agency guidelines for working with and for young people in humanitarian settings
	The Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings
	Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings
	Women and Girls Safe Spaces (WGSS): A Toolkit for Advancing Women's and Girls' Empowerment in Humanitarian Settings



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