Making Cents
INTERNATIONAL

SCALING DEMAND-DRIVEN TRAINING PROGRAMS: A FRAMEWORK

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THE ROCKEFELLER FOUNDATION

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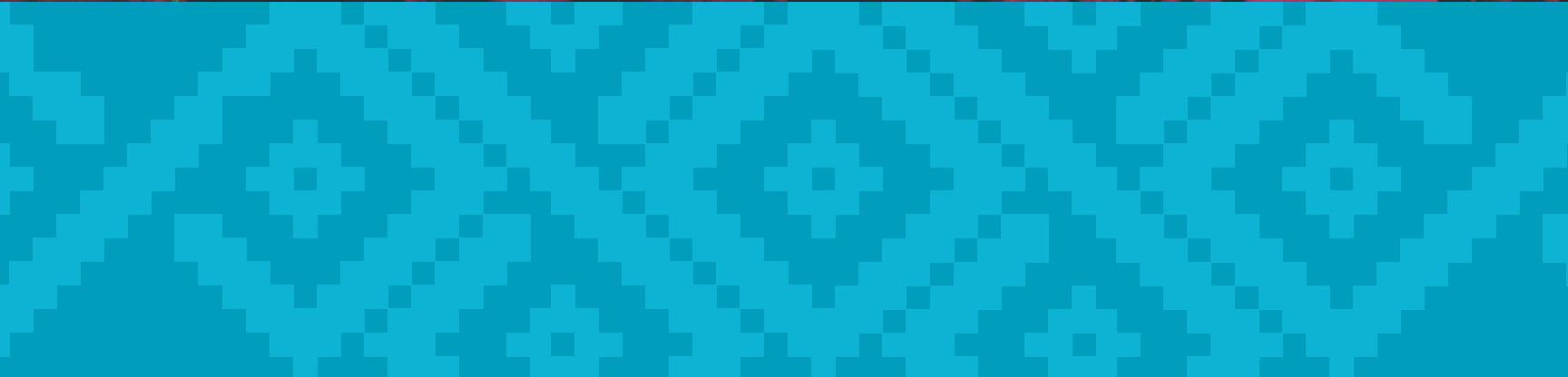
SCALING DEMAND-DRIVEN TRAINING PROGRAMS: A FRAMEWORK

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FOREWORD AND ACKNOWLEDGEMENTS

Making Cents International has been a partner on the Rockefeller Foundation's Digital Jobs Africa (DJA) Initiative since 2013. The DJA initiative is designed to catalyze new, sustainable employment opportunities and skills training for Africa youth, with a focus on the information and communications technology sector.. In support of this vision, Making Cents is collaborating with the Rockefeller Foundation, DJA Network members, and other leading global youth training providers in the implementation of the Scaling World Class Demand-Driven Training in South Africa project. The goal of the project is to develop and share best practices around demand-driven training (DDT) to ensure that greater numbers of South African high-potential disadvantaged youth are placed and retained in jobs.

The Demand-Driven Training Framework assesses and captures best-in-class DDT models and contributes to strengthening the capacity of youth training providers and informing donor investments in the field. The detailed case studies presented herein illustrate the inputs, outcomes, and way forward for scaling world class demand-driven training programs. In conjunction with the anticipated Demand-Driven Training Toolkit, which will package critical tools and processes to support the scaling of DDT practices, this Framework will contribute to the achievement of the Rockefeller Foundation's DJA vision.

Making Cents International acknowledges and thanks the many organizations that contributed to the Framework. They include BPESA; Careerbox; Education for Employment; EOH; Global Communities; Harambee; Impact Sourcing Academy; McKinsey Social Initiative; Mentec Foundation; RTI International; US Agency for International Development; Year Up; and YouthBuild International. We thank our Making Cents' project team that developed the Framework – Dr. Christy Olenik, Project Director; Ms. Branka Minic, Lead Researcher and Author; Ms. Fiona Macaulay, Senior Advisor; and Mr. Eric Winecoff, Program Manager.

INTRODUCTION

"Building Inclusive Economies, where more people have access to more opportunities, equal shots at success, and the freedom to define what success looks like for themselves"[1] is a pillar of the Rockefeller Foundation's work.

By 2050, 400 million young people in Africa will need sustainable employment opportunities, while national labor markets are struggling to keep up with this youth bulge. Recognizing this immense challenge, along with the new opportunities that Information and Communications Technology (ICT) brings to developing countries, the Rockefeller Foundation launched its Digital Jobs Africa (DJA) initiative in 2013 with the goal of leveraging ICT-enabled jobs to improve the lives of 1 million people in Africa – those who are currently unemployed, their families, and the communities in which they live and work.

Across the world, youth unemployment, under-employment and inactivity remains one of the critical challenges for both developing and developed countries, for communities, families and for young people themselves. Of the roughly 1.8 billion young people today, about one third can be described as NEETs – not in employment, not in education and not in training. Approximately 40 percent of all unemployed people are youth.

Evidence shows that demand-driven youth training interventions that closely involve employers yield benefits with regard to youth employment or incomes.[2] These findings are also supported by lessons learned from DJA's experience with preparing **disadvantaged youth**[3] for jobs in six African countries.

The purpose of this document is to introduce, describe and discuss a Demand-Driven Training (DDT) Framework, the underlying structure of the DDT concept. The DDT Framework will identify the building blocks of the DDT model, the common characteristics among DDT providers, and the best practices associated with DDT programs. Deepening our understanding of what makes the DDT approach successful in transitioning disadvantaged youth to sustainable livelihoods will facilitate the expansion of the model to more locations, new sectors and through additional implementation partners. Ultimately, the Framework aims to contribute to scaling up the impact of DDT programs across Africa, and beyond.

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[1] https://www.rockefellerfoundation.org/our-work/
[2] P. Glick, C. Huang, N. Mejia, "The Private Sector and Youth Skills and Employment Programs in Low- and Middle-Income Countries", 2015.
[3] "Disadvantaged youth" refers to the International Labour Organization (ILO) definition of youth who are marginalized from the formal workforce due to poverty, lack of information, gender, race, ethnicity, geographic location, or poor education.

HOW DO WE DEFINE DEMAND-DRIVEN TRAINING?

Demand-Driven Training (DDT) in youth workforce development refers to those skills development[4] initiatives which are customized to respond directly to **specific requirements of a job role for an employer or a group of employers, and lead to placement in employment or self-employment.** In such initiatives, new training content is created, or an existing curriculum is modified, based on intense discussions and feedback from employers interested in hiring program graduates. In many cases, training simulates the workplace environment of those employers' firms. Other program elements, such as recruitment and the selection of candidates, job matching, post-hire support, definition of staff roles, and instructor profiles, are also tailored to align the service delivery with the specific expectations of engaged employers.

The DDT concept has been in use for some time in youth workforce development and was highlighted in the 2013 Rockefeller Foundation-supported study of promising skills training models for ICT-enabled employment opportunities.[5] Our research seeks to further our collective understanding of DDT initiatives and specifically their potential for scaling up.

Youth skills development programs can be classified based on their market alignment in three categories, as defined by Making Cents in a study[6] sponsored by Microsoft:

- **Demand-Aware** programs train youth for jobs in a number of **high-growth sectors** by focusing on developing their general employability skills;
- **Demand-Aligned** programs prepare youth for jobs in a **specific sector**; and
- **Demand-Driven** programs develop and ready youth for **specific job roles.**

Considering the heterogeneity of the unemployed youth population, and the various barriers to employment facing youth segments, different skills development interventions are necessary to address the needs of these various groups. **Figure 1**[7] identifies these youth groups based on their employment status and skill levels. Included are appropriate workforce development interventions that seek to transition youth between segments. Most youth development programs usually combine a number of these interventions to achieve desired outcomes, i.e. youth programs targeting inactive illiterate youth and preparing them for entry-level jobs must first reactivate young people and develop their basic literacy and numeracy, before administering job and work readiness skills training.

DDT youth programs **build job-relevant skills,** defined as "a set of competencies valued by employers and useful for self-employment."[8] To best accomplish this, DDT programs offer both pre-employment skills development and some form of on-the-job training, through internships, apprenticeships or learnerships[9].

HOW DO WE DEFINE SCALING UP?

The notion of 'scaling up' in international development is subject to many different definitions, and consensus does not seem to exist. For this study, we adopted the UNDP definition, which states:

> **"Scaling up is the process of ensuring coverage, impact, and sustainability of a development innovation. Such a process involves not only an expansion of successful projects to a larger scale, but also strengthening of national capacities, and improvements of global, national and local policies."**[10]

We differentiate between replication or horizontal scaling, a process by which a program increases its geographical spread to cover more people and communities, and scaling up or vertical scaling, a process which is institutional in nature, and involves expanding to other sectors and/or stakeholder groups (i.e. policy makers, donors, development institutions, etc.).[11] Replication usually requires some adaptation of the original program model, while scaling up gets implemented most often through partnerships.

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[4]Throughout this document, and when not otherwise specified, "training" and "skill development" refer to both technical (hard) and behavioral (soft) skills training/development.
[5]Results for Development Institute, "Training Models for Employment in the Digital Economy", 2013. in Appendix 2.
[6]Making Cents International, "Understanding the Technology Skills Training Landscape: Framework and Tool", 2015. Note: A decision tree for mapping youth workforce development based on their market alignment is included.
[7]NLEETS are youth not in labor market (not looking for a job), not employed, not in education and not in training.
[8]The World Bank, "Stepping Up Skills", 2010. DDT programs can be classified as Step 3 of the World Bank's STEP (Skills Toward Employment and Productivity) framework.
[9]Learnerships are paid OJT programs in South Africa for individuals who have completed secondary education. They are shorter in length than apprenticeships and do not focus on a specific trade, but do lead to a certificate.
[10]UNDP, "Scaling Up Development Programmes", 2013
[11]CIAT, "Scaling Up and Out", 2004.

DISADVANTAGED YOUTH PYRAMID

- Unemployed not disadvantaged
- Disadvantaged
- Youth in Jobs
- Youth in Schools

Pyramid levels (top to bottom):
- YOUTH IN JOBS — Job Placement
- YOUTH IN OJT — OJT Placement
- JOB & WORK READY — Jobs Skills Training
- SECTOR SKILLED WORK READY — Sectoral Skills Training
- LOW SKILLED WORK READY — Employability Skills Training
- LOW SKILLED NOT WORK READY — Basic Skills Remediation
- ILLITERATE YOUTH NOT WORK READY — Reactivation
- INACTIVE YOUTH (NLEETS)

- DEMAND DRIVEN TRAINING
- DEMAND ALIGNED TRAINING
- DEMAND AWARE TRAINING

Figure 1

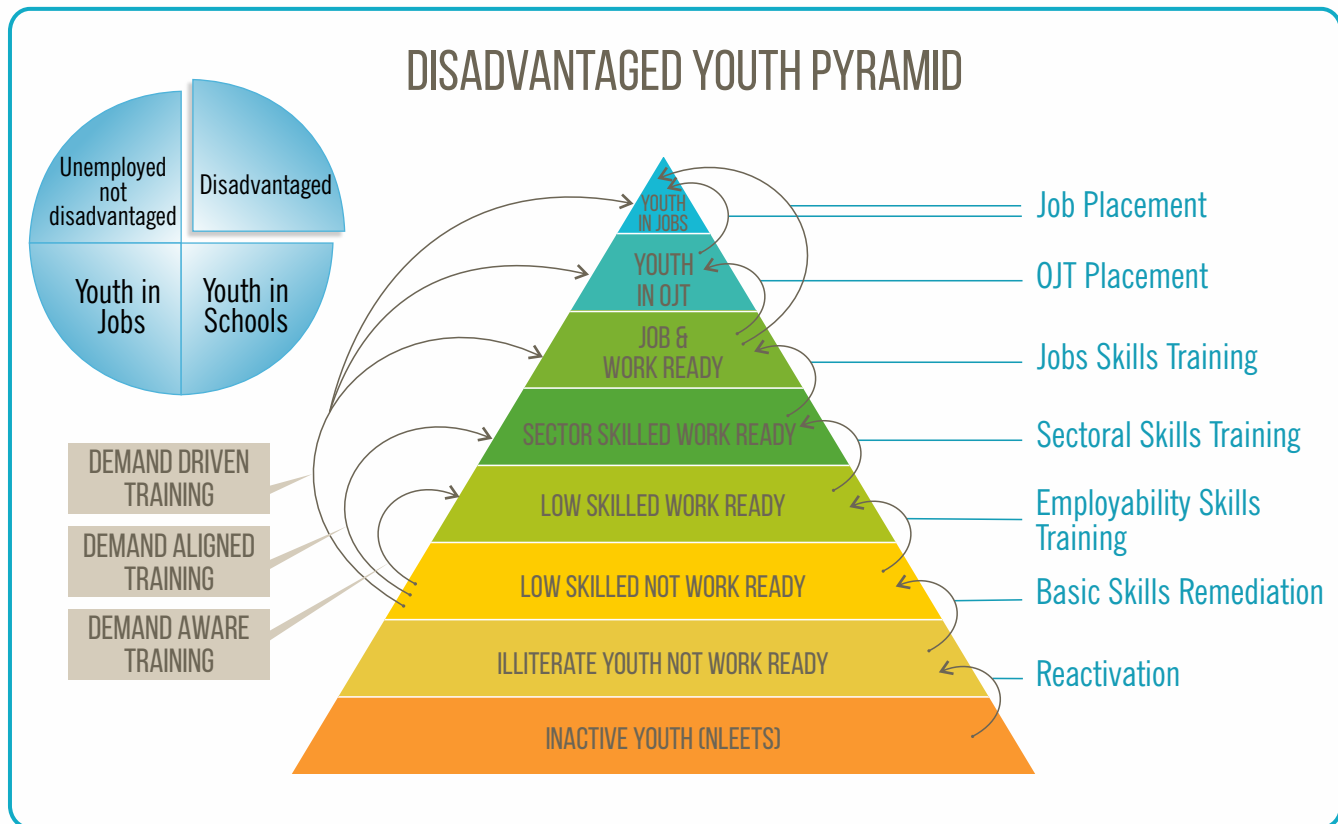## RESEARCH APPROACH

The DDT Framework was developed based upon information collected through a literature review and site visits with five leading South African youth DDT organizations (Careerbox, EOH, Harambee, Maharishi Institute and Mentec Foundation), as well as five leading DDT providers operating in other markets (Education for Employment, Global Communities, McKinsey Social Initiative, Year Up and YouthBuild) (See Table 1). A draft of the DDT Framework was presented during a roundtable meeting at the 2016 Global Youth Economic Opportunities Summit in Washington, D.C. where the same group of DDT providers, along with several youth development investors (Accenture, Expediators, JP Morgan Chase, LinkedIn, MasterCard Foundation, Prudential, Rockefeller Foundation, and USAID) provided valuable comments and feedback.

The 10 DDT organizations listed above have a collective experience of 82 years and offer services across more than 450 sites in 37 countries on five continents. Together, they have trained close to 250,000 young people, while achieving very high success rates[12] ranging from 55 percent to 98 percent. They represent a mix of both experienced organizations and new players; for profit and not-for-profit; and cover three models of service delivery: direct, indirect through partners, and hybrid model.[13]

All profiled DDT programs have very ambitious, yet firmly grounded plans for scaling up and replication over the next five years. What can we learn from these DDT "front runners"?

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[12]Success rate is defined as placement into employment or self-employment, returning or continuing education, long term community service or a combination of those outcomes.
[13]Programs are delivered through a direct model when the program staff provides services to youth directly, while under the indirect model, services are provided through partner organizations; programs with hybrid models are a combination of direct and indirect service deliveries.

TABLE 1. DDT ORGANIZATIONS PROFILED IN THIS STUDY

DDT ORGANIZATION	DDT PROGRAM NAME	PROGRAM LAUNCHED	TYPE	COUNTRIES OF OPERATION	SERVICES DELIVERY
CAREERBOX	Careerbox	2013 New Player	For profit	South Africa (Durban)	Direct
EDUCATION FOR EMPLOYMENT	Job Training & Placement (JT&P)	2002 Seasoned	Network of affiliated BGO's	MENA Region (9 Countries)	Direct and indirect
EOH	Youth Initiative	2012 New player	Initiative within a for-profit ICT firm	South Africa (9 provinces)	Direct
GLOBAL COMMUNITIES	MENA-YES	2013 New player	International NGO	Jordan, Lebanon and Yemen	Indirect
HARAMBEE	Bridging	2011 Seasoned	PBO (NGO)	South Africa (9 provinces)	Direct
MAHARISHI INSTITUTE	Impact Sourcing Academy	2013 New player	PBO (NGO)	South Africa (Johanessburg and Durban)	Direct
MCKINSEY SOCIAL INITIATIVE	Generation	2014 New player	Not-for-profit associated with a for-profit	India, Kenya, Mexico, Spain and USA (50 sites/24 cities)	Indirect
MENTEC FOUNDATION	Ready to Work	2006 Seasoned	PBO (NGO)	South Africa (9 provinces)	Direct and indirect
YEAR UP	Year Up Core and PTC (Professional Training)	2000 Mature	Not-for-profit with a for profit arm YUPRO	USA (16 cities)	Direct and indirect
YOUTHBUILD	YouthBuild USA and YouthBuild International	1994 Mature	International NGO	21 countrie and 45 US States (320 sites)	Indirect

Note A: New players are programs that have been in operation for less than 5 years; seasoned programs have been operating for 5-15 years; and mature programs have been in operation for more than 15 years.

Note B: Programs are delivered through a direct model when the program staff provides services to youth directly, while under the indirect model, services are provided through partner organizations; programs with hybrid models are a combination of direct and indirect service deliveries.

DEMAND-DRIVEN TRAINING FRAMEWORK

USAID rightfully states that "there is no single roadmap for (youth) workforce development programs."[14] However, our profiling of 10 leading DDT programs uncovered substantial similarities among their models. Following USAID's Framework for Youth Workforce Development,[15] the common characteristics of the DDT programs are organized as follows:

1. INPUTS AND ACTIVITIES - discussion of interventions, services and processes, along with necessary resources, infrastructure and contexts for successful operation of DDT models;

2. OUTCOMES AND IMPACTS - discussion of goals, desired immediate results, and longer-term impacts of DDT programs;

3. CONSTRAINTS AND OPPORTUNITIES - discussion of internal and external challenges and opportunities that DDT organizations experience as they replicate, scale up and strive to sustain their programs.

INPUTS AND ACTIVITIES: BUILDING BLOCKS OF DDT MODEL

DDT programs are holistic, complex, end-to-end solutions for transitioning youth into economic opportunities. In this section we dissect and analyze DDT models to learn about their inputs (target groups, necessary resources and partners) and activities (interventions, services and components).

Target Groups

All our DDT providers draw their candidates from disadvantaged youth groups. However, each of the programs defines its eligibility criteria in a slightly different way and in compliance with the requirements of their funding partner:

- **Age group** - Most programs accept candidates who are between the ages of 18 and 29; two organizations also work with younger youth, aged 15 through 17. Four firms enroll older youth extending to age 35, and two organizations limit the participants' age to 24.

- **Education level** - Most programs require secondary school diploma (or an equivalent credential); few organizations accept individuals who have not completed high school or who have tertiary education; educational requirements are dependent on job roles.

- **Skill requirements** - All organizations expect a certain level of basic skills (literacy and numeracy); some organizations also screen for computer literacy and language skills.

- **Employment status** - All programs target unemployed young people; three firms are experimenting with incumbent employee training, either as a source of revenues or to promote professional advancement of youth in entry-level jobs; some DDT entities ensure that young candidates are at risk of long-term unemployment before admitting them into training.

- **Criminal record** - Few organizations accept candidates with prior criminal records.

- **Socio-economic status** - Most programs source their beneficiaries from poor and underserved neighborhoods, but few have strict criteria for socio-economic status of their students

- **Gender** - All programs are striving to enroll comparable numbers of male and female candidates;

- **Potential for success** - All programs, to varying degrees, evaluate applicants with an eye toward optimizing the probability of their success during training and in the workplace. Most programs are looking for candidates interested in learning new skills ("motivation to learn"); looking to better themselves ("change readiness"); and those who have the ability deal with life difficulties ("resilience", "grit", "mental toughness").

DDT programs are clearly not meant for each and every disadvantaged young person. One of the critical success factors for DDT organizations is their ability to recruit and select young people who are ready, willing and able to benefit from their services. In a 2013 Rockefeller Foundation sponsored report by Dalberg this population is called 'High Potential Disadvantaged Youth (HPDY)' and refers to, "youth who have the cognitive skill set needed to perform entry-level digital jobs." Profiled DDT programs further narrow this term to include certain non-cognitive skills, motivation, resilience, etc.

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[14] USAID, "State of the Filed Report: Examining the Evidence in Youth Workforce Development", 2011.
[15] Ibid.

Resources — Staff, Systems, Sites and Funding

When we examine what resources are needed for a DDT operation, we can make the following observations:

- Staff — Most DDTs have a low ratio of students per staff member to accommodate individualized supports to each beneficiary. For one DDT organization, this ratio was as low as 4:1. Teams are divided into specialized roles, and staff or instructors usually have advanced degrees and relevant work experience.

- Systems — All DDTs have computer systems supporting their functions. More mature firms have more specialized software for customer relationship management (CRM), learning content and course management (LMS), case and applicant management, and monitoring and evaluation. Some DDTs are exploring mobile and online service delivery platforms.

- Sites — Most DDTs conduct classroom training sessions for relatively small cohorts of students (around 20 on average). Classrooms are equipped with projectors and computer stations or other job-related equipment to mimic actual workplaces.

- Funding — Most DDTs support their programs through a combination of financial contributions from donors (individual, corporate, bilateral and multilateral), employer partners (through fees or in-kind contributions), government grants, and earned income (through licensing fees, commercialized services or for-profit entities).

Stakeholders and Partners

DDT programs operate in a complex ecosystem of stakeholders (see Figure 2). Government, corporations, foundations and other donors provide necessary investment for DDT operation. Providers are youth supporting NGOs, private training firms and public or private vocational training institutions. DDT often gets implemented through complex, even cross-sector, partnerships. Aside from employer partners, DDT collaborations engage other youth programs (public, private or NGO) for referrals of candidates, schools, investors and youth NGO partners. Policy makers, media, private sector coalitions and associations, and parents can influence the attitudes and behaviors of youth, employers and providers. Engaged employers, enrolled young people and their communities ultimately benefit from DDT initiatives. Finally, researchers and conveners contribute to building knowledge base around the DDT concept.
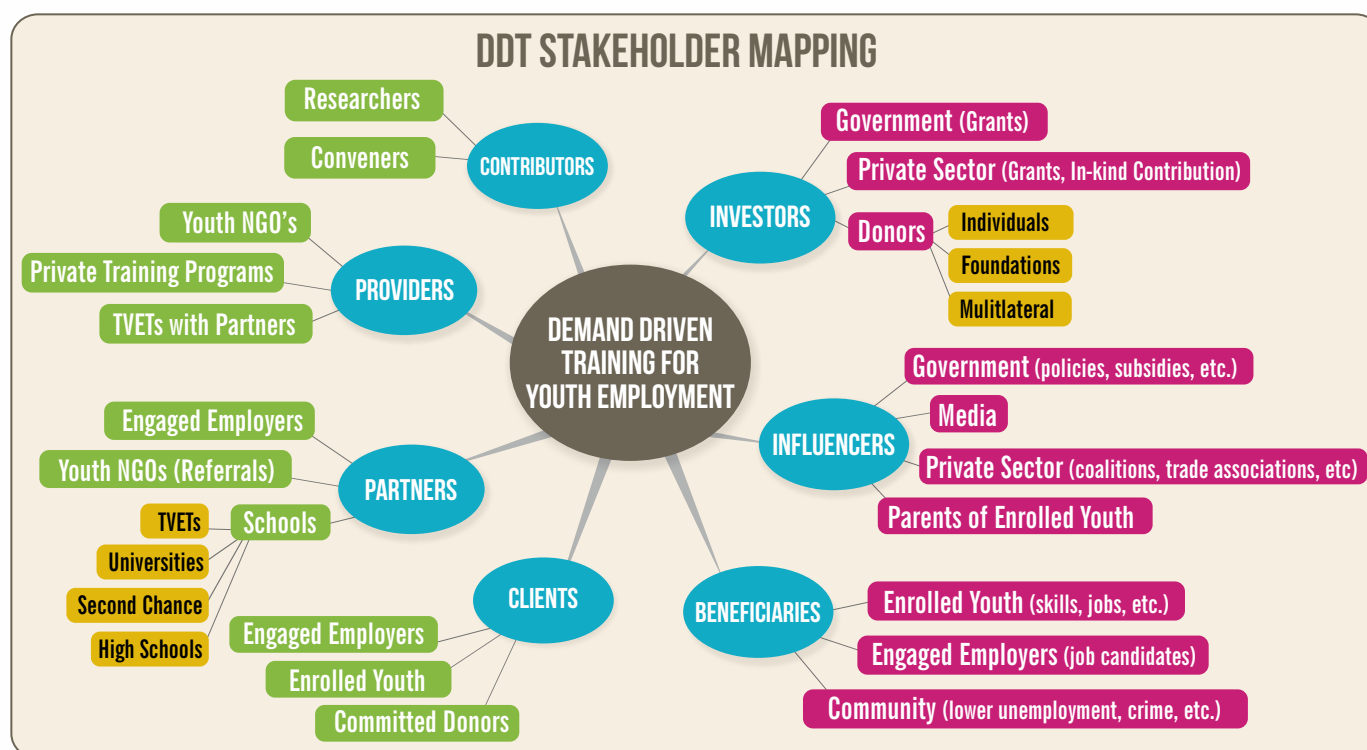

Figure 2

DDTs with indirect service delivery models choose implementation partners for specific tasks like recruitment and selection of candidates, training students and placement of graduates. Some DDTs are exploring replication through education partners by embedding their program components within Technical and Vocational Education and Training (TVET) institutions.

Activities — Services or Interventions and Associated Processes

All DDT firms practice a three-customer approach - they actively engage, provide services and care about three types of customers: investors, employers and young job seekers. This characteristic differentiates DDT programs from a vast majority of other youth training interventions and from most public employment or training agencies. Non-DDT programs are mostly concerned about the unemployed and are only loosely aware of or interested in labor market trends. In fact, DDT models somewhat resemble the modus operandi of good private staffing companies in terms of their understanding and intentional alignment with employers' hiring needs. However, most staffing firms do not work with disadvantaged groups and rarely prepare their candidates for jobs. The three-customer approach impacts the organizational structure of DDT providers and their processes and methods of service delivery.

Most profiled DDTs have defined separate teams for engaging with employers, working with program participants, and securing funding. Employer-facing staff uses consultative selling techniques to attract, convince and commit managers of private-sector companies to hire DDT graduates. Youth-facing teams conduct recruitment and selection of beneficiaries, deliver training, coaching and mentoring, and prepare youth for successful job entry. Investor-facing teams engage potential donors and work with them to align program design with investor priorities.

Figure 3 identifies the processes included in this three-customer DDT approach. **Investor-focused processes are:**

- **Outreach, fundraising and networking to target investors** interested in supporting youth workforce development. Investors could be foundations, multi-lateral donors, aid agencies, government entities, or individual and corporate donors.

- **Partnering with investors** involves creating dialogues to align DDT program priorities with investor priorities. The partners must also agree on a results framework, reporting protocol, and other items. Most DDT investors remain engaged throughout the program and provide technical assistance, capacity building, knowledge exchange and other types of support.

Demand-focused processes are:

- **Outreach, sales, marketing and networking to target employers** is a phase to determine their current and projected entry-level job openings and to present to them an alternative talent acquisition solution. DDTs usually work in a small number of sectors and with a relatively limited number of job roles because of the time and costs required to develop and implement customized skills courses. Most employers interested in exploring a supplier relationship with a DDT firm have real challenges in hiring and retaining entry-level staff as their primary motivation, and corporate citizenship as a secondary driver.

- **Partnering with employers** is a process of discussions to better understand the specific requirements, workplace environment and company culture (needs assessment) of the business and to jointly design a hiring solution. Most DDTs introduce written legal agreements to solidify the partnership and approach the issue of employer financial contribution to the program in this step.

- **Engaging employer partners occurs throughout all steps of the DDT program**. Employers often refer youth to DDT, participate on interview panels during selection of program participants, send their representatives to give in-class presentations, recruit their employees as volunteer-mentors, provide job coaches to young interns, and actively contribute to fine tuning DDT components.

- **DDT program design and customization** is a critical process in which DDTs and their employer partners co-

create, modify and jointly adopt curricula and align DDT interventions to a set of defined job roles. Usually, pre-committed job openings are analyzed to identify tasks, competencies and behaviors necessary for success. Some DDTs conduct several job-shadowing sessions, or benchmark the performance of existing staff in the same job roles to build a very detailed and accurate specification of ideal job candidates. Some DDT firms also adopt employers' assessments or acquire relevant testing for evaluating candidates and trainees for specific job roles. Finally, during this phase, partners decide how to measure and communicate success, and which reporting protocol to adopt.

Supply-focused and service delivery processes are:

- **Outreach, mobilization and recruitment** of candidates from targeted communities and youth groups. DDTs promote their programs among youth through multiple channels (social media, radio, community newsletters, referral networks, schools, etc.) while clearly stating eligibility criteria for participation based on specific job roles and employer expectations (education level, language and computer skills, job location and shifts, etc.).

- **Selection of program participants** is usually a multi-step process that allows DDTs to observe, test, interview, and evaluates each candidate's ability, readiness and willingness to complete the training and become a productive employee for the employer partner. Only a small number of interested youth are enrolled in training. Some DDTs engage their employer partners in this step. Those youth that are not enrolled are oftentimes referred to other local youth programs and/or offered brief employability training.

- **Skills Development** is a critical process that can last from one week to a whole year or longer. DDTs combine classroom instruction with practical training to teach youth job-related skills. Most DDTs integrate behavioral skills development within the job tasks instruction. Individual and group mentoring is part of most DDT programs. DDT providers differ from one another in how they design their skills development process, but all of them involve their employers in some way during this phase (as instructors and guest speakers, as coaches and mentors, etc.). A critical component of successful DDT training is the wrap-around support and social services they provide. These services include resolving transportation and child care issues, finding housing and applying for student loans or grants, and offering advice on relationship issues with peers and instructors, etc. DDTs usually develop a network of trusted youth-centered service organizations and counselors to whom they can refer their young trainees when necessary. Still, a certain percentage of enrolled youth does not graduate for various reasons.

- **On the Job Training (OJT) and placement process** refers to a set of activities that brings together the employer partners and the successful graduates of the program. Each candidate is matched to one or several paid OJT opportunities, and each employer is presented with one or several interns (apprentices or learners) for each of its vacancies. OJT lasts from 3 to 24 months, and ensures that youth exit with marketable skills and work experience, thus increasing their chances of securing full time employment. Some DDT programs provide entrepreneurship training and a path to self-employment for their graduates. A certain number of graduates continue their education or advanced training either in parallel with employment or on a full-time basis.

- **Post-placement support** - DDTs are deeply involved and supportive of both the hiring managers and the young new employees (interns, apprentices or learners). Most DDTs continue to provide individual or group counseling to their placed beneficiaries for several months after the start date.

- **Placement in jobs** – The second placement process refers to those activities that facilitate the placement of job and work ready youth into full time employment. Significant numbers of interns are retained by their host organizations and transitioned to full time employment.

When this does not occur, DDTs assist youth to seek and secure a meaningful job with another employer.

- In the special case of indirect DDT program service delivery, organizations must also engage with implementing partners. The processes associated with the identification of potential partners and the development of collaborative relationships are similar to those for engaging employer and investor partners.

DDT support processes are:

- **Monitoring and evaluation (M&E) processes** usually run in parallel with all other program activities. DDTs collect data on both demand and supply and document interventions and services provided on an individual basis. More mature DDT organizations have amassed large data sets that represent a rich base for all kinds of analyses and ultimately can lead to performance improvements. M&E is extremely important for replicating and scaling up DDT approaches as it validates best practices and ensures only proven models are expanded.

- **Administration and financial management** is an important component. Leading DDT organizations are well organized and run multiple projects in various locations. They engage multiple investors, employers and implementing partners simultaneously. They commit to strict deadlines, objectives and reporting requirements. As a consequence, they rely on their support teams usually housed in one location ("Head Office") for administrative, finance, human resource, proposal writing, and other similar functions.

- **Communications and public relations** are also key. Scaling up of innovative development approaches depends on engagement of various stakeholders, pace of adoption, and awareness-raising among stakeholders and potential partners. DDTs are realizing the importance of effectively communicating their model and achievements. As a result most DDTs have dedicated staff for creating and disseminating their messages.

- **IT systems management and support** is crucial as DDT programs evolve and expand by leveraging digital technology. Some of the IT related issues leading DDTs must think about are well designed and integrated IT systems for partner, case, process and performance management; adequately trained staff; reliable IT support; and creative use of mobile devices and applications.
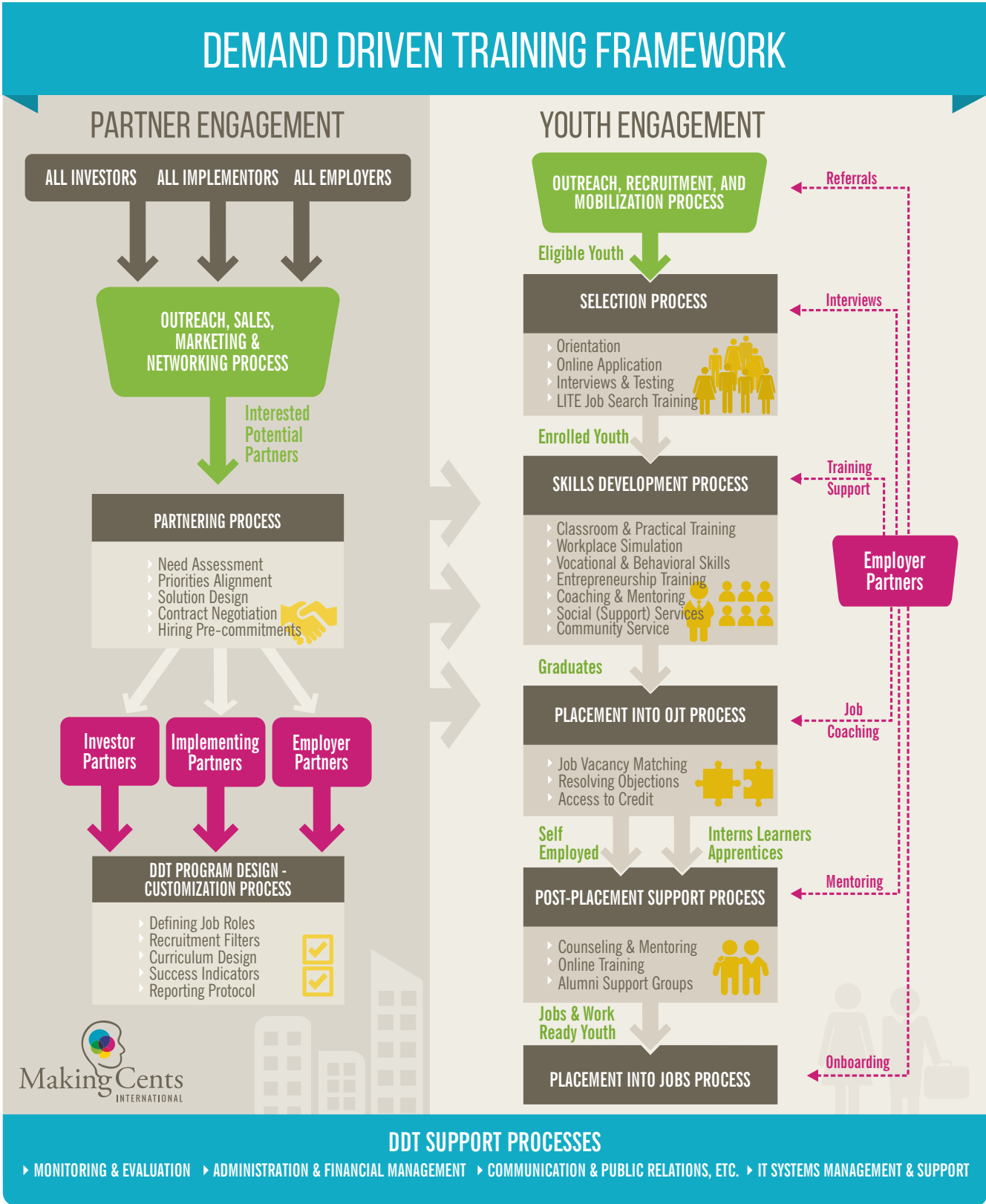
DEMAND DRIVEN TRAINING FRAMEWORK

PARTNER ENGAGEMENT

ALL INVESTORS   ALL IMPLEMENTORS   ALL EMPLOYERS

OUTREACH, SALES, MARKETING & NETWORKING PROCESS

Interested Potential Partners

PARTNERING PROCESS
- Need Assessment
- Priorities Alignment
- Solution Design
- Contract Negotiation
- Hiring Pre-commitments

Investor Partners   Implementing Partners   Employer Partners

DDT PROGRAM DESIGN - CUSTOMIZATION PROCESS
- Defining Job Roles
- Recruitment Filters
- Curriculum Design
- Success Indicators
- Reporting Protocol

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YOUTH ENGAGEMENT

OUTREACH, RECRUITMENT, AND MOBILIZATION PROCESS

Eligible Youth

SELECTION PROCESS
- Orientation
- Online Application
- Interviews & Testing
- LITE Job Search Training

Enrolled Youth

SKILLS DEVELOPMENT PROCESS
- Classroom & Practical Training
- Workplace Simulation
- Vocational & Behavioral Skills
- Entrepreneurship Training
- Coaching & Mentoring
- Social (Support) Services
- Community Service

Graduates

PLACEMENT INTO OJT PROCESS
- Job Vacancy Matching
- Resolving Objections
- Access to Credit

Self Employed   Interns Learners Apprentices

POST-PLACEMENT SUPPORT PROCESS
- Counseling & Mentoring
- Online Training
- Alumni Support Groups

Jobs & Work Ready Youth

PLACEMENT INTO JOBS PROCESS

Referrals

Interviews

Training Support

Employer Partners

Job Coaching

Mentoring

Onboarding

DDT SUPPORT PROCESSES
▸ MONITORING & EVALUATION   ▸ ADMINISTRATION & FINANCIAL MANAGEMENT   ▸ COMMUNICATION & PUBLIC RELATIONS, ETC.   ▸ IT SYSTEMS MANAGEMENT & SUPPORT

Figure 3. Demand Driven Training Framework

OUTCOMES AND IMPACTS: WHY SCALE UP THE DDT MODEL?

All youth training for employment programs aim to equip youth with the skills necessary for successful transition from school to work and into productive adulthood. Demand-Driven Training models act on both the demand and supply sides of the labor market and provide services to both employers and youth. Therefore, their goals become focused on training students for specific job openings, placing them and retaining them in those positions, while ensuring their employer partners receive well trained, work-ready job candidates.

DDTs measure, track and report on a number of different outcomes and impacts, but each of the 10 profiled firms had a slightly different method of defining its success rate. Since programs have somewhat different target groups and operate in different labor markets, comparing their success rates may not necessarily be fair or meaningful. There is also not enough rigorous evidence on the long-term effects of DDT models on youth employment status, wages, earned credentials, and career success. More investments are needed to conduct longitudinal studies and evaluate the lasting impact of the DDT approach on the careers and lives of its beneficiaries.[16]

Impacting labor market outcomes for a large number of disadvantaged youth requires that adequate numbers of entry-level jobs are available in the local economy and that the private sector is willing to hire DDT-supported youth. Even when enough employment opportunities exist, most employers associate young job candidates with no prior work experience as very high risk.

The DDT model reduces the risk for employers of hiring disadvantaged youth by customizing youth workforce development processes to match private-sector expectations, not only in terms of skills and work-readiness of young hires, but also as related to professionalism, responsiveness and high standards expected from other, professional staffing suppliers. Mature DDT organizations are linking their training outcomes to business success indicators of their employers, and then measuring and reporting the return on investment (ROI) to their partners.

DDT programs have very good success rates, above 50%. Profiled DDT firms graduate at least 3 out of 4 trainees, and most place at least 3 out of 5 graduates. Highly selective DDT programs achieve placement rates of above 90 percent.

Mature DDT organizations are proving that the DDT model can be replicated and scaled up to multiple locations, different sectors and be delivered organically (direct service delivery) and through partners (indirect service delivery). They are increasing their efficiency, cost-effectiveness, and numbers served, as well as influencing policies and practices within their ecosystems. While expanding their reach and impact, these DDT front runners are changing mindsets and instilling lasting systemic change.

For all the reasons stated above, the DDT model remains an attractive solution to all youth development investors.

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[16] Several evaluation studies are underway or planned and will contribute to better understanding of DDT impact.

CONTEXTUAL CONSTRAINTS AND OPPORTUNITIES FOR SCALING UP

The DDT programs experience a range of challenges in implementing, expanding and scaling up their impact. Those constraints could be classified as external to the DDT organization, or internal when within the DDT firm. The set of specific problems experienced by a DDT provider depends on its maturity level, locality, and model of operation.

Examples of **external constraints** are:

- Sluggish local economy does not generate enough entry-level jobs;
- Labor market demand is fragmented, generated primarily by small and medium enterprises (SME sector);
- Eligible program candidates reside far from training and/or job locations;
- Political conflict or war cause economic decline, resulting in difficult or impossible, conditions in which to conduct training activities;
- Regulatory frameworks restrict or even prevent program interventions;

- Lack of adequate partners across sectors for program expansion;
- Lack of funding to support program replication, innovation and scaling up;
- Lack of funding and technical assistance to support organizational transformation, staff augmentation and development, systems acquisition and customization, and other capacity building activities necessary for supporting program replication and scaling up.

Examples of **internal constraints** are:

- Weak leadership at the helm of the organization and/or passive boards of directors;
- Inadequate or fragmented computer systems supporting all aspects of DDT operations;
- Inability to leverage technology in a cost-efficient way;

- Complex (network, matrix, indirect) organizational models for large, mature DDT firms pose governance and management challenges.

DDT providers have developed a host of creative, smart and effective solutions to various challenges they face in their respective markets. In most situations, their best and promising practices required them to carefully make a choice along the path between two extremes. We identified three such compromises below:

1. **Short-term interventions for highest potential disadvantaged youth versus longer-term training and behavioral transformation for youth with more barriers to employment** – In order to achieve their ambitious outcomes (and comply with commitments made to funders), some DDT providers choose to be very selective when admitting candidates into their programs ("creaming"). As a result, their highly targeted interventions last from a few days to a few weeks and cost less than longer, sometimes years-long programs designed for a much broader pool of unemployed, out-of-school young people. Therefore, simple comparison of costs per participant among DDT providers does not yield meaningful results.

2. **Standardization of training components for efficient replication and scaling up versus customization of interventions to specific requirements of individual employers and specific cohorts of program participants** – All profiled DDTs have very ambitious, yet well-grounded plans for replication and scaling up over the next five to 10 years. They all realize that standardization of program components is necessary for cost-efficient, effective expansion to new locations, sectors or with new partners. However, the highest success rates are achieved by those programs which provide individualized support services to their beneficiaries while customizing their training content, delivery and assessments to each employer partner. A prime example of this dilemma is the balance between high-tech and high-touch services for both employers and trainees. Providing a certain number of services online, through mobile devices or in computer labs, cuts costs and speeds up deployment of new projects, yet limits detailed alignment and

personalized response. DDT firms have to determine how to leverage the benefits of standardization while maintaining their deep alignment with specific requirements of both the demand and supply sides of the labor market.

3. **Direct versus indirect model of service delivery** — DDT providers have various organizational arrangements. Some firms implement new projects directly, by securing and managing resources (staff, equipment, physical locations) themselves. Others engage partners (NGOs, private training or staffing firms, TVET schools, Universities, government agencies, etc.) and share their tools and know-how for model replication through those partners. Finally, there are larger DDT entities that use either of the models or mix them in a hybrid delivery methodology. Direct delivery allows for tighter controls and more uniform quality across projects, while indirect model reduces costs and accelerates scaling up.

Opportunities for leveraging, improving, institutionalizing and significantly scaling up DDT programs definitely exist. All DDT organizations are exploring various options for expanding their reach and augmenting their impact through some or all of the following:

- **Cross-Sector Partnerships** to accelerate the adoption of the DDT approach to talent acquisition. DDTs are working with sector and trade associations, Chambers of Commerce or multinationals to influence the decision-making processes of hiring managers. Some DDTs are collaborating with private staffing agencies and leveraging their client base and reputation to secure additional placements of graduates. On the other side, some DDTs are embedding their model within educational institutions or a network of NGOs to reach more youth and scale up impact. All DDTs are actively pursuing partnerships with local (city, municipal) and national governments as funders, employers and implementers, or in joint projects. Finally, some DDTs are creating new, advanced forms of cross-sectoral collaboration, such as Sector Advisory Committees, to bridge the gap between employers and educators, and create a sustainable mechanism for synchronizing demand for skills with training activities in a local market.

- **Leveraging Technology** to offer services to more young job seekers and employers through online platforms, mobile services and e-learning. DDTs are bringing often diverse systems into an integrated infrastructure supporting all aspects of operations. Sophisticated systems provide better tracking and analysis of data and enable data-driven decision-making. DDTs have learned that technology cannot replace individualized counseling, yet it can reduce the costs, save time and improve quality of services.

- **Redefining Success** and providing multiple pathways to sustainable livelihoods to disadvantaged youth. DDTs are expanding their portfolio of training to include entrepreneurship, especially in markets with weak job creation in the formal sector. DDTs are also recognizing the benefits of volunteering in youth development, and some DDTs are already incorporating community service in their set of desirable outcomes. All DDTs are encouraging youth to continue their formal education when possible. Finally some DDTs are also offering a "Lite" version of their work readiness training to educational partners in order to impact more youth.[17]

- **New Models for Financial Sustainability** for strengthening the organizational capacity to grow. Not-for-profit DDT firms are exploring revenue-generating options, such as licensing fees for their intellectual property on training content, or the creation of for-profit training schools or for-profit placement services of their alumni. Some DDT firms are successful in covering a portion of their training costs through employer fees, while others are considering trainee or alumni contributions.

- **Impacting Operating Environment** through advocacy, campaigning and collective impact collaborations. As DDT firms mature, they become more involved in alleviating the contextual constraints they experience. They engage with other youth development stakeholders in initiatives that raise public awareness, put pressure on legislators, and proactively initiate systemic changes.

The collective wisdom, experience and creativity in solving challenges of profiled DDT organizations are a rich base of best and promising practices for scaling up the DDT model, and improving the effectiveness and efficiency of youth training for employment initiatives in developing countries.

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[17] Lite version usually consists of short training programs on job-searching, building resumes, interviewing, etc. It empowers program participants to look on their own for employment, and as such, cannot be classified as DDT.

CONCLUSION

THE WAY FORWARD: SCALING UP DEMAND-DRIVEN TRAINING

Demand-Driven Training providers achieve significant results in transitioning selected disadvantaged youth to sustainable livelihoods under favorable economic and regulatory conditions. Available evidence strongly suggests that youth training interventions that closely engage employers produce positive labor market outcomes for youth in low- and middle-income countries.

As employers, policymakers, investors and practitioners consider adopting and scaling up DDT, the following lessons learned from DDT front runners could be of interest:

- **DDT programs are comprehensive, intensive, time-consuming and relatively costly interventions** that require highly skilled staff, sophisticated systems and adequate financial resources to implement.

- **The DDT model targets and works well with a relatively narrow segment of all disadvantaged young people** sometimes referred to as 'High Potential Disadvantaged Youth.' In order to create and scale broader impact on youth unemployment and disconnectedness, DDT programs should be complemented with other youth interventions that are effective in transforming any disadvantaged young person to a HPDY. More research is needed to determine which youth initiatives are successful at creating HPDY individuals and can become feeder programs for DDT.

- **It is not only great customized training content and delivery that make DDT programs successful** in preparing and placing youth in jobs. Many other elements of the DDT model are critical to generating desired results, such as: adopting a three-customers approach, instituting thorough recruitment and selection processes, using data-driven decision-making and model optimization, stressing a learning organizational culture, emphasizing agility and adaptability of service delivery to each employer's hiring situation and each cohort of students, etc.

- **There is no "charitable hiring".** Businesses hire job candidates when and only when they have job vacancies. Employers also need to be convinced that they are making the right choice of new employees and that their investment in a relationship with a DDT provider will pay off. Larger private-sector firms and those with stronger Corporate Social Responsibility (CSR) cultures are more likely to consider DDT approach as an alternative to traditional strategies for talent acquisition.

- **Developing, managing and sustaining cross-sector partnerships require commitment, time and considerable effort** from all parties involved. Collaborations facilitated by a "back-bone organization"[18] or an experienced, mission-driven intermediary, seem to be more successful in achieving their objectives.

- **Scaling up brings additional challenges to mature and larger DDT organizations**, such as governance issues, quality control, internal communications among teams, increased management costs, etc. When planning to scale up DDT through existing public or private organizations, it is important to determine which schools, NGOs or training firms are best positioned for implementing the DDT concept. Learning from existing public/private partnerships of leading DDT entities will help identify the characteristics of the most promising potential partners and the qualities that lead to beneficial partnerships.

- **Finally, additional investments in research and evaluations of DDT programs are necessary** to better understand their long-term impact, the life and career trajectories of their beneficiaries, and the return on investment of their approach to investors, employers, youth and communities

The Rockefeller Foundation's strategy for scaling up DDT programs through its DJA initiative is deeply rooted in understanding local labor market forces, learning from both corporate players and DDT grantees, and supporting research that contributes to accelerated scaling up of new policies and practices as "solutions at scale" for addressing youth unemployment in Africa, and throughout the world.

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[18] http://www.collaborationforimpact.com/collective-impact

APPENDIX A

DEMAND-DRIVEN TRAINING PROGRAMS ORGANIZATIONAL PROFILES

BPeSA
Business Process enabling South Africa

Contact Name	Title
Tebogo Molapisane	CEO
Gareth Pritchard	CEO Western Cape

The Cape Town Call Centre Development Association, trading as BPeSA was founded in 2002 to promote and develop the IT-enabled services industry in South Africa, with a focus on contact centers. It operates both as a specialist investment promotion agency for business process outsourcing (including contact centers) and as a national trade association and networking body for the industry.

Headquarters: Cape Town
Website: www.bpesa.org.za

Year Established: 2002
Organization Type: For-Profit

About BPESA Services to the BPO Sector

BPESA operates both as a specialist investment promotion agency for business process outsourcing (including contact centres) and as a national trade association and networking body for the industry. The mandate of BPESA is to create jobs. It does this by raising awareness of the industry's potential internationally thereby assisting in attracting new investments.

It achieves this by helping to create an enabling environment for investments to thrive and grow – developing the skills base, supporting SMEs, and providing linkages to national and regional government, ensuring the implementation of pro-growth policies.

Membership

- Over 80 member organizations as of November 2015 International members include Amazon, Wonga, Deloitte Aegis, Capita, and CCI
- Membership base includes vendors in the areas of technology, training, consulting, and recruitment

Contribution to the DDT Organizations' Work

- In collaboration with the Rockefeller Foundation, BPeSa has been able to engage with many of the operators to assist in promoting Impact Sourcing and growing the employer base
- Bridging training program; collaborating with DDTs with the government, TVETs, and universities to create work readiness programs and engaging with employers
- Supports process standardization of curriculum across training organizations
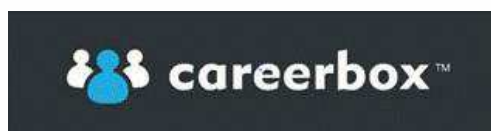
Durban, South Africa

Contact Name	Title
Lilian Chege	Managing Partner
Lizelle Strydom	Placement Manager

Careerbox is a recruitment and skills development organization, specializing in customer contact and recruitment induction. Careerbox sources and develops young talent and equips them with everything they need to excel within a contact center environment, interfacing with customers and driving brands forward.

Headquarters: Cape Town
Website: www.bpesa.org.za

Year Established: 2002
Organization Type: For-profit

About Careerbox's Program

DDT Program Name: Careerbox   **Year Launched:** 2013   **Locations:** Durban

Target Group(s): 18-35 years old, with English language speaking proficiency, and basic computer skill,; disadvantaged backgrounds.

Sectors/job roles: BPO/contact centers job roles, for both domestic and international campaigns, via phone, web chat, etc.

Partners: Main employer partner is CCI (same parent company), Lifecycle, AdCorp (recruitment company), and Call Insight.

Cumulative Program Results

Youth Trained: 80% of candidates pass initial screening, and 53% selected through assessments into training

Success (Defined) Rate: 98% (over 3,000 trainees have been placed)

Retention (Defined) Rate: Monthly attrition rate is 5% (10% for BPO sector)

Impact: Retention rates after 90 and 180 days significantly higher than BPO average. 56% of candidates inducted into program are female.

Best Practices/Lessons Learned

- Physically located on CCI (its main employer partner) premises
- Training mirrors workplace conditions (hours of operation, breaks, etc.)
- Testing a new psychometric tool by Thomas International
- Records videos of students before and after training to assess progress in communication skills, self confidence, etc.
- Supports participants with "CV's for Life" service, in order to stay in touch with them long term

Contact Name	Title
Ismail El Habrouk	CEO - EFE Egypt

Education for Employment (EFE) is an affiliated network of locally-run non-profit organizations in the MENA region that provides youth with training in professional and technical skills in high-demand sectors in the local labor market, and connects graduates to jobs. To promote job creation and an alternative pathway to economic opportunity, EFE also provides training in entrepreneurship.

Headquarters: Washington, DC
Website: www.efe.org

Year Established: 2002
Organization Type: Non-profit

About EFE's Program

DDT Program Name: Job Training & Placement (JTP) Program   **Year Launched:** 2006   **Locations:** Egypt, Jordan, Morocco, Palestine, Tunisia, Yemen (Suspended).

Target Group(s): Unemployed university graduates, high school diploma holders, and high school leavers. 54% of graduates have been female.

Sectors/job roles: Graduates have been placed in a wide range of sectors including: BPO, hospitality, IT, financial services, sales, and skilled labor.

Partners: EFE has over 2,500 partners including Accenture, UNDP, Vistaprint, Uber, and the Citi Foundation.

Cumulative Program Results

Graduated: EFE has trained and placed over 17,500 youth in JTP

Success (Defined) Rate: Since inception of programming, EFE has achieved a job placement rate of nearly 70%, totaling 10,500 youth in jobs

Retention (Defined) Rate: Since inception EFE has achieved a 3-month retention rate of 75% and an 80% continuously working rate (includes those moving to other jobs)

Impact: More than 2,100 of EFE's partner companies have hired graduates, and 50% of JTP graduates have been female

Best Practices/Lessons Learned

- Network organization with relatively independent local affiliates, delivers services mostly in direct, and sometimes indirect way through partners
- Very strong Global and local Boards
- Usually engages employers and secures pre-training commitments for hiring
- In Egypt, company simulation introduced in training provides trainees with opportunities to practice communication skills, teamwork, problem solving
- Investments in systems, process improvements, new M&E strategy, and other, make EFE well positioned for rapid scaling

EOH

Johannesburg, South Africa

Contact Name	Title
Patrick Hijlkema	Managing Director, Learning & Development
Michael Mann	General Manager; ProServ

EOH provides the technology, knowledge, skills and organizational ability critical to Africa's development and growth. In 2012, EOH launched its Youth Job Creation Initiative; the company took on over 600 learners and graduate interns in 2012, absorbed them into the workforce, and set about imparting work skills to them. In August 2016 we increased the number of youth involved in our job creation initiative to 12.000 placed in job opportunities with the involvement of more than 250 employers.

Headquarters: Johannesburg, South Africa
Website: www.eoh.co.za
Year Established: 1998
Organization Type: For-profit

About EOH's Program

DDT Program Name: EOH Youth Job Creation initiative   **Year Launched:** 2012   **Locations:** All 9 provinces

Target Group(s): 18-35 years, not a requirement to have a matric though it is preferred.

Sectors/job roles: Started in IT and diversifying to tourism, wholesale, retail, and transportation.

Partners: Role model partnership with Birchwood Hotel and Conference Center, Oracle South Africa and MTN. Other partnerships include Harambee, Dept. of Higher Education and Training, Office of the Premier Gauteng, National Skills Fund, Department of Economic Development and Tourism Western Cape.

Cumulative Program Results

Youth Trained: 6,000 trained youth over the past 3-4 years (400-500 are University graduates, around 3,500 TVET graduates, the rest have a matric-secondary school diploma)

Graduated: 88% get through the qualifications

Success (Defined) Rate: 70% placed in job opportunities

Retention (Defined) rate: N/A

Impact/Plans: Looking to create 100,000 jobs for youth by 2020

Best Practices/Lessons Learned

- Strong project management team (20+ workplace coordinators) support both employer and placed youth
- EOH runs an internal learnership program and brings on board 600 youth on an annual basis for 12 months; 75-80% of them are kept after graduation
- Candidates are also tested online (language, aptitude, math, psychometrics)
- The Youth Job Creation Initiative sits within ProServ, one of EOH companies and has a team of 38+ individuals (growing to 50)
- 6 of their trainers are certified to deliver IYF's Passport to Success soft skills

Contact Name	Title
Dalia Hussaini	Program Manager
Karla Yoder	Economic Development and Workforce Specialist

Global Communities is a global development organization committed to working in partnership with communities worldwide to bring about sustainable, impactful changes that improve the lives and livelihoods of the vulnerable. Under its MENA-Youth Empowerment Strategy Program supported by the Caterpillar Foundation, Global Communities prepared youth for the job market through partnerships between the private sector and training institutions, enhancing programs to better meet labor demand.

Headquarters: Silver Spring, MD

Website: www.globalcommunities.org

Year Established: 1952

Organization Type: Non-profit

About Global Communities' Program

DDT Program Name: MENA-YES   **Year Launched:** 2013   **Locations:** Yemen, Jordan, Lebanon

Target Group(s): Young people aged 15-29, special emphasis on disadvantaged youth, low- to medium-level skilled individuals, women, and rural youth.

Sectors/job roles: ICT, hybrid vehicles, renewable energy, hospitality and tourism, skilled labor, apparel, graphic design, healthcare.

Partners: MENA-YES formed over 300 partnerships with private sector firms who provided advising, internship, apprenticeship or mentoring opportunities.

Cumulative Program Results

Youth Trained: 1,920 youth received training

Success (Defined) Rate: More than 60% who received training went on to employment, additional training, or education

Impact: Establishment of Sector Advisory Committees (SACs) bridged the gap between trainers and employers, allowing them to jointly develop training, internship, and mentoring programs

Best Practices/Lessons Learned

- Small local project teams, supported by program team in HQ's facilitate the implementation of the MENA-YES program through partners (indirect model)
- Sector Advisory Committee (SAC) brings together employers, training providers, universities and other engaged partners
- Trainees sign a Commitment Letter that provides a penalty close for dropping out — although not enforced, this measure reduced drop-outs
- Training for mentors, CSR training for employers, Partner Appreciation Event, and other strategies for sustaining employer engagement

Johannesburg, South Africa

Contact Name	Title
Tamera Campbell	Board Director
Rob Urquhart	Executive, Knowledge and Learning

Harambee is a youth employment accelerator. Harambee connects employers looking for entry level talent to young, high-potential work-seekers who are currently locked out of the formal economy. Harambee recruits candidates where existing corporate recruitment networks do not reach, assess their competencies and match them to jobs where they are most likely to succeed.

Headquarters: Johannesburg, South Africa
Website: www.harambee.co.za

Year Established: 2011
Organization Type: Non-profit

About Harambee's Program

DDT Program Name: Bridging Program   **Year Launched:** 2011   **Locations:** Across all 9 provinces

Target Group(s): 18-28 years (sometimes extended till age 34); focused on recruiting those at risk of long term unemployment (had less than 12 months of work experience with one employer); socially & economically disadvantaged; with learning potential.

Sectors/job roles: BPO, technical (manufacturing, trade skill, technicians, engineering), financial services, retail and hospitality, and SME.

Partners: 275 employers, City of Johannesburg, Gauteng Provincial Government, National Treasury.

Cumulative Program Results

Youth Trained: 30,000 placed over 5 years (15,000 in the past 18 months).

Success (Defined) Rate: 85% job placement at end of bridging program

Retention (Defined) rate: Measure retention at 1 year

Impact: Becoming demand-proactive, by anticipating employment needs

Best Practices/Lessons Learned

- Investments in systems and improved processes in order to provide and manage multiple pathways to employability for high number of youth
- Exploring a "temp-to-perm" customized hiring solution for BPO through a new 50-seats call center on premises
- "Bridging Scorecard" for monitoring KPI's (behavior and productivity) and progress of trainees
- Key accounts team brings new employer partners, while project management team implements projects

IMPACT SOURCING ACADEMY

Durban, South Africa

Contact Name	Title
Gift Serero	Operations Manager, Gauteng
Tiffiny Humphries	Project Manager

Maharishi Institute, established in 2007, by the Community & Individual Development Association founded in 1979, launched the Impact Sourcing Academy (ISA) vocational training program in Johannesburg in 2013 and in Durban in 2014. The goal of ISA is to train unemployed youth for jobs available in the growing South African call centre industry and BPO sector but not limited to this sector.

Headquarters: Johannesburg
Website: www.maharishinstitute.org

Year Established: 2007
Organization Type: Non-profit

About Impact Sourcing Academy's Programs

DDT Program Name: Impact Sourcing Academy (ISA)   **Year Launched:** 2013   **Locations:** Johannesburg, Durban

Target Group(s): Early 20's, with focus on the economically disadvantaged. Means testing during screenings to target low income youth.

Sectors/job roles: Curriculum covers work readiness, communications, life skills, a wide range of BPO topics including call management, IT Skills through our IT partners and access to a degree program for further study.

Partners: SAP, Accenture, Gempact, Absa Bank, Saville Foundation, Rockefeller Foundation, Telly Performance, RL Daly, media companies, etc.

Cumulative Program Results

Youth Trained: Approximately 15 000 students have been impacted through the organization's various educational initiatives. At present there are approximately 750 full time students of the Maharishi Institute

Success (Defined) Rate: 98% placement rate of Maharishi Institute students after graduation.

Retention (Defined) rate: N/A

Impact: Vision to impact 100,000 lives directly over the next 40 - 50 years.

Best Practices/Lessons Learned

- Maharishi institute practices CBE (Consciousness Based Education), a process of learning by connecting each discipline with the student's personal experience; all students learn and practice transcendental meditation (TM) twice daily.
- In Durban, ISA recruitment is specific to company's profile, even campaign.
- In Jo'burg, ISA is 4 months long training with bi-weekly assessments (punctuality, dress, technology skills, etc.)
- ISA students maintain a journal (guided diary) of their progress.

McKinsey Social Initiative

US, India, Kenya, Mexico, Spain

Contact Name	Title
Mona Mourshed	Executive Director Generation

Generation is the first program of the McKinsey Social Initiative (MSI), an independent non-profit organization founded by McKinsey & Company to develop innovative, scalable solutions to complex social challenges. By 2020, Generation seeks to connect 1 million young adults across Kenya, India, Mexico, Spain and the US to skills and jobs so that they can launch fulfilling careers - and ultimately change their life trajectories.

Headquarters: Washington, DC
Website: www.generationinitiative.org

Year Established: 2014
Organization Type: Non-profit

About McKinsey's Program

DDT Program Name: Generation   **Year Launched:** 2015   **Locations:** 50+ locations across 20+ cities

Target Group(s): Youth aged 18-29, with basic literacy and numeracy, and unemployed/underemployed. Target groups are dependent upon location.

Sectors/job roles: Generation identifies middle-skill job roles characterized by high scarcity or high churn in health care, IT, sales, and skilled trades.

Partners: Over 400 employer partners across five countries, and 60+ implementation partners.

Cumulative Program Results

Youth Trained: 1,200 youth trained in 2015, over 8000+ trained/enrolled through Q3 2016

Success (Defined) Rate: 91% percent employment rate

Retention (Defined) Rate: 87% continued employment 3 months out

Impact: By year's end, Generation will have trained 10,000-12,000 youth, making it one of the largest global youth employment organizations. Will begin RCT evaluation in late 2017

Best Practices/Lessons Learned

- Based on study of 150 employment programs in 25 countries and surveys of 15,000 employers, educators and young people — hybrid model
- Training customized and based on unique skills framework that integrates technical and behavioral skills, and mindsets
- Strong data tracking to support learning and program enhancements
- Leverages strong brand (McKinsey, USAID, Walmart) and existing employer relationships
- Aims to fully support its operating costs by 2018 through employers' and learners', and government contributions

MENTEC FOUNDATION

Germiston, South Africa

Contact Name	Title
Solly Khoza	CEO
Sarah Ntinezo	Stakeholder Manager

Mentec Foundation's main objective is to develop African leaders in ICT while bringing niche ICT solutions such as SAP ERP, JAVA, Oracle, along with industry specific curricula and innovative ICT programs to ordinary community members in townships and rural areas.

Headquarters: Germiston. South Africa

Website: www.mentecfoundation.org

Year Established: 2006

Organization Type: Non-profit

About Mentec's Programs

Year Launched: 2006   **Locations:** 3 offices in Germiston and remote sites through partners in all 9 provinces

Target Group(s): Ages 18 to 35, must have passed matric, ideally have a tertiary qualification.

Sectors/job roles: ICT, mining, agriculture, banking, public works, logistics, retail & property development.

Partners: EFE Spain, Accenture, Britehouse, Oracle, CISCO, SAP, Microsoft, City of Johannesburg, Ga-Segonyana Municipality, City of Ekurhuleni, 150 NGOs in South Africa, Wits University, Durban University of Technology, Tshwane University of Technology, TVET colleges and multiple government agencies.

Cumulative Program Results

Youth Trained: More than 14,500 in classroom and 44,000 online.

Graduated: Average of 1,500 graduates annually (out of 1,700 enrolled)

Success (Defined) Rate: Placement (in jobs, internships or learnerships) rate is around 98%

Retention (Defined) rate: N/A

Impact: Since inception Mentec has created work opportunities for over 14,000 individuals

Best Practices/Lessons Learned

- Recruits from rural areas and poor townships
- Municipality governments pay the candidate who works at private sector partner and gains valuable experience
- 35% soft and 65% technical skills integrated training
- Mentec Group is a for-profit, technology training company, through grants supports the Mentec Foundation
- Non-profit organizations, highly entrepreneurial and business-like

yearup™

Contact Name	Title
Guylaine Saint Juste	Executive Director, National Capital Region

In partnership with leading US employers, Year Up invests in highly motivated, low-income young adults. These individuals participate in an intensive year long program composed of six months of technical training and professional skills development, followed by a six month internship with a corporate partner. Students earn college credits and are paid a stipend during both phases of the program.

Headquarters: Boston, MA
Website: www.yearup.org

Year Established: 2000
Organization Type: Non-profit

AboutYear Up's Program (Core and PTC - Professional Training Corps

Year Launched: 2000 (Core Program)   **Locations:** 16 sites across the US

Target Group(s): Urban youth aged 18-24 who have earned a high school diploma or GED, and come from families with low or moderate incomes.

Sectors/job roles: Career tracks include IT, sales, financial operations, business operations, and software development, with specialty focuses in each track.

Partners: Over 250 corporate partners; also forms partnerships with community colleges in each location.

Cumulative Program Results

Youth Trained: 13,000 students trained by end of 2016.

Graduated: 77%

Success (Defined) Rate: 89% employed or enrolled in school within 4 months of graduation; high starting wages (average $18)

Retention (Defined) Rate:

Impact: Since inception Year Up has served over 13,000 youth, and in its next phase of growth it plans to scale operations to serve 10,000 per year

Best Practices/Lessons Learned

- Mature organization, providing direct services through its Core program, and indirect with community colleges in its PTC program; also implementing employer-based training model (Hasbro).
- Non-profit, with strong pro-business culture, operating as high performance corporate organization—strong leadership and Board
- Unique mentoring approach, "High expectations, high support", contributes to behavioral transformation of disadvantaged youth during the program
- Created YUPRO, a for-profit staffing arm to facilitate placement of year Up alumni in career positions.

YouthBuild

Contact Name	Title
Tim Cross	President - Youth Build International
Sangeeta Tyagi	President - YouthBuild USA
Peter Twichell	Senior Program Director
Oupa Tshabalala	Director - YouthBuild South Africa

YouthBuild programs engage young people who have been excluded from education and employment opportunities due to barriers that include health issues, violence, gang involvement, incarceration, forced migration, homelessness, family poverty and substance abuse. The program model equips youth with the necessary human, social and financial capital to convert first chance opportunities and resources into viable livelihoods for themselves and their families.

Headquarters: Boston, MA

Website: www.youthbuild.org

Year Established: 1994

Organization Type: Non-profit

About YouthBuilds Programs (YouthBuild USA and YouthBuild International)

Locations: 320 sites in 45 US states, and 21 other countries (Canada, Mexico, Nicaragua, Guatemala, El Salvador, Honduras, Guyana, Haiti, Brazil, South Africa, Israel, Iraq, Bosnia, Serbia, UK, etc.).

Target Group(s): Young people ages 16-24, at or below poverty level, out-of-school and unemployed, must have at least 7th grade literacy and 6th grade math level, screened for "change readiness".

Sectors/job roles: YouthBuild builds the capacity of local partners to train in construction, IT, healthcare, and customer service.

Cumulative Program Results

Youth Trained: 165,000 Over 22 years; 16,000 per year enter program

Success (Defined) Rate: 76% of students earn high school equivalency, diplomas, or industry career credentials. 55% of enrollees placed in jobs or post/secondary education.

Retention (Defined) Rate: 71% in 2015

Impact: YouthBuild programs have been replicated in 264 urban and rural communities in the US, and 21 countries. Since inception over 30,000 units of affordable housing have been built with 49.5M community service hours.

Best Practices/Lessons Learned

- Mature, experienced organization, operating at scale in USA, and rapidly scaling in other markets
- Service delivery through local NGO or government partners - operates as a successful intermediary (indirect model)
- Engaging youth in community asset building
- Mental toughness orientation to screen candidates into the program
- Advocacy - "impacting systems that impact the lives of young people"

APPENDIX B

MAPPING YOUTH WORKFORCE DEVELOPMENT PROGRAMS
BASED ON MARKET ALIGNMENT

THE SKILLS TRAINING CONTENT IS FOCUSED ON EMPLOYMENT?

YES

The skills training content is based on

- General market demand for skills → AWARE
- Industry sector-specific demand for skills → ALIGNED
- Job-specific demand for skills → DRIVEN

NO

The skills training content is focused on entrepreneurship?

The skills training content is focused on employment?

- General business opportunities → AWARE
- Industry sector-specific business opportunities → ALIGNED
- Specific niche business opportunities → DRIVEN

www.MakingCents.com