



YOUTH AND WORKFORCE DEVELOPMENT PLP TECHNICAL NOTE



AUTHORS: Laura Meissner, The SEEP Network; Ann Hershkowitz, Education Development Center (EDC); Mary Liz Kehler, Fundación Paraguaya; Paul Teeple, Partners of the Americas

EDITORS: Stephanie Chen, The SEEP Network; Fiona Macaulay, Making Cents International (PLP Facilitator)

TECHNICAL NOTE

Scaling Up Market-Driven Youth Workforce Development Programs

Copyright © 2009 The SEEP Network

Sections of this publication may be copied or adapted to meet local needs without the permission from The SEEP Network, provided that the parts copied are distributed for free or at cost—not for profit. Please credit the “Practitioner Learning Program in Youth and Workforce Development: Using 100% Market-Driven Program Design to Achieve 100% Employment” and The SEEP Network for those sections excerpted.

SEEP would like to thank Jennifer Denomy of MEDA and Lisa Parrott of Save the Children USA for reviewing this document.

This study is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of The SEEP Network and do not necessarily reflect the views of USAID or the United States Government.

This initiative is carried out as part of the AED FIELD-Support mechanism. For more information, please visit www.microlinks.org/field.

For any commercial reproduction, please obtain permission from

The SEEP Network
1875 Connecticut Avenue NW, Suite 414
Washington, DC 20009-5721
Tel.: 202-534-1400 Fax: 202-534-1433
E-mail: seep@seepnetwork.org
Web: www.seepnetwork.org

Printed in the United States of America.

Table of Contents

About The SEEP Network	v
About The PLP	v
Introduction	v
Analysis of Scaling Up in Three Projects	1
1. Fundación Paraguay: Exporting a Model for Replication	1
Achievements to Date and Plans for the Future	1
Selecting a Scale-up Strategy	1
Putting Strategy into Practice	1
Recommendations for Preparing to Replicate Fundación Paraguaya’s Model	2
2. <i>A Ganar/Vencer</i> : Transitioning from Direct Implementation to a Networked Alliance	3
Choosing a Scale-Up Strategy	3
Building the A Ganar Alliance	4
Recommendations for Transitioning from Direct Implementation to Networked Affiliates	4
3. IDEJEN: Scaling Up through Local Community Institutions	5
Choosing a Tactic to Scale Up	5
Working with and through Community Institutions	6
Recommendations for Scaling Up through Local Partners	7
Conclusion	8
Further Reading	9

About The SEEP Network

The SEEP Network,¹ founded in 1985 and headquartered in Washington, D.C., is an association of more than 70 international NGOs that support micro- and small enterprise development programs around the world. SEEP's mission is to connect microenterprise practitioners in a global learning community. As such, SEEP brings members and other practitioners together in a peer-learning environment to produce practical, innovative solutions to key challenges in the industry. SEEP then disseminates these solutions through training, publications, professional development, and technical assistance.

About The PLP

The Practitioner Learning Program (PLP) methodology was developed by SEEP as a way to engage microenterprise practitioners in a collaborative learning process to document and share findings and to identify effective and replicable practices and innovations to benefit the industry as a whole. PLPs focus on learning at three levels: the individual organization, the PLP group, and the industry at large.

The PLP for “Youth Workforce Development: Using 100% Market-Driven Programs to Achieve 100% Employment,” funded by USAID through the AED FIELD-Support mechanism, aims to empower practitioners through peer learning to design and measure each element of their youth-serving workforce development programs. It intends to incorporate understanding of, and response to, market needs and opportunities, and to develop the range of skills that youth need in order to achieve more success more quickly in finding employment or starting and developing their own enterprises. The objective of this PLP is to identify, encourage, and disseminate replicable strategies for market-driven programs that improve youth employment success and measure the effectiveness of these strategies.

The PLP learning products are written by and for practitioners in the field of youth workforce development. For our other learning products, please visit: <http://seepnetwork.org/Pages/YouthandWorkforceDevelopment.aspx>.

Other learning products in the Youth PLP include:

- “Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development Programs”
- “Monitoring and Evaluation for Youth Workforce Development Programs”
- “Staying Connected: Partnerships That Keep Youth Workforce Development Programs Market Driven”
- Market-Driven Youth Programs and the Bottom Line: Using Income-Generating Activities to Make Programs 100% Market Driven

Introduction

According to the 2007 *World Development Report*, “early difficulties in finding employment can have long-lasting effects on employment later in life.”² Emerging research shows that “the ability to understand and respond to market information is central to the success of youth workforce and enterprise development.”³

1. www.seepnetwork.org

2. World Bank, 2007, *World Development Report* (Washington, DC: World Bank), 99.

3. F. Macaulay and L. Meissner, 2009, “Concept Paper: Practitioner Learning Program (PLP) in Youth and Workforce Development: Using 100% Market-Driven Program Design to Achieve 100% Employment,” p. 5. (Washington, DC: The SEEP Network).

Market-driven programs find, read, and respond to signals from the broad economic market. This includes not only signals on product supply and demand but also the job skills demanded by employers.

A positive trend is that youth workforce development programs are increasingly taking more market-driven approaches. Having established successful models, they are now exploring ways to scale them up to reach greater numbers of young people. The host of challenges that typically arise during a scale-up phase can be daunting. Furthermore, while there is a great deal of literature on scaling up NGOs or development projects, information on scaling up market-driven youth employment programs, in particular, is not readily available.

This document provides case studies of three different market-driven youth workforce development projects to demonstrate the variety of scale-up strategies and models available. Rather than be a step-by-step guide, this technical note describes the experiences of the three initiatives and offers examples and lessons learned. The study of each project has a brief description of the program; gives the rationale for the scale-up strategy selected; and discusses the scale-up activity, sharing challenges and approaches for staying market-driven. In addition, the discussions include specific recommendations drawn from each project's experience.

For NGOs, scaling up is often divided into three broad categories:

1. Directly increasing coverage and size
2. Adding new types of activities
3. Increasing indirect impact by collaborating with other partners, creating networks, transferring the model to others, and/or advocacy work⁴

All three are potential strategies for youth workforce development projects to consider. However, this technical note offers one example of directly increasing coverage and size (EDC) and two examples of increasing indirect impact.

The Three Projects at a Glance

Fundación Paraguaya's San Francisco Agricultural School

This financially self-sufficient, rural high school in Paraguay enables students, ages 15–19, to acquire both technical and entrepreneurial skills through a combination of classroom learning and practical experience gained by helping to run the school's 17 small-scale, on-campus, income-generating enterprises. www.fundacionparaguaya.org.py

Partners of the Americas

This youth employability program uses sports to target at-risk youth, ages 16–24, in Brazil, Colombia, Ecuador, and Uruguay, with the goal of enabling them to compete successfully for competitive, market-driven jobs. www.partners.net and www.aganar.org

Education Development Center's (EDC) Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

This project provides basic education, life skills, employability, and entrepreneurship training to out-of-school youth, ages 15–24, in Haiti. The project also supports youth as they transition to employment, self-employment, or further education. idejen.edc.org

4. Peter Uvin, Pankaj Jain, and L. David Brown, 2000, "Think Large and Act Small: Toward a New Paradigm for NGO Scaling Up," *World Development* 28, no. 8 (August 2000).

1. Fundación Paraguay: Exporting a Model for Replication

The Fundación Paraguaya's San Francisco Agricultural School provides a high-quality, relevant education, at virtually no cost to students, to prepare poor rural youth to overcome poverty. The school runs a number of on-campus rural enterprises, which generate enough income to cover 100% of the school's operating costs, including depreciation, and provide hands-on experience for students to acquire in-demand technical, entrepreneurial, and financial skills they need to find good jobs or create their own small enterprises.

Achievements to Date and Plans for the Future

Fundación Paraguaya seeks to spread the benefits of its model as widely as possible by exporting the model to partner institutions. Fundación Paraguaya's goal is to facilitate the creation of 50 financially self-sufficient schools by 2017. At present, there are 21 institutions that have taken concrete actions to implement the model; they range from schools which have prepared business plans and are looking for financing to implement the model to those which are in the second or third year of full operation.

In the future, Fundación Paraguaya plans to offer training courses for school teachers and administrators. It is also developing an accreditation system for financially sufficient schools to encourage and reward the adoption of best practices and create a network of like-minded institutions.

Selecting a Scale-up Strategy

For Fundación Paraguaya, scaling up means exporting the financially self-sufficient school model to other organizations, within Paraguay, throughout Latin America, and around the world. Its strategy is to seek partner organizations that are committed to the core aspects of the model but are prepared to adapt the school's training curriculum and income-generating activities to the realities of their particular markets.

FP decided to work with partner institutions to replicate the schools, rather than establish new financially self-sufficient schools of its own, for various reasons. The concept of the financially self-sufficient school is relatively new, and FP felt that local institutions were generally in the best position to convince authorities, teachers, parents, and other stakeholders of the merits of this approach. Additionally, the model's successful implementation requires that school personnel understand and adapt their course content and teaching and production to local market conditions; local institutions should have an advantage in doing so. Finally, exporting the model to partner institutions allows FP to leverage its resources and scale up the model more rapidly and in more countries and institutions.

Putting Strategy into Practice

Promoting the benefits of the market-driven sustainable school model.

Fundación Paraguaya believed that, in order to encourage others to action, it first needed to invest in promoting its model by raising awareness of the school's model and providing information to help people understand its key features and objectives. To achieve this, in early 2006, Fundación Paraguaya helped establish "Teach A Man To Fish"⁵ a sister non-profit organization, based in London. A key objective in establishing a separate organization in London was to establish contacts and relationships outside of the Americas, including in Africa, Asia, and the European Union.

5. www.teachamantofish.org.uk

The mission of Teach A Man To Fish is to promote “education that pays for itself” and develop a network of institutions around the world interested in the financially self-sufficient school model. The organization shares news and information through its website and holds competitions to identify entrepreneurial teachers and an annual international conference on sustainable education. The conference serves as a forum for providing information on the model, monitoring uptake, and feedback on how to better support the replication process. Fundación Paraguaya also promotes the self-sufficient school model through its other networks, such as ACCIÓN International and Junior Achievement Worldwide.

Provide tools and guides for replication.

Meanwhile, in order to make information about running a self-sufficient school available in an accessible, adaptable format, Fundación Paraguaya and Teach A Man To Fish have developed and posted a series of nine online, open-access “how to” guides for setting up financially self-sufficient schools known as “School in a Box.”⁶ These guides take the reader from “Getting Started: An Introduction to Financially Self-Sufficient Schools” to evaluating an organization before starting a school, organizing the school, generating school income, educating young entrepreneurs, student life, writing a business plan for a self-sufficient school, and seeking financing to cover start-up and operating costs until the school becomes self-sufficient.

Provide technical assistance.

Fundación Paraguaya has found that the most challenging aspect of replicating its model is identifying partners who are not only committed to the concept of financial sustainability but are prepared to achieve it. For this reason, Fundación Paraguaya provides technical assistance to replicating institutions upon request (as a fee-for-service or with donor funding) to supplement the “School in a Box” guides. In addition to helping schools prepare business plans, Fundación Paraguaya assists organizations in evaluating their institutional strengths and weaknesses, and in designing “road maps” for increasing transparency, strengthening governance, and taking other steps to position themselves to adopt the financially self-sufficient model.

In some cases, Fundación Paraguaya makes resident advisors available to help institutions implement the school model. It also encourages visits to its model school in Paraguay where, in the future, it plans to offer training courses for school teachers and administrators and is currently developing an accreditation system.

Recommendations for Preparing to Replicate Fundación Paraguaya’s Model

Allow sufficient time to build a movement and interest in Fundación Paraguaya’s model, and commit to long-term engagement.

Scaling up using Fundación Paraguaya’s strategy is a slow and long-term process. Fundación Paraguaya began reflecting on different possibilities for scale-up in 2004. Teach a Man to Fish was formally established in 2006 and, in 2007, Fundación Paraguaya explicitly incorporated into its mission an external focus on “proactively disseminating [its model] worldwide.” The “School in a Box” guides were first made available in 2008, and are periodically updated. The process has been underway for four years and involves continuous engagement.

Build in market-driven features for the local context.

In order for the schools replicating its model to be market-driven (and cover their costs), Fundación Paraguaya realizes that each school will need to adapt to the particular local economic opportunities. The San Francisco school is located in a rural area and thus tries to capitalize on opportunities in the rural and agricultural sector, including growing vegetables, raising livestock, and providing services needed in rural areas. However, other schools are being developed around employment and business opportunities in different contexts, including coastal, urban, and forest areas. One “School in a Box” manual is devoted to explaining how schools can identify profitable activities, based on their own assets and local market opportunities, and how to add value to their products (e.g., producing cheese from milk from a school herd).

6. More information about “School in a Box” is available from <http://www.teachamantofish.org.uk/resources/schoolinabox.php>

Keep the model flexible.

“School in a Box” emphasizes two core features of the school model: 1) the “learning by doing” educational approach by running on-campus enterprises, and 2) the pursuit of financial sustainability from the income generated by these enterprises. Beyond this, however, the model is very flexible and encourages (even requires) new schools to develop their academic programs around the skills and products in demand in their particular markets.

Offer in-person support to supplement the documentation.

Fundación Paraguaya encourages its partners and potential partners to visit its model school in Paraguay to observe the model in action and talk to students, teachers, and administrators about their experiences. Fundación Paraguaya also provides hands-on technical assistance to partner schools if requested.

2. *A Ganar/Vencer*: Transitioning from Direct Implementation to a Networked Alliance

Partners of the Americas (POA)⁷ has developed and implemented the *A Ganar/Vencer* program,⁸ which promotes youth employability through sports. *A Ganar* targets at-risk youth, ages 16–24, in Brazil, Colombia, Ecuador, and Uruguay, with the goal of enabling them to compete successfully for competitive, market-driven jobs. *A Ganar*, launched with funding from the Multilateral Investment Fund of the Inter-American Development Bank in 2005, uses a soccer-based methodology to motivate and assist youth in transferring sports skills and values into market-driven employment skills. The program provides training in job skills requested by potential employers (such as communication and personal behavior), market-driven technical skills (in such areas as hotel or restaurant services, and administrative assistance), computer and IT skills, practical experience, mentoring, and community service.

Over three years, POA has replicated *A Ganar* in eight communities, and has reached over 3,000 youth. POA is now looking to take the program to scale in Latin America and throughout the world. One of the main reasons that *A Ganar* has been successful is that they pay very careful attention to ensuring that the skills they teach are in demand by the local labor market, and that private sector companies in each community they serve have a close connection to the program by sponsoring the program, serving as mentors, or providing internship opportunities.

Choosing a Scale-Up Strategy

A Ganar felt ready to scale up, but had a number of considerations in selecting a strategy. First, it wanted to leverage the expertise and experience of all of the participating organizations. Second, several organizations were interested in adapting *A Ganar*'s model rather than switching entirely to a “pure” *A Ganar* program. Third, any scale-up strategy would have to adapt to local opportunities, capitalizing on *A Ganar*'s strength—its strong market-driven focus.⁹ Finally, it wanted interested funders to be able to leverage their investments.

Partners of the Americas considered several different strategies for scale-up, including directly implementing new programs on its own. POA already had registered affiliate NGOs in Brazil, Colombia, Ecuador, and Uruguay, and these organizations provided POA with a high degree of oversight. However, creating new affiliates would mean a considerable burden in terms of time and cost.

7. www.partners.net

8. See www.aganar.org for more information about the *A Ganar/Vencer* program.

9. See Kehler et al., “Youth Workforce Development Programs and the Bottom Line: Using Income-Generating Activities to Make Programs 100% Market-Driven” in this publication series for more information.

POA also considered making its curriculum available to other organizations for adoption and adaptation, much as Fundación Paraguaya did in the previous example. POA decided it wanted to maintain tighter quality control and needed to be able to measure the results of all *A Ganar*-type programs for its own monitoring and marketing.

After considering both strategies, POA examined the way *A Ganar* was expanding organically—by establishing strong, formal links with existing organizations and programs in new countries and building their capacity to replicate *A Ganar*—and realized that building on this model was the best way to proceed. As a result, POA is creating the *A Ganar* Alliance. At this time, *A Ganar* is talking with potential partners in eight new countries. The new *A Ganar* Alliance is still a work in progress at the time of writing; the next section details how the alliance has progressed thus far and plans for the future.

Building the *A Ganar* Alliance

Partners of the Americas has thought through and planned a structure for bringing new partners into the Alliance. It expects to conduct due diligence with potential partners through visits and surveys (see box). Potential partners may include country offices of international NGOs, networks of vocational education centers, or other organizations already implementing youth employment or sports programming.

Accepted partners will receive training on *A Ganar* methodology, as well as funding from POA (via the investment from donors) to cover the implementation costs of the *A Ganar* modules they are adding. These costs will be calculated on a per-youth basis, so that organizations have an incentive to reach scale.

Alliance partners will report to *A Ganar* and share their experiences and resources with other members of the Alliance. Alliance partners will also have access to technical assistance and other non-financial support from POA.

Funding from POA will gradually taper off over a period of perhaps one to three years, as an organization makes *A Ganar* “its own” and covers its costs. It will continue to have access to technical assistance and will report specific data to POA in exchange for use of the *A Ganar* name and logo and membership in the Alliance. POA’s quality control of the *A Ganar* methodology will move from direct leverage (through funding) to a certification or accreditation process, which is not yet finalized.

Prospective Partner Assessment for the *A Ganar* Alliance

- Mission match between *A Ganar* and the potential partner
- Size and scope of operations
- Board of directors
- Rationale for wanting to work with *A Ganar*
- Results envisioned with *A Ganar* methodology
- Strengths they bring to the Alliance
- Willingness to adapt existing programs
- Ability to take the program to a greater scale

Recommendations for Transitioning from Direct Implementation to Networked Affiliates

POA is only in the initial stages of setting up the *A Ganar* Alliance. However, even at this stage, they have several planned solutions for addressing certain anticipated challenges:

“Try out” the alliance structure before launching it full scale.

Just as programs have a pilot phase before expansion, so should a new scale-up model. Moving from direct implementation and control to a networked structure may be a difficult adjustment. Before seeking to formalize the *A Ganar* Alliance in 2009, POA first began working directly with two NGOs in Colombia to see how the arrangement worked out.

Be prepared for a “new take” on the new model—and be open to new ideas from other partners.

POA examined the *A Ganar* model closely to understand and clarify essential concepts and decided to be open to new ideas. Rather than insist that all new partners use the *A Ganar* model in a “pure” fashion, they seek to identify existing

successful workforce development and sport-for-development programs, and to find ways to help or enhance them. At the same time, they hope to learn from their new partners. This approach is more efficient because adding on a component to an existing program takes less time and money than replicating the complete *A Ganar* program.

Establish criteria and standards for members of the new alliance or movement.

Working with new organizations outside POA's existing network and tapering off funding to them means losing levels of control and risking loss of quality. POA plans to address this via training for new entrants and oversight of existing partners, including quality control visits and calls (depending upon the location), plus developing an accreditation or certification mechanism. This also includes being clear with all parties about the commitment and investment (including resource contributions) expected of them.

Pay attention to measuring impact for youth and to accurately monitoring and evaluating the entire alliance.

With adaptations of the *A Ganar* model, POA faces challenges in measuring results for youth, since not all partners will use the complete *A Ganar* methodology. POA is therefore scrutinizing its monitoring and evaluation system to determine which indicators might be appropriate and still meaningful to use throughout the Alliance. When funding tapers off, POA must also make regular, accurate reporting a condition of continued membership in the *A Ganar* Alliance.

3. IDEJEN: Scaling Up through Local Community Institutions

Education Development Center (EDC) implements the USAID-funded Out-of-School Youth Livelihood Initiative (IDEJEN) in Haiti, which addresses the education and livelihood needs of out-of-school youth, ages 15–24, with little or no formal education. Participants undergo one year of employability training, which includes literacy and numeracy, as well as life skills and vocational training. After completion, youth then receive six months of ongoing mentoring and support, which includes career counseling as they return to school or seek employment. Youth practice what they learn through income-generating activities, internships with local businesses, and microenterprises. Building the capacity of local community-based organizations (CBOs) is another key component of IDEJEN, which is why EDC works with more than 100 CBOs to implement the trainings.

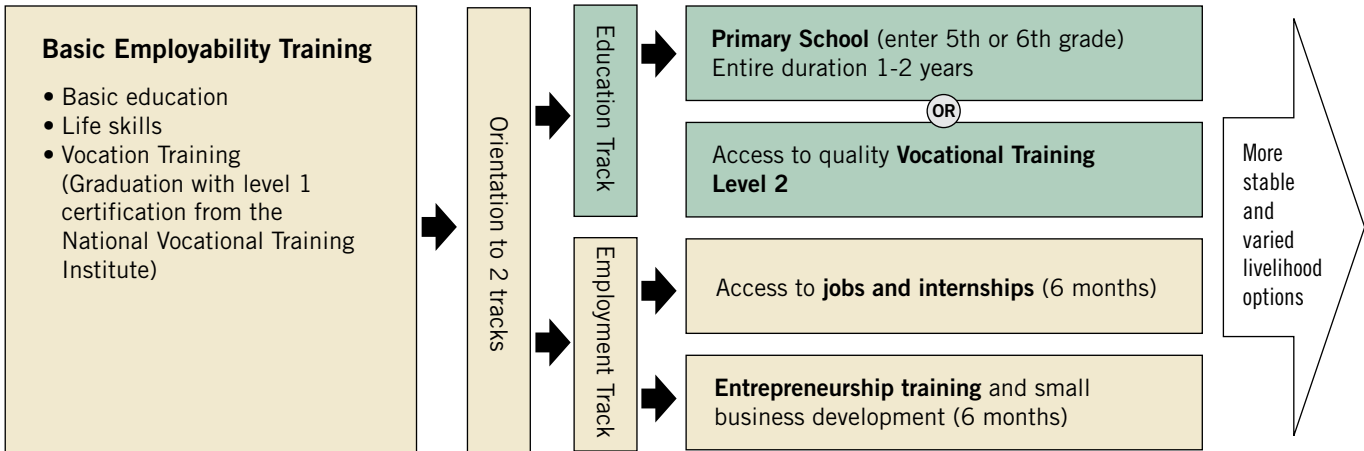
IDEJEN began activities in early 2004, with a pilot phase with 650 youth in three communities—both urban and rural—across the country. In September 2006, the project was extended for two years until 2008, and it greatly expanded in terms of size, scope, capacity, and impact, attracting 2,200 additional youth from 14 communities to participate. In October 2007, IDEJEN began a major expansion, extending its services to reach a total of 13,000 youth across the country by September 2010—a 20-fold increase from the start of the program.

Choosing a Tactic to Scale Up

From the start, IDEJEN's scale-up goal was to grow within Haiti. The country had a large identified need for youth workforce programs, particularly those targeting out-of-school youth. Given IDEJEN's focus on capacity building of local CBOs and its ambitious scale-up phase, it seemed logical to EDC to work with these local institutions to achieve IDEJEN's scale-up goals.

EDC also revised the program so that CBOs could only implement the basic employability phase and not both the basic employability and accompaniment phases, as in the earlier stages of the project. Scaling up the accompaniment phase to help a greater number of youth find livelihood opportunities or return to school necessitated a new approach. EDC worked with local chambers of commerce in Haiti to create eight Youth Career Centers, one per geographic implementation area, to implement the accompaniment phase with dedicated support from IDEJEN staff members.

Employability Phase (12 months) implemented by Community-Based Organizations (CBOs) at 110 Youth Training Centers												Accompaniment Phase (6 months) implemented by Chambers of Commerce at 8 Youth Career Centers					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18



Working with and through Community Institutions

EDC currently works with 110 CBOs and 8 Chambers of Commerce. IDEJEN also has strategic partnerships with government ministries and the private sector, as well as other international donor-funded projects that can hire IDEJEN youth or help them find short-term work experience, jobs, or internships. The strategic partnerships help IDEJEN increase the numbers of youth who find practical, paid work experience. Given the endemic low employment in Haiti (only 15 percent of the workforce is formally employed); without these partnerships, IDEJEN could train tens of thousands of youth and yet not be able to help them find livelihood opportunities.

An advantage of this tactic of working with local partners is that it also lays the groundwork for future additional growth and project sustainability. By building the capacity of local youth-serving CBOs and private-sector chambers of commerce, EDC aims to stimulate continued interest in and delivery of education and market-driven youth workforce skills training beyond the end of the project.

Furthermore, EDC is now looking at ways to further scale up the IDEJEN model through partnerships with different ministries. The project is also working closely with two branches of the Ministry of Education to develop a non-formal basic education policy aimed at certifying and accrediting informal education providers. They also have partnered with the National Vocational Training Institute to accredit first-level vocational training providers and build bridges to the next levels of vocational training certification. This strategy will help the CBOs that run the Youth Training Centers diversify their sources of funding for longer term sustainability. The long-term goal is not necessarily to scale up under the IDEJEN name, but to more broadly motivate growth in the amount and quality of workforce development for Haitian youth.

Recommendations for Scaling Up through Local Partners

Repeat market assessments in all new regions and with new partners.

Even though IDEJEN's scale-up is within one country, Haiti, EDC has its program staff and local partners conduct ongoing market assessments of the local labor market.

Maintaining program effectiveness at scale entails diversifying the types of livelihood options offered to participants. For example, studies from the pilot phase showed that when given a choice, youth chose technical fields that their friends or families were in—that is, work that they could observe around them, which were not necessarily fields that were in demand in the labor market. To address the problem of market saturation, the project undertook multi-level market assessments to help identify community needs and demand in terms of labor force, services, and products.¹⁰ This information helps identify the trades to be taught in each training center, as well as giving the youth a better chance of finding an internship, job, or entrepreneurship opportunity after completing the training. IDEJEN uses a simplified market analysis tool, including simplified elements of value chain-based market analysis, to identify market opportunities for small business creation with the youth. While it has been able to use these tools in a few targeted communities, IDEJEN is now looking at building the capacity of its Youth Training Centers and Youth Career Centers to effectively use some of these tools themselves. Going to scale also necessitates building the capacity to have ongoing, locally-based market analysis.

Maintain quality through organizational capacity building.

Building the capacity of IDEJEN's partners is a major factor in maintaining quality and a market-driven focus during scale-up. CBOs receive both organizational management and technical training. Organizational management topics include financial management, leadership, communication, and monitoring and evaluation. Technical training is available for educators and includes non-formal basic education. To maintain quality at large scale, IDEJEN has standardized the capacity building package and has instituted peer capacity building so that more veteran CBOs support new CBOs (see next recommendation).

Arrange peer capacity building between partner organizations.

As EDC's number of partner CBOs grew, the IDEJEN central office could no longer directly supervise all of the partners. Additionally, many of the newer CBOs needed significant capacity building to be able to implement the IDEJEN program effectively. Now, new CBOs are mentored by the best-performing "veteran" CBOs for their first year of activities. The "mentor" CBO also oversees financial management of the program funds until the new local partner demonstrates mastery in financial management and reporting. This arrangement not only reduces the administrative burden on the central office, but helps the mentor CBO demonstrate its management capacity, which improves its ability to attract additional funding sources (e.g., from other international donors and the private sector). Mentor CBOs also benefit from recognition both of their increased capacity and their elevated status, compared to other CBOs. However, the IDEJEN central office has not lost its direct connection to its partners. In addition to formal training and mentoring, all IDEJEN-supported CBOs receive ongoing support through weekly visits from an IDEJEN staff member.

Leverage private-sector market research and ties.

As part of IDEJEN's scaling-up strategy, Youth Career Centers within regional chambers of commerce reinforce the work of the CBOs. These Youth Career Centers help IDEJEN identify and answer market demand in labor and business creation. Youth Career Centers also serve as connectors between the CBO-run training centers and graduates and the labor market, linking graduates to jobs and/or providing small business start-up support. They accomplish these tasks by developing linkages with formal (public and private) and informal sector employers, who are recognized as champions by IDEJEN. These range from public work programs (municipal, provincial, and/or national government); a range of donor-supported projects; construction, agriculture, or other industry employers; and small formal and informal

10. For more information on market assessments, see M. Beauvy-Sany, S. Conklin, A. Hershkowitz, and Radha Rajkotia. 2009, "Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development," PLP Technical Note (Washington, DC: The SEEP Network).

sector business owners. Although some stigma remains regarding out-of-school youth, employers are increasingly recognizing that youth who have graduated from the IDEJEN program are well trained and professional. Staff also receive additional training in areas of Youth Career Center management (finance, outreach, program, etc.), youth development and support strategies, job opportunity development (linkages and partnerships), and youth entrepreneurship techniques and resources.

Balance speed and quality using the demonstration method.

Scaling up IDEJEN rapidly without jeopardizing the quality of its market-driven approach requires creativity and balance. EDC has found that running demonstration projects, particularly for youth income-generating activities, has been an effective way to test market demand, while minimizing risk during scale-up. These demonstration projects offer the chance for one CBO partner to test new methods of connecting youth to the market, which can then be adjusted and scaled up, if successful. For example, IDEJEN is working with three CBOs that have begun income-generating activities (IGAs) in the construction industry, which is in high demand in Haiti, particularly following the hurricanes in 2008. One construction center is working to quickly adapt specific construction skills training to the demands of the local market. For example, youth may have been trained in plumbing, but local market demand is for masonry skills; thus, they offer additional training in masonry. As a result, the CBO is more easily able to help youth find short-term construction jobs.

Conclusion

Fundación Paraguaya, Partners of the Americas, and EDC employed different scale-up strategies, but many of their lessons are similar:

- **Scaling up takes time.** This includes time for the program or model to prove itself as effective (and thus worthy of scaling up). Once it is clear that scaling up is viable, it takes time to select an appropriate strategy, identify partners, and share information (through manuals, training, or technical assistance) effectively. Fundación Paraguaya's scale-up process, for example, took four years and is still ongoing.
- **There are different scale-up strategies for different cost and funding levels.** Some might rely on partners generating their own revenue (or attracting their own donor funding); others might involve direct funding. Still others, such as the planned *A Ganar* Alliance, begin by directly funding programs and gradually taper this off.
- **Maintaining quality is critical to effective scale-up.** The organizations profiled here use a variety of methods, ranging from less formal methods, such as peer mentoring and demonstration, to more set systems of accreditation or certification.
- **Market focus is crucial** and should be a prime concern of youth workforce development projects entering a scale-up phase. Working through local organizations (which know local markets better), conducting market assessments in every new location, and providing training or information on how to identify and respond to market opportunities are several means by which PLP partners achieved this.

Youth workforce development programs looking to scale up must determine what strategy is right for them. Influencing factors include the program and organization's own mission and goals, the available human and financial resources, the maturity level and length of the program, and existing expansion or partnership structures. Whether programs decide to expand directly, replicate, create an alliance, or support local partners, the critical question for workforce development program is ensuring a market-driven focus in all new markets.

Further Reading

- Beauvy-Sany, M, Conklin, S, Hershkowitz, A, Rajkotia, R. 2009, “Guidelines and Experiences for Including Youth in Market Assessments for Stronger Youth Workforce Development,” PLP Technical Note (Washington, DC: The SEEP Network).
- Cooley, L., and R. Kohl. 2005. *Scaling Up—From Vision to Large-scale Change: A Management Framework for Practitioners*. Washington, DC: Management Systems International. <http://www.msiworldwide.com/files/scalingup-framework.pdf>
- Hartmann, Arntraud, and Johannes F. Linn. 2007. “Scaling Up: A Path to Effective Development.” 2020 Focus Brief on the World’s Poor and Hungry People. Washington, DC: IFPRI. http://www.ifpri.org/2020Chinaconference/pdf/beijingbrief_linn.pdf
- Macaulay, Fiona and Meissner, Laura, 2009, “Concept Paper: Practitioner Learning Program (PLP) in Youth and Workforce Development: Using 100% Market-Driven Program Design to Achieve 100% Employment,” p. 5. (Washington, DC: The SEEP Network).
- Morocco Education and Employment Alliance and International Youth Foundation. n.d. “Scaling Comprehensive Learning Packages around Workforce Readiness and Life Skills Training.” Unpublished and undated presentation. <http://www.iyfnet.org/uploads/Scaling%20Programs%20-%20Mariam%20Swift.pdf>
- Uvin, Peter, Pankaj Jain, and L. David Brown. 2000. “Think Large and Act Small: Toward a New Paradigm for NGO Scaling Up.” *World Development* 28(8): 1409–1419.
- . “Scaling Up NGO Programs in India: Strategies and Debates.” IDR Reports, vol. 16, no. 6. Boston, MA, USA: Institute for Development Research. <http://www.worlded.org/docs/Publications/idr/pdf/16-6.pdf>

