Effective Models to Create and Scale Entrepreneurship Opportunities for Vulnerable Rural Youth through Agriculture

YEO Conference, October 2015, Washington
Youth Livelihoods Portfolio

- $280M across 27 projects focused on the transition of out-of-school youth to employment, enterprise development or further training.

- Focus mainly in East Africa—Kenya, Uganda, Rwanda, Tanzania—with increasing investment in West Africa.

- Commitment to holistic programming including:
  - Market informed training.
  - Holistic approach: non-cognitive skills, technical skills, financial literacy skills.
  - Direct linkages to employment, access to finance or BDS services.
  - Engagement with key private and public actors.
The MasterCard Foundation Agriculture Portfolio

- Within the broader scope of the agricultural sector, The MasterCard Foundation has worked to:
  - Develop the technical, business and financial management skills of young people to work in the agribusiness sector as employees and entrepreneurs so they earn a sustainable livelihood.

  - Support institutions to serve the financial needs of those who work in agriculture and agribusiness, through the development of new products and services.

  - Support leading agricultural learning institutions that will, through the education of students with high potential, lead to greater innovation in agricultural and rural development.
Projected Employment Growth by Sector

Projected net new jobs in 2020 compared to 2010

Gross job flows between 2010 and 2020 (percent of new entrant individuals)

TechnoServe’s STRYDE Program

- STRYDE was one of the first programs focused on agriculture in the Youth Livelihoods portfolio.

- Key learning has included:
  - Approach to ‘after-care’.
  - Notion of ‘mixed livelihoods’.
  - Potential for National Steering Committees.
  - Private and public sector partners.
  - Testing delivery of the model through trained intermediaries.
TechnoServe’s STRYDE Program

- STRYDE II focus:
  - Reducing cost to increase reach.
  - Adjusting based on country context.
  - Test how to scale based on intermediary partners.
  - Using RCTs to better understand impact.

- How TNS informed broader YL portfolio
  - SNV, GOAL, Solidaridad, NCBA CLUSA, Save the Children all focus on agriculture and have similar elements such as value chain assessments, private sector engagement, national level governance structure, and multiple post-training pathways.
Linking to Our Thematic Review

Key Findings

- Need for holistic approach to training.
- The reality of mixed livelihoods and the need to better understand the economic composition of the livelihoods of rural youth.
- The importance of linking training to growth sectors and market demand.
- The need to identify and include public and private partners.
GYEO Summit

Dash Douglas
Regional Project Director, STRYDE
8 October 2015
STRYDE Structure

STRYDE is a one-year training program for rural youth in Rwanda, Uganda and Kenya (Tanzania … August 2014)

TNS community-based trainers mobilize groups of 25-30 youth

- Enlisting trainers from the local community increases ability to recruit youth that will benefit from the program

TNS Trainers lead 8 hours of training twice a week for three months within the community

- Smaller, mixed gender groups enhance group bonding and learning
- Trainers are assigned to a specific group, strengthening engagement with youth
- Printed materials enhance program effectiveness

Youth receive nine months of aftercare

- Special skills training
- Business plan competition (BPC)
- Experiential grants

TRAINING MODULES:
- PERSONAL EFFECTIVENESS
- PERSONAL FINANCE
- PROFESSIONAL EFFECTIVENESS
- ENTREPRENEURSHIP
- AGRIBUSINESS
- BUSINESS PLANNING
- YOUTH SAVINGS AND BUSINESS GROUPS

- Business advisory services
- Finance clinics
- Employment workshops
Economic activities youth engage in post-training

- Agribusiness: 37%
- Micro-business: 30%
- Employed: 11%
- No Data: 9%
- School: 6%
- Not Engaged: 6%
- Employed: 11%
Income increases over time

![Graph showing income increases over time.](image)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
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</thead>
<tbody>
<tr>
<td>Before</td>
<td>$33</td>
<td>$45</td>
</tr>
<tr>
<td>After</td>
<td>$79</td>
<td>$101</td>
</tr>
</tbody>
</table>

Female: 139% increase  
Male: 124% increase
STRYDE 2 Objectives

- **SCALE** to additional geographies, including Tanzania and Northern Uganda, to equip more youth with the confidence, skills, and opportunities necessary for successfully navigating the youth employment market.

- **SUSTAIN** programming to ensure continued impact beyond MasterCard Foundation and TechnoServe’s exit, primarily via capacity building of local institutions to deliver STRYDE curriculum.

- **STRENGTHEN** aftercare skills trainings to be more effective, impactful, and relevant to labor market opportunities and the needs of different participant segments.

- **LEARN** about what system intervention models best serve youth and promote sustainability in different country contexts.
Training local partner organizations to take over the key functions of the model

- Indirect Training: 38%
- Direct Training: 62%
Selecting the right partner organization

✓ Track record of success working on youth/training programs
✓ Capacity to train significant number of youth
✓ Quality of on-staff trainers
✓ Ability to mobilize funding
✓ Ability to monitor results (M&E systems)

✓ Ability to manage funds (financial systems)
✓ Presence in area trainings to be conducted
✓ Culture and values complimentary
✓ Formally registered institution
✓ References from reputable organizations
Partnersing with a variety of system actors

- 5 Vocational Training Institutes (Private)
  - Training 850 STRYDE youth

- 4 YEGO Centers (Government)
  - 2 Local NGOs
  - 1 University Student Organization
  - Training 590 STRYDE youth

- 15 Vocational Training Institutes (Public)
  - 2 Prisons
  - About to Train 2,100 STRYDE youth

- Vocational Training Centers
  - Prisons
Providing each partner institution a package of incentives tailored to their needs to implement
Building the capacity of partner institutions to deliver quality and effective youth training

- Coaching and Facilitation
- New methodology (interactive, participatory)
- Full Curriculum
- Refresher trainings

Train the Trainer

- Data capturing
- Reporting (MIS)
- Assessment

Monitoring, Learning & Evaluation
### Key Challenges

<table>
<thead>
<tr>
<th>Training Partner Institution Trainers</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Partner trainers (VTIs) tend to have difficulty moving away from conventional lecturing</td>
<td>• Continuous monitor, mentor and coach the trainers in participatory training method</td>
</tr>
<tr>
<td>• Trainers often non-permanent staff</td>
<td>• Institution to provide permanent staff to be trained</td>
</tr>
<tr>
<td>• Continuous monitor, mentor and coach the trainers in participatory training method</td>
<td>• Train a Master Trainer for each institution</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Capacity of Partner Institution</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Budget year</td>
<td>• Incentive package assists with budgetary constraints for first year (even top up teachers' salaries)</td>
</tr>
<tr>
<td>• Teacher compensation</td>
<td>• Assist partner to with Aftercare</td>
</tr>
<tr>
<td>• Ability to conduct Aftercare activities</td>
<td>• Lending library for institutions that can’t afford the materials</td>
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<tr>
<td>• Training materials not affordable</td>
<td></td>
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<table>
<thead>
<tr>
<th>Monitoring and Evaluation/Quality Control</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of computers/internet connectivity (MIS)</td>
<td>• Track attendance manually for institutions that lack computers/internet connectivity</td>
</tr>
<tr>
<td>• No proper M&amp;E systems or experience</td>
<td>• Assign interns to each institution for quality control and assist with M&amp;E data capture and reporting</td>
</tr>
<tr>
<td>• Capturing data after student graduates</td>
<td>• Refresher trainers provided for areas of weakness</td>
</tr>
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<tr>
<th>Attrition</th>
<th>Potential Solutions</th>
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<tr>
<td>• School fees (some never return)</td>
<td>• Align the program better with VTI school calendar</td>
</tr>
<tr>
<td>• Interruptions in the training (VTI calendar)</td>
<td>• For students who miss long period, work with institutions to provide them special training time</td>
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**Business Solutions to Poverty**

TechnoServe | 19
Thank you!
4-H PARTNERS IN AFRICA
GYEO Summit
Shingi Nyamwanza, Managing Director Africa
October 8, 2015
3 min video
## 4-H Partners in Africa

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<thead>
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<th>Country</th>
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<tbody>
<tr>
<td>Cameroon</td>
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<td>Malawi</td>
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<td>Tunisia</td>
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<td>Gambia</td>
<td>Kenya</td>
<td>Namibia</td>
<td>South Africa</td>
<td>Uganda</td>
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<td>Ghana</td>
<td>Liberia</td>
<td>Nigeria</td>
<td>Tanzania</td>
<td>Zambia</td>
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OUR FORMULA FOR SUCCESS

4-H PYD INPUTS

4-H POSITIVE YOUTH DEVELOPMENT

LONG-TERM CARING ADULT

MEANINGFUL LEADERSHIP

SKILL-BUILDING

4-H YOUTH OUTCOMES

COMPETENCE

CONFIDENCE

CONNECTED

CHARACTER

CARING

CONTRIBUTION

REDUCED RISK BEHAVIOR

IMPACT
## Capacity Strengthening

<table>
<thead>
<tr>
<th>PRIVATE SECTOR</th>
<th>PUBLIC SECTOR</th>
<th>FOUNDATIONS</th>
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<tr>
<td>DuPont</td>
<td>National and local governments: ministry of education and agriculture</td>
<td>Gates Foundation</td>
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<tr>
<td></td>
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<td>Nike Foundation</td>
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### RESULTS

- Development of a nutrition toolkit
- Partnerships with Advanced Maize Seed Adoption Program (AMSAP) in Ethiopia and the Ghana Advanced Maize Seed Adoption Program (GAMSAP)
- Increased enrollment in 4-H
- Attachment of school teachers and agric extension agents to 4-H programs
- Gender toolkit to reduce barriers of entry for girls (47% enrollment)
- Leadership development of country staff (more than 1,000 trained)
4-H Enterprise Gardens

Core development program focused on agriculture livelihood and life skills.

TARGET

Young people in schools and out of school, ages 6 – 20.

338,700 youth

IMPECT

- Greater access to nutritious food
- Increased income
- Improved school attendance
- 2 Regional Leadership Institutes

- Basic understanding of supply chains
- Increased interest in agriculture post primary and secondary school
- Entrepreneurial skills
- Increased production yields
Lessons Learned

• Securing partnerships and obtaining buy-in from national and local government is essential to sustaining the 4-H programs in Africa.

• Strategic partnerships with local and international organizations allow us to scale faster and more broadly. Understanding and funding within Africa for youth still limited.

• Need for a comprehensive youth development ladder of opportunity. Exploring a partnership with TechnoServe.
4-H & TechnoServe Proposed Model

• Hypothesis: Intentionally structuring economic empowerment programs for younger youth engaged in Youth Development programs to graduate into, such as STRYDE, increases economic and youth empowerment impact over time.

• Test a pilot for a comprehensive youth development model 6-30
THANK YOU!