

Engaging Youth through Community-Driven Development Operations

EXPERIENCES, FINDINGS, AND OPPORTUNITIES

Global Stocktake Synthesis Paper



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Sarah G. Adam and Kaori Oshima

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Abbreviations and Acronyms

CDD	community-driven development
CSO	civil society organization
DYC	district youth councils
ICT	information and communication technology
PDO	project development objective
PSGs	project support groups
PNPM	National Program for Community Empowerment
SDV	Social Development Department
TFESSD	Trust Fund for Environmentally and Socially Sustainable Development
VPRC	Village Poverty Reduction Committee

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Executive Summary

Young people—between the ages of 15 to 35 years old—today comprise approximately one-third of the world's population. This large, growing, and vital demographic group presents both enormous potential and a fundamental challenge as young people play increasingly important roles in economic growth, development, and stability. Many of the world's youth face common difficulties, including a lack of quality education, low literacy levels, engagement in risky behaviors with significant health consequences, high and increasing rates of unemployment, limited access to economic resources, the breakdown of traditional social support systems, and minimal influence on decision making. These barriers make youth vulnerable to exclusion from the benefits of growth, slowing poverty alleviation, increasing inequality, and contributing to a growing sense of alienation and frustration. Engaging youth more directly and giving them a voice in development activities are vital to achieving the World Bank Group's twin goals of ending extreme poverty and boosting shared prosperity for all people.

Community-driven development (CDD)—an approach emphasizing local control over planning and investment resources—offers important advantages for engaging young people. The World Bank's portfolio of CDD projects provides a rich repository of experiences of how this approach is being adapted to enhance the inclusion of young people. This study captures global examples of CDD projects targeting youth in an attempt to inform and improve the design and implementation of CDD operations with positive outcomes for young people.

The study draws from a universe of over 60 active, planned, or recently closed CDD youth projects across all regions in which the Bank operates. Significant diversity exists among these projects in terms of the extent of youth focus; size, scale, and scope; contexts and conditions to which they respond; and objectives and desired outcomes. Youth engagement is examined through three interlinked dimensions of youth development: (1) endowments or the accumulation of human capital assets; (2) employment and economic opportunities; and (3) empowerment, encompassing the concepts of participation, voice, and agency. The framework links each dimension to a domain of inclusion—services, markets, and spaces—within which individuals and groups take part in society. The stocktake reveals that CDD projects are contributing in significant and innovative ways to the youth development agenda in all three spheres, and offers reflections and opportunities for each dimension.

Improving endowments. Where public goods that specifically target youth are financed (e.g., school dormitories, scholarships to secondary schools, and reproductive health services), CDD operations are improving the human capital endowments of young people by tailoring interventions responsive to the priorities of youth.

- These investments expand access (particularly in education and health) and broadly satisfy beneficiaries. Reaching young adults requires specific additions to the menu of eligible investments (e.g., construction of secondary schools, cash grants or scholarships for older students, and life skills training or counseling programs). Priorities identified by youth reveal preferences for recreational and other communal activities and spaces.
- The differences in relative priorities between community-wide and youth groups highlights a distinction and possible tension between the value of investments in basic education and health and those that enhance interaction through more recreationally-focused activities. Youth may need to be guided to help them make informed decisions that can meaningfully enhance their human capital assets over the long term.
- Sports- and recreation-related investments are supported based on assumed causal links to youth empowerment and/or reducing potential violence. However, evidence in support of these links is scarce.
- Reaching youth requires concerted efforts and adjustments both during the preparatory phase to understand youth constraints and priorities and throughout the subproject cycle. The inclusion of youth-specific indicators and the monitoring of outcomes through beneficiary feedback or stakeholder workshops are also important.
- CDD youth project teams focusing on increasing access to and utilization of services and infrastructure should anticipate demands for investments that increase income and earnings. Employment and livelihood-related activities have been incorporated in some projects, and they are also being implemented through complementary initiatives. Projects should clearly communicate their objectives and scope, including limitations, to ensure an understanding of and rationale for eligible investments.

Increasing economic opportunities. By addressing individual, labor market, and financial constraints, CDD projects are increasing the employability and employment opportunities of young people. In contexts with strong private sectors, comprehensive employment services programs are training and placing significant numbers of youth in salaried jobs. Demand-driven entrepreneurship promotion programs are yielding promising economic results.

- Projects supporting livelihoods or economic opportunities implement programs in four main categories: skills training, entrepreneurship promotion, subsidized employment, and employment services. In almost every case, CDD interventions are combining elements of two or more types of activities to improve results.
- These initiatives are effectively using elements of the CDD approach to improve youth outcomes, including the delivery of private benefits through a participatory communal mechanism, community and self-targeting, mobilization of broad community support and complementary inputs, and direct control of resources by project beneficiaries. Project teams consistently report that these features add significant value by minimizing risk, contributing to cost-effectiveness, ensuring buy-in, and enhancing sustainability.
- CDD employment-related investments are reaching a wide cross-section of youth with different education endowments, experiences, interests, and aspirations. Understanding these differences and consciously tailoring programs to distinct categories of youth, including by gender, would increase their effectiveness.

- Livelihoods programs are very successful in South Asia, but project teams in other regions have identified challenges mainly due to limited or lack of required technical and private-sector expertise in CDD project implementing units. Experience in areas such as Tamil Nadu or Andhra Pradesh demonstrates the importance of assessing markets and of value-chain analysis to identify types of viable investments. CDD project and related technical teams must guide youth, while still respecting the demand-driven principle, so that funds can be applied to economically sustainable activities. Technical advice helps expand youth vision beyond typical activities to those that are potentially more economically viable.
- Task teams emphasize the need for continued and evolving capacity-building programs for young people. Programs that involve private goods should start with essential life skills, basic financial management, and related business skills, and add savings and investment skills as the program moves forward. Experience suggests that livelihood initiatives require a dedicated support team in the field to continue to provide capacity-building training and guidance, making project operations more complicated and labor intensive but offering enormous potential.
- Evidence on the effectiveness of youth employment-related initiatives is emerging. The rigorous impact evaluation of the Northern Uganda Social Action Fund's Youth Opportunities Program offers valuable learning. The South Asian employment services model has been adapted and adopted by many countries in the region, providing a rich set of experiences from which to extract lessons, including isolating features adapted to each context. A comparative assessment of the South Asia CDD job placement portfolio would enhance learning and advance replication outside the region.

Enhancing empowerment. CDD operations are providing structured involvement of youth at the local level by creating spaces for increased civic engagement and institutionalizing inclusion of youth in decision making, design, and implementation aspects that directly affect them.

- CDD provides valuable—and valued—opportunities for young people to participate more fully in local development. Gains to empowerment from the implementation of CDD processes alone, however, cannot be assumed or expected. In most cases, project design would be improved by explicitly tracing a path to empowerment and projected results—for example, how increased involvement in decision making affects benefits accruing to youth. Such a causal chain would greatly enhance monitoring and evaluation.
- Quantitative targets are inadequate to ensure effective youth participation. Additional effort should be spent on measuring the quality of participation and its outcomes. The risks of “token” involvement and unmet expectations should be recognized and steps taken to avoid or mitigate them.
- It is important to understand the ongoing impacts or spillover effects of youth involvement in local decision-making processes and initiatives. Tracing CDD project participants over time to understand if they are becoming a new generation of national development leaders would be valuable. Documenting unintended negative consequences or unmet expectations of early engagement by young people could also generate constructive lessons.

- While most CDD projects address multiple objectives, design documents do not consistently or explicitly address the hierarchy or potential tradeoffs among service delivery, economic enhancement, and empowerment objectives. Practitioners should explore these potential tradeoffs.
- An increasing number of CDD youth projects are piloting ICT-enabled approaches to improve project management, strengthening accountability and making the most of young people's ability to master new technologies. New technologies have the potential to enhance youth participation, and access to and command of new technologies can be a strong source of youth empowerment.

This stocktake of the CDD youth portfolio reveals various design features employed by projects to help ensure that resources reach young people. While a complete analysis of these elements and choices is beyond the scope of this review, it suggests insights and preliminary guidance around select features: the extent of youth focus, preparatory analysis, youth mobilization and facilitation, social accountability, and monitoring and evaluation.

Extent of youth focus. The study identifies four broad categories of CDD projects that, to varying degrees, focus on youth, ranging from projects where youth are one of several target groups to projects exclusively dedicated to youth. The decision about how much to focus on youth has implications for project complexity, sustainability, and effectiveness.

The portfolio review and task team consultations suggest that the CDD projects that integrate young people most successfully and sustainably are those that employ considered adjustments to standard CDD procedures, either by introducing a youth “window” with earmarked funds or a separate component, to increase and sustain the focus on and benefits to youth within the context of the wider community. The experiences of youth-targeted programs in Tamil Nadu, Northern Uganda, and Kenya, which all have dedicated funding streams, suggest that the additional complexity imposed by specific implementation arrangements to identify and implement youth-focused activities is justified by strong positive results.

Preparatory analysis. Many of the CDD youth projects reviewed invested in some analysis of the state of young people in their areas as well as institutional responses to addressing youth development. Task teams reiterated in project documents that understanding the constraints, priorities, and needs of young people is crucial to effectively reach and engage youth. The value of preparatory analysis could be enhanced by:

- engaging more with Bank youth development specialists to ensure the transfer and application of lessons from the Bank's significant portfolio of youth investments, more systematically informing CDD projects seeking to benefit youth;
- using information often gathered during a situational assessment that differentiates among categories of youth (e.g., young men and young women, skilled/educated and less skilled/less educated, and rural and urban) more systematically to design interventions tailored to specific groups of young people;

- paying more attention to useful information in order to gather baseline data that would advance evaluation; and
- exploring additional opportunities for study tours, South–South exchanges, and similar sharing events, including community-to-community and youth-to-youth exchanges.

Youth mobilization and facilitation. The importance of the quality of community mobilization and facilitation efforts to the effectiveness of CDD subproject implementation is widely cited. These efforts are likely to be even more critical when seeking to engage youth, given the scarcity of opportunities to participate, the related lack of prior experience, and the general suspicion by young people of institutional engagement.

Engaging youth requires additional and specific outreach strategies, tools and materials, longer timeframes, simplified procedures, and more capacity-building, with implications for resource allocation. Transparency of procedures, open channels of communication and information, and the setting and management of realistic expectations help to reduce young people's lack of trust.

Social accountability and monitoring and evaluation. CDD projects entail distinct risks due to the financing and implementation of large numbers of widely dispersed activities and the susceptibility of processes to various forms of elite capture. Most CDD project designs include measures to address the implicit risks that stem from the relative inexperience, capacity constraints, and unequal power relations facing young people.

Beyond the monitoring essential to addressing governance issues, CDD projects must measure and evaluate the impacts of investments and processes on young people to ensure interventions provide intended benefits to identified target groups. Understanding the factors that can enhance or undermine the outcomes of youth development projects requires planning, monitoring, measuring, and documenting achievements and shortcomings.

This study also highlights the following elements of the participatory approach that task teams agree add particular value to youth outcomes.

Institutional platforms. The local-level institutions created and enhanced by CDD projects provide platforms for entry into households, communities, and local development spaces through which information can be directly solicited from and imparted to project participants—removing a key constraint to youth involvement. Targeting outcomes are improved through community identification of beneficiaries. Space can be opened for young people's voices to be heard, for youth to begin their civic engagement, and for their ideas, skills, and enthusiasm to be channeled to productive purposes. In crisis and post-conflict contexts where youth may have served as combatants or where distrust of government may be high, interventions through community institutions can help rebuild relationships between young people and the broader community, and between communities and local authorities.

Group formation and joint liability. Through eligibility criteria, processes, and investments, CDD projects incentivize and strengthen group formation, which help realize gains from joint liability. Collective action, shared responsibility, and peer pressure reinforce a common sense of purpose that helps to minimize the loss of funds and achieve and sustain outcomes.

Direct control of resources. By directly transferring resources to young people, CDD projects grant significant authority to youth to influence local development in ways aligned with their interests. In building the capacities of youth to direct and manage these funds, projects convey the commitment, trust, and dignity crucial to the development of young people.

This stocktake also reveals several areas that would benefit from further attention and action:

Documenting and sharing lessons. Additional learning about how and why CDD approaches affect youth outcomes would be greatly enhanced by more documentation of experiences and opportunities to share these lessons. Capturing tacit knowledge held by practitioners is needed to improve the design and implementation of new and ongoing programs. Documenting and understanding failed efforts to produce desired outcomes would also be highly valuable.

Expanding learning. Most projects in the CDD youth portfolio drew on CDD experience in project design. However, they drew much less systematically on the experiences of the Bank's youth projects. As this study helps identify CDD's contributions to youth programming, learning from youth projects implemented through a range of approaches should also inform CDD operations. The experiences of those youth projects that already apply some elements of the CDD model, such as youth-targeted mobilization activities or participatory targeting, would be particularly useful.

Evaluating. There is a dearth of evidence about how specific and isolated factors impact outcomes. Examples include the impact of investments in sports and recreational facilities and activities, the cost-effectiveness of delivering similar benefits through other investments and approaches, the need for relevant supply-side investments, and why certain programs are working.

Throughout the developing world, young people face a number of common challenges that must be addressed in a more comprehensive way at both the policy and program levels. With its multisectoral and demand-driven approach, CDD is well placed to help meet youth-defined needs holistically: increasing human capital endowment, expanding economic opportunities, and strengthening empowerment. Given these findings, it is reasonable to assume that a CDD operation is most effective at meeting youth needs when it forms a critical piece of a government's harmonized youth development strategy, complemented by policy initiatives and other programmatic responses.

I. Introduction

Background and Rationale

Today, approximately two billion people, or one-third of the world's population, are young people between the ages of 15 and 35—the largest group to transition into adulthood in history. This number is expected to continue rising, peaking in the coming years, creating a youth “bulge” in many countries. Such a large, growing, and vital demographic group presents both enormous potential and a fundamental challenge as young people begin to play increasingly important roles in economic growth, development, and stability.

The vast majority of the world's youth live in developing and conflict countries, where they constitute a disproportionate share of the poor (World Bank 2006). Many face common challenges that prevent them from fully participating in their country's economic, political, and social life, including:

- poor quality of education and low levels of functional literacy, which limit learning, the development of additional skills, and productivity;
- risky behaviors with significant health consequences, including high rates of early pregnancy, HIV/AIDS, and substance abuse;
- low rates of wage employment and high and increasing rates of unemployment, underemployment, and/or idleness;
- limited access to and control of economic resources;
- breakdown of traditional systems of social support; and
- negligible influence on decisions affecting their lives.

These barriers make youth vulnerable to exclusion from the benefits of growth and development investments—slowing poverty reduction, increasing inequality, and contributing to a growing sense of alienation and frustration. Continued lack of access to secure social, economic, and political assets and opportunities complicates the transition from youth to adulthood. It also heightens the risk that behavior might be channeled in negative directions, imposing enormous costs on youth and their families as well as on communities and society.

Inclusion is an issue of increasing relevance and importance in lagging regions and to excluded groups, including young people. As defined by a recent World Bank report, “social inclusion” is the process of improving the terms—or the ability, opportunity, and dignity—of individuals and groups, disadvantaged because of their identities, to take part in society (World Bank 2013d). Engaging or including youth more directly in development activities

Box 1.1. Defining “Youth”

“Youth” is a transitional phase from childhood (dependence) to adulthood (independence). This shift involves the following common factors that present unique challenges:

- Transitioning from attending school to seeking work and independent sources of income;
- Moving out of the parental home into independent living arrangements; and
- Forming close relationships outside the family, often resulting in marriage and children.

Although the definition of youth most commonly used for global comparisons is the age group of 15 to 24 years, in many countries, particularly in Africa, the character of this transition has broadened the definition to 15 or 18 to 35 years.

Source: World Bank 2006.

and giving them a voice is vital to achieving the World Bank Group's goal of building shared prosperity for all people.

Community-driven development (CDD) is an approach that emphasizes local control over planning decisions and investment resources. Initially implemented to channel basic development assistance to the poorer segments of society—often in contexts of weak institutional capacity or fragile/conflict-affected circumstances, the approach has been mainstreamed across a range of applications in different sectors and contexts. These programs operate on the principles of local empowerment, participatory governance, demand-responsiveness, administrative accountability, and enhanced local capacity. When given clear explanations of the process, access to information, and adequate capacity and financial support, experience demonstrates that poor people can effectively organize to identify community priorities and address local problems by working with local governments and other supportive partners. Frequently used to target the poorest regions, villages, and households, CDD operations are successfully reaching and empowering communities, delivering cost-effective infrastructure, enhancing livelihoods, and improving community dynamics.¹

CDD offers important advantages for engaging young people, and thus has the potential to enhance the inclusion of an alienated youth population. The approach's flexibility and adaptability allow it to be applied in varying contexts for a range of purposes and to address the needs of different groups of young people. Working at the local level, CDD can attract and retain the interest of youth through investments and by tackling issues of direct relevance to them. It can help bring youth voices to the table, leverage positive community influences to guide their behavior and development, and integrate youth policy issues with local development priorities. CDD's multisectoral approach also allows the needs of young people to be comprehensively addressed. In turn, youth, can significantly enhance CDD operations—broadening participation, increasing the transparency of decision making and resource use, offering their creativity, energy, optimism, and improving outcomes.

But given CDD's underlying principle of inclusive participation, inherent challenges exist in using the approach to address the needs of specific beneficiary groups within communities. Without earmarking resources and/or including additional criteria for promotion and eligibility, a participatory process that applies democratic principles likely results in the prioritization of investments demanded most by the broader community. Directing resources to youth—or to any specified group—can generate issues and concerns, particularly in fragile contexts, including the potential for elite capture of scarce resources, the introduction of incentives for others to demonstrate their “weakness” in order to be included, and the instigation of resentment among the excluded. Furthermore, working with young people presents specific challenges: their skills are often limited, their abilities untested, and their attention difficult to sustain. And youth can possess an inherent suspicion of institutional engagement. By definition, youth is a transient stage, and thus capacity-building efforts must be continuously repeated. In order to ensure that investments contribute to youth development, awareness by governments and project teams

1. www.worldbank.org/cdd.

of both the opportunities and challenges of adopting the approach to benefit young people is needed.

The portfolio of CDD projects provides a rich repository of global experiences about how this approach has been adapted to engage youth by addressing their needs through expanded access to social services and economic opportunities, and by strengthening their participation and capacities in local decision making. While client and CDD task team interest in and demand for guidance on how to tap the potential of young people grows, there has been little effort to document the wide experience of CDD projects seeking to include and benefit youth.² This global stocktake synthesis is therefore an initial and modest attempt to fill this knowledge gap, looking broadly and systematically at the Bank's considerable portfolio of CDD projects through a youth lens.

Objective, Scope, and Audience

The objective of this study is to promote a better understanding of the experiences, findings, and opportunities of World Bank community-driven development activities for engaging youth. To this end, the study captures CDD's contributions to various dimensions of youth development and examines how CDD projects are seeking to affect youth outcomes. This learning is intended to inform and improve the design and implementation of ongoing and planned CDD operations that target young people. Its primary audience is CDD task teams seeking to increase the role of and impact on youth in their projects. Task teams employing other approaches for similar purposes interested in adapting and adopting elements of CDD to enhance outcomes might also find the study informative.

Approach

Initially, it was envisioned that this stocktake would present case studies highlighting good practices of CDD projects that focused specifically on youth, and from that, a report synthesizing these experiences and lessons would be developed. This approach posed several challenges and opportunities. First, the portfolio review yielded few case studies with sufficient evidence of positive youth outcomes. Approaches employed by these limited examples were so diverse that a coherent and meaningful summary of them was impractical. Furthermore, the systematic compilation of project information revealed a much broader collection of operations that offers valuable lessons. At the same time, the publication of the World Bank's recent *Inclusion Matters* report (World Bank 2013d) presented an opportunity to assess the portfolio by looking at youth development through an inclusion lens. Consequently, the scope of this study expanded from one that would summarize select case studies to one that reviews current CDD experiences of engaging youth through a framework that links youth development to the domains of inclusion, and that illustrates this experience with examples from the broader portfolio of World Bank CDD projects.

2. One exception is the brief overview note "Youth in Community-Driven Development" (World Bank 2006b).

This study is primarily based on a desk review of project documents and reports, supplemented by consultations with task teams. Project documents, including project appraisal documents, implementation status and results reports, and implementation completion and results reports, and evaluations were used to compile a universe of CDD projects with significant experience involving and benefiting youth. Secondary literature on youth development and challenges was reviewed to determine typical results. CDD task teams were consulted to elaborate and reflect on the contributions of their project to youth outcomes, and youth specialists within the Bank helped analyze relevant issues and evidence. Bank staff and project teams in three countries (Kenya, Nigeria, and Sierra Leone), targeted under a companion country-level analyses of youth issues, provided valuable details that were discussed during site visits. A multisectoral team comprised of specialists from the Social Protection, Social Development, and Rural Development sectors, who initiated the grant activity in a collaborative manner, guided project selection and focus.

Limitations

It is important to note the limitations of this study in assessing the experience of CDD in engaging youth. First, this stocktake captures the experience from World Bank initiatives only. Second, given their focus on communities, by definition, all CDD projects involve youth, which made identifying a discrete portfolio of CDD youth projects difficult. Third, extracting youth-specific design and implementation experiences was hindered by a lack of documented examples. Finally, a lack of robust outcome and impact data on CDD interventions that have targeted youth limits the soundness of conclusions, although available output level data and qualitative assessments do substantiate the findings. Where possible, the study also draws on evidence from the broader youth literature to corroborate promising results.

Structure

The report is organized into four chapters. This chapter has introduced the rationale, objectives, scope, approach, and limitations of the study. Chapter 2 expands on the methodology and presents an overview of the portfolio. It also provides a framework for analyzing youth engagement across three dimensions—endowments of human capital assets, employment, and empowerment—with interventions in the related domains of inclusion—services, markets, and spaces. Chapter 3 illustrates different types of CDD investments across these dimensions and domains, and explores aspects of CDD that offer the most promise for improving youth outcomes. Chapter 4 draws conclusions, offers emerging guidance around select project design features, and identifies areas for further attention. A matrix of CDD youth projects compiled for this study is provided in the annex.

II. Methodology, Portfolio Overview, and Framework

Defining the Universe

In defining the universe of World Bank community-driven development (CDD) youth projects, projects with explicit intent to benefit youth using specific design elements were identified. Projects naming youth as one target group without defined measures to reach them were not included. This step was taken because young people are members of every community, so by their nature, all CDD operations include youth. The stocktaking exercise began by considering the broad set of recently closed, active, and pipeline CDD operations extracted from the CDD database³ as well as projects financed by World Bank-managed trust funds not included in the CDD database. This set was then narrowed by cross-referencing it with the Youth and Child database (fiscal 2000–10) and various regional matrices of youth operations, and by reviewing available project appraisal, implementation, and completion reports. The review did not examine youth employment and development projects that use select aspects of a participatory/CDD approach given the challenge of covering the vast and dynamic youth development agenda and the potential for diminishing the depth of analysis.

Within these parameters, the study identified and included four broad categories of CDD youth projects that reflect increasing degrees of youth focus: projects with youth as one target group, projects with a youth “window,” CDD projects with separate youth programs or components, and dedicated CDD youth projects (see figure 2.1).

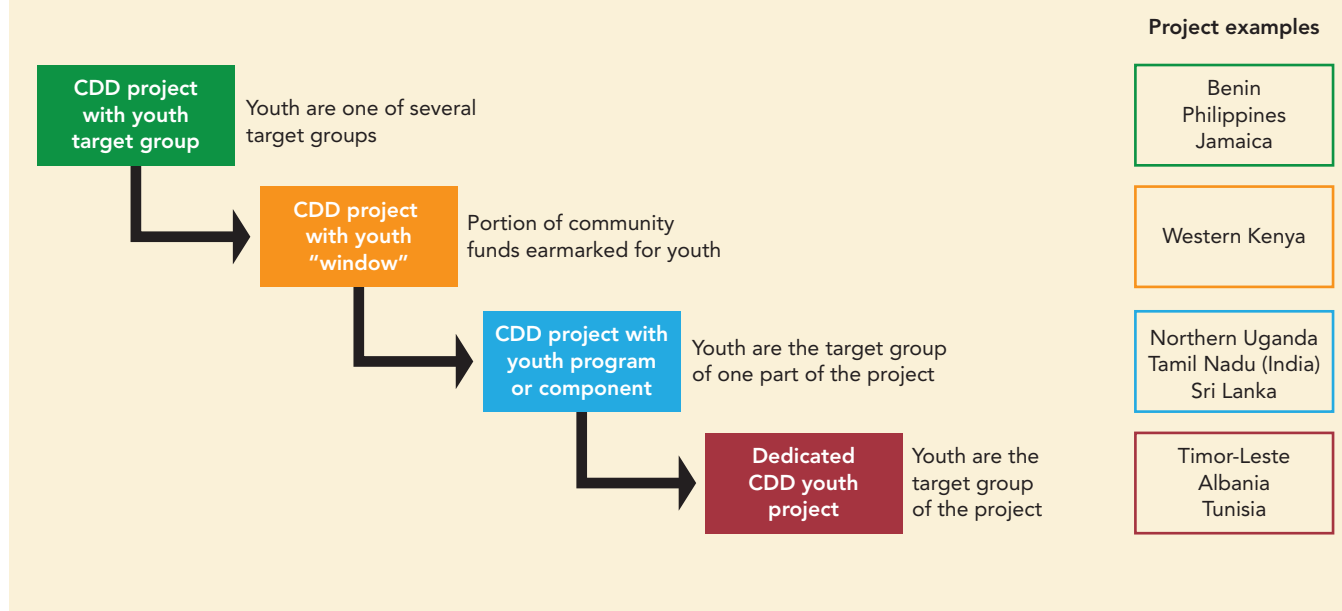
Overview of the CDD Youth Portfolio

Based on these parameters, the study identified a universe of 61 active, planned, and recently closed CDD youth projects in 39 projects across all regions in which the Bank operates (see annex). A degree of judgment was exercised in compiling the universe, given the information available and the lack of any usable project coding for this purpose. The primary value of this compilation of projects is to guide information collection.

This universe embodies a significant degree of variation across sectors and regions, and in terms of scale, context, and dimension of youth engagement. Like the broader portfolio of CDD investments, CDD youth projects are being managed by multiple sector units, including

3. The CDD database is maintained by the CDD Community of Practice Secretariat, housed in the Social Development Department.

Figure 2.1. Relative Degrees of Youth Focus in CDD Operations



the Agriculture and Environmental Services, Social Protection, Social Development, and Urban Development departments. The scale of the investments ranges from large, national loan programs to small, targeted grants. In addition to dedicated CDD youth projects and components, the universe also includes projects that integrate youth as members of the broader community, making it difficult to estimate the dollar amount of Bank investments in youth activities through CDD.

While the CDD youth portfolio spans all regions, there is a degree of uniformity in project rationale, design, and strategy by region.

- In *Sub-Saharan Africa*, engagement with youth is focused on employment initiatives, including labor-intensive public works, self-employment, and entrepreneurship, and on facilitating access to private sector employment through training and apprenticeships. In many African countries—as elsewhere—an emphasis on youth arose because of the need to respond to post-conflict and/or other unstable environments. In these contexts, additional emphasis is placed on the reintegration of youth in development decisions and communities as well as labor markets to improve community reconciliation and reduce the potential for conflict.
- In *South Asia*, most CDD youth projects make significant investments in employment opportunities and livelihoods, each adapting a similar model that identifies eligible youth, organizes job fairs with potential training partners and potential employees, and places youth in wage jobs or prepares them for self-employment through strategic partnerships with private sector companies. Such interventions respond to the growing youth population, expanding private sector, and significant deficits in skilled labor for industries.

- In *East Asia*, youth are incorporated in national CDD operations as members of the broader community. In general, CDD investments are concentrated on the provision of infrastructure and services to increase access to economic and social services. Also, in both the South Asia and East Asia regions, young people are given special attention in fragile, conflict, and post-conflict contexts such as Mindanao (Philippines), Timor-Leste, Southern Thailand, and Sri Lanka, with a focus on social cohesion and empowerment.
- In *Latin America*, where there is an active portfolio of youth projects, CDD youth engagement varies widely—emphasizing access to basic services and economic and social infrastructure in Brazil, improving employability in the agricultural sector in Paraguay, and reducing the potential for violence in Jamaica and Haiti through the financing of youth-specific services such as conflict resolution training and after-school programs. All projects aim to empower youth through participation in local development decision-making processes.
- In the *Middle East and North Africa*, attention has focused on increasing the access of youth to economic opportunities, quality education, recreational activities, and political participation/active citizenship. The region's CDD projects in Morocco, West Bank/Gaza, and Lebanon emphasize youth inclusion and voice through greater participation in decision making and activities of particular relevance to youth.
- In *Europe and Central Asia*, CDD youth operations aim to include youth to increase access to assets, targeting those from particularly vulnerable and marginalized groups (internally displaced persons in Azerbaijan), as well as initiatives to develop active citizenship among young people by mainstreaming participation.

One common thread found across regions is that CDD investments address challenges to youth development posed by particular contexts of conflict, post-conflict, or violence. Examples include Côte d'Ivoire, Azerbaijan, and Iraq, where projects are intended to strengthen the prospects for peace; Southern Thailand, Mindanao, and Sri Lanka, where inter-ethnic or religious tensions threaten stability; and urban areas in Papua New Guinea, Jamaica, and Haiti with high rates of crime and violence often perpetrated by youth.

Many CDD youth projects are being implemented in rural areas. Examples include regions of Brazil and India where inequities/disparities have excluded vulnerable groups—including youth—from benefiting from significant economic gains experienced elsewhere in the country or state. Urban projects are concentrated in cities with high crime rates or in particularly poor areas where youth suffer from lack of access to social services and economic opportunities.

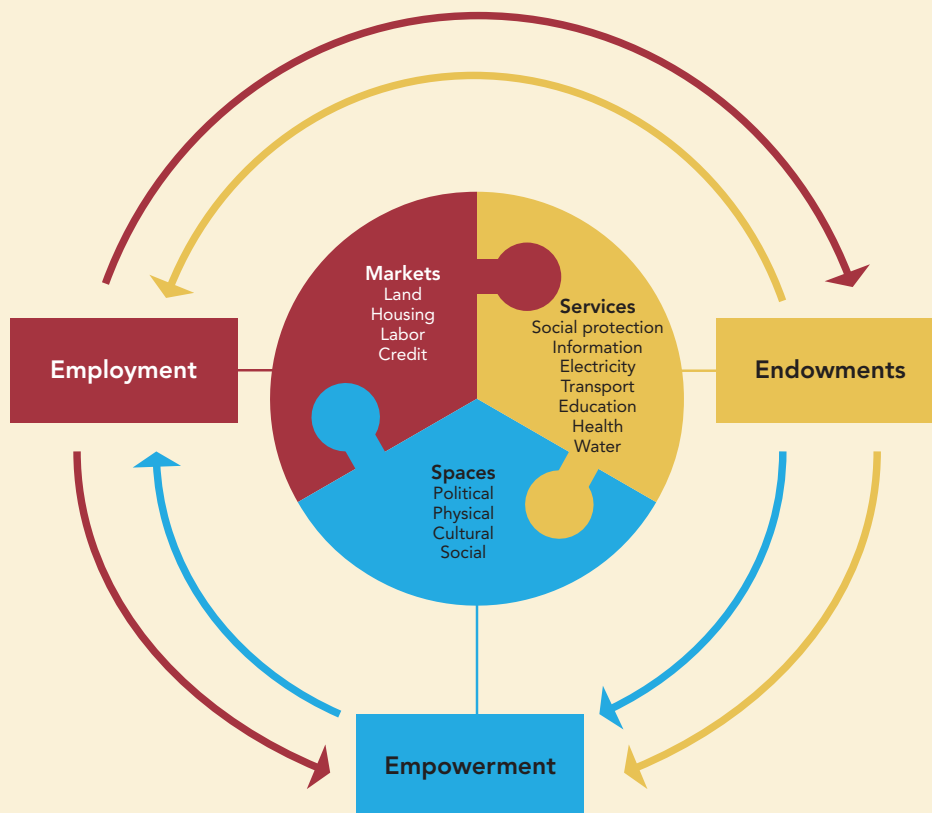
CDD youth projects address one or more dimensions of youth development: human capital endowments or the accumulation of education and health; economic opportunities, notably employment; and empowerment or agency. The decision about which of these youth development outcomes to address reflects the particular challenges and constraints faced by young people in these varying contexts. As discussed below, these dimensions—endowments, employment and empowerment—provide a framework through which to analyze the portfolio's engagement of youth.

Framework

In many countries, young people are at risk of exclusion, which can result in reduced social standing accompanied by lower development outcomes. This study approaches the topic by broadly considering the dimensions of youth development—endowments, employment, and empowerment—and the associated domains of services, markets, and spaces, as described in a recent World Bank report on social inclusion (World Bank 2013d). Figure 2.2 connects these dimensions and domains.

Defining and distinguishing among these three dimensions is not straightforward because they differ depending on sociocultural and political contexts, are interrelated and overlap. The accumulation of assets grants access to economic opportunities. Increased income from economic activities, in turn, enhances investments in human capital and voice. Greater endowments combined with economic opportunities enhance the position of youth to act, and empowerment or agency influences their ability to build up human capital and pursue economic opportunities (World Bank 2006a; 2011d). Nevertheless, these concepts provide a framework that helps to illustrate the entry points for CDD engagement with youth.

Figure 2.2. Dimensions of Youth Engagement



Source: World Bank 2013d (adapted by authors).

III. How Community-Driven Development Seeks to Enhance Youth Development Outcomes

The youth development literature identifies three areas of vulnerability and related pathways for improving the lives of young people (World Bank 2005; 2006). These are: enhancing access to and the quality of education and health services to increase human capital, addressing market constraints to expand opportunities for productive economic activity, and engaging in spaces for young people to influence decisions regarding their own development. Community-driven development (CDD) youth projects can and do finance investments in all three of the identified domains—services, markets, and spaces—to improve youth outcomes in endowments of human capital assets, economic opportunities, and empowerment through voice and agency.

CDD youth projects aim to achieve one or more of these three linked and mutually supportive outcomes (see table 3.1). Even when projects seek to produce tangible outcomes generated by investments in infrastructure and basic services and/or in strengthening livelihoods, most also aim to improve the less tangible outcome of empowerment, social capital, and local governance, either explicitly or implicitly.

Human Capital Endowments

In many parts of the world, young people are excluded from quality basic services, resulting in substantial deficits in human capital, such as in health, education, and physical assets. As a result, their ability to access productive economic opportunities and to constructively contribute to society is limited. For example, the exclusion occurs in terms of a lack of access to primary and secondary schooling, nonformal education, appropriate health services, and reproductive health information. In the short term, the deprivation of opportunities to accumulate human capital leads to inadequate skills development, poor prospects for employment, risky behaviors such as early pregnancies and sexually transmitted infections, and possibly violence. In the long term, it can cause prolonged unemployment or low-wage employment, intergenerational transmission of poor health, high economic costs of risky behaviors to society, and foregone contributions to development (World Bank 2005). The *Inclusion Matters* report notes: “perhaps the most important route to social inclusion is through the enhancement of human capital, which can be achieved through better and more dignified access to services” (World Bank 2013d).

Table 3.1. Project Development Objectives of CDD Youth Projects and Programs

Endowments	Empowerment	Employment
■ Promote better and more equitable service delivery (Burundi)	■ Promote youth empowerment and inclusion in development by expanding capacities of and opportunities for youth groups to initiate and participate in community and local development initiatives (Timor-Leste)	■ Raise youth incomes and employment (Northern Uganda)
■ Increase access to priority basic social and economic infrastructure and services in participating communities (Guinea-Bissau)	■ Create “space” and opportunities for increased interaction in an effort to promote trust-building (Thailand)	■ Provide urban youth with income through temporary employment opportunities and to increase their employability (Papua New Guinea)
■ ■ Improve access to decentralized basic social services and mainstream the CDD approach for such services (Benin)		
■ ■ Increase social inclusion in rural underdeveloped gminas through enhancing capacity of local governments to identify, plan and execute social inclusion strategies (Poland)		
	■ ■ Enhance economic and empowerment opportunities of the rural poor (Rajasthan)	
	■ ■ Empower poor by improving livelihoods and reducing poverty by strengthening village institutions, building skills and capacity and enhancing livelihoods. (Tamil Nadu)	
■ ■ ■ Empower local communities to engage in wealth-creating activities (Western Kenya)		
■ ■ ■ Improve access to basic and economic infrastructure, and support income-generating activities, and improve community governance and build social capital via increased citizen participation and transparency in open decision-making processes (Haiti)		
■ ■ ■ Improve access to social and economic infrastructure and livelihood opportunities, strengthen social cohesion and partnerships between and within communities, and improve local governance (Philippines ARMM)		
■ ■ ■ Increase capacity in a variety of skill sets that support a transition from secondary school into the labor force, increase access to livelihood and employment opportunities grants that support youth entrepreneurial activities, and increase youth inclusion in civic affairs through community development grants (Albania)		

CDD project documents note the exclusion of young people (and children) from access to social services and infrastructure, which limits their accumulation of health, education, and physical assets. Exclusion is due to both demand and supply constraints. These barriers and the specific investments by CDD youth projects to address them are detailed in table 3.2.

CDD projects that seek to improve access to basic social services and infrastructure by poor communities and vulnerable groups, including young people, are being implemented in all six regions. In operations where subprojects were proposed and prioritized by groups comprised of a cross-section of community members, investments were typically concentrated in the roads, education, health, and water sectors. Youth-specific groups, on the other hand, exhibited a preference for youth and community centers, sports and cultural facilities, and libraries as well as the equipment, goods and programs to help realize the benefits of these spaces.

Increases in the accumulation of human capital assets in CDD (and CDD youth) projects are typically measured by actual or perceived changes in access to and/or satisfaction with services delivered. Impact evaluations of CDD programs suggest that when implemented well, these

Table 3.2. Accumulating Endowments—Constraints and CDD Youth-Related Investments

Type of constraint	CDD investments	Project examples
Lack of safe and accessible schools and health facilities (due to limited spaces, lack of transport, and inadequate sanitary facilities)	<ul style="list-style-type: none"> School and health clinic construction and refurbishment School accommodations and dormitory expansion Sanitary facility construction Road improvements 	<ul style="list-style-type: none"> Brazil Mongolia and Morocco Yemen Azerbaijan
Lack of quality education, health, and other social services	<ul style="list-style-type: none"> Purchase of high-priority social services After-school enrichment programs Counseling and conflict resolution 	<ul style="list-style-type: none"> Poland Burundi Haiti and Jamaica
Lack of community facilities, spaces, and events	<ul style="list-style-type: none"> Construction of community centers, libraries, sports and cultural facilities, and equipment Financing of out-of-school clubs, networks, cultural, and sporting events 	<ul style="list-style-type: none"> Timor-Leste West Bank and Gaza Philippines and Jamaica
Cost of accessing education and health services	<ul style="list-style-type: none"> Cash transfers conditioned on school attendance and health visits 	<ul style="list-style-type: none"> Tanzania
Limited planning capacity	<ul style="list-style-type: none"> Financing for development of social inclusion strategies 	<ul style="list-style-type: none"> Poland

operations can increase access to and use of services, particularly in health and education (Wong 2012). In Mongolia, the number of children and youth staying in school dormitories, essential in a nomadic society, increased by 169 percent, and school drop out rates declined by 82 percent.⁴ In Azerbaijan, in areas where rural roads were rehabilitated, average travel time to secondary schools was reduced by 49 percent. In Morocco, 41 to 65 percent of young people reported increased use of basic infrastructure and socioeconomic services created by the National Initiative for Human Development Program.⁵ In Poland, 95 percent of survey respondents reported improvement in the availability of extracurricular activities for children and youth.⁶ Beneficiary assessments that survey young people often report high rates of satisfaction, particularly with the delivery of youth-friendly goods and services.⁷ Documented improvements in longer-term education and health outcomes as a result of CDD interventions are less widely available because few projects measure impacts on educational achievement, learning, or longer-term health outcomes, in part due to the short timeframes for the evaluations (Wong 2012).

Generally, many of the CDD operations that aim to enhance human capital endowments employ similar design features to achieve results. Project design is informed by preparatory analysis, commonly a situational analysis, which reveals specific constraints and recommends possible responses. The majority of CDD youth projects do not employ a dedicated focus on young people but instead adapt—to varying degrees—design features to address youth needs. Funds are not earmarked or otherwise set aside for youth-specific activities. Investments benefiting youth are prioritized by the broader community, including young people. Participating

4. <http://www.worldbank.org/en/news/feature/2011/09/13/sustainabl-livelihoods-project-2>.

5. Morocco. National Initiative for Human Development 1 Implementation Completion and Results Report (2012).

6. Poland. Post-Accession Rural Support Project Implementation Completion and Results Report (2012).

7. For example, Timor-Leste Youth Development Project.

Box 3.1. Encouraging Youth Participation in the West Bank and Gaza

Context. In the *West Bank and Gaza*, continuing conflict was perpetuating an internal cycle of violence, weakening the social fabric and institutional resilience at both the central and local levels, and affecting individual well-being. The weakening of the Palestinian Authority, the increased restriction of movement, and intensifying political polarization in an inherently patriarchal society, intensified the exclusion of weaker social groups from the decision-making process and from the economy.

The Village and Neighborhood Development Project, launched in 2008, was designed to build on existing social capital before it was further diminished. It aimed at promoting a coordinated development approach to enhance the capacity of communities to plan for and manage resources. It also sought to promote youth empowerment through community-based projects with the potential and flexibility to involve youth in local decision making and to enhance their participation.

Approach. To achieve its objectives, the project provided grants to vulnerable communities to finance projects identified through a participatory local planning process. The targeted populations were those that had been marginalized because of restrictions on mobility (i.e., the separation barrier and check points) and those in poor, remote areas or refugee camps in Gaza that had received little donor assistance. Informed by a trust fund-financed grant to promote youth inclusion in conflict and post-conflict contexts and a study visit to Indonesia, project design paid particular attention to the participation of young people (along with other excluded groups) in local decision-making processes.

Guidelines for youth participation throughout the project cycle, based on consultations with youth and youth organizations, were outlined in the operational manual. Provisions included:

- Oversight consultants: personnel who assist communities throughout program implementation, including mobilization, subproject implementation, and evaluation, and who specifically strive to engage youth volunteers with ties to local communities, promoting acceptance, facilitating access to information at the village level, and helping to mobilize the young generation.
- Project support groups (PSGs) were formed through community-level consultations, composed of local community representatives, including youth and women.
- Activities financed included family-friendly parks or recreational areas, construction or rehabilitation of classrooms, support to youth centers and sports facilities, and delivery of equipment for schools.
- The monitoring system (or results framework) included numerous youth-specific indicators and qualitative assessments.

(continued)

youth play varying roles during subproject implementation, from providing labor to supervising activities. Youth-specific indicators are monitored against targets.

In the West Bank and Gaza, where youth are typically excluded from public decision-making processes, the Village and Neighborhood Development Project introduced a set of specific design features and monitoring indicators to ensure their inclusion (see box 3.1).

New generation CDD programs are adopting tools from other types of operations to strengthen targeted outcomes, such as secondary school attendance, responsible parenting, and preventive health services. In Indonesia's National Program for Community Empowerment —Healthy and Smart Generation (PNPM Generasi), targeted rural poor communities and local service providers work together with help from facilitators to identify needs and bottlenecks for schooling and use of health services. Using the block grants financed by the program,

Box 3.1. Continued

Results. As a result of these provisions:

- Youth comprised 41 percent of PSG members compared to a targeted 30 percent, and the number of youth (and women) in PSGs continues to grow.
- 44 percent of implemented subprojects had youth among the main beneficiaries, exceeding the target of 30 percent.
- 49 percent of beneficiaries stated that subprojects contributed greatly to the development of services provided to youth.
- 86 percent of indirect beneficiaries reported that the CDD approach helped communities become more capable of engaging youth.

Beneficiary assessments and stakeholder workshops confirmed that communities became more aware of the need to engage women and youth in decision-making processes and in highlighting issues and project ideas that the communities had not considered prior to their participation. The vast majority (82 percent) of direct beneficiaries reported that they evaluate the participation of youth as valuable; 70 percent reported that the “youth groups had become more influential or efficient.” However, the role of youth declines as the process moves from decision making into implementation, and follow-up activities, in part because more specific expertise is required for implementation, and the PSG assumes the role of monitoring implementation.

Lessons learned. By monitoring youth indicators, the project team learned that it is important to introduce creative ideas in order to maintain the roles and contribution of youth and women in operating projects, allowing them to feel responsible for their communities and to take part in changing their realities. Success depends on the right incentives and on regular monitoring. For example, allocating local contributions for incentives to youth in the form of job opportunities, financial rewards, or recognition such as certificates that convey appreciation and respect for their contributions. Such recognition may lead to increased commitment and could encourage more youth to take part in the local community's ongoing development process.

Sources: Palestine Liberation Organization (for the benefit of the Palestinian Authority) 2014; Village and Neighborhood Development Project Implementation Completion Report.

communities can stimulate demand by giving people cash or scholarships to use certain services, or they can address supply problems, such as too few health clinic workers or overcrowded classrooms, to improve access. A recent impact evaluation found that enrollment and attendance in junior secondary school improved, with the biggest impacts on families with incomes in the bottom 40 percent (Olken et al.). Although not specifically targeting youth, the program's promising outcomes, combined with evidence from operations using similar approaches, offer insights for using community-wide incentives to remove constraints to accumulating the human capital of young adult members of the community (World Bank 2013a; 2014b).

CDD youth projects that initially focus on enhancing endowments of human capital assets face pressure to address demands for increasing the earnings and employment of young people.

Partly in response to a preoccupation with employment issues at the community level, Timor-Leste and Morocco programs both allowed financing for income-generating activities, complicating project implementation because additional expertise to appraise and supervise these activities was required. Project stakeholders in Poland, explicitly recognizing the link between poverty and unemployment and social inclusion, noted that efforts to comprehensively address social inclusion should include a component specifically targeting employment creation. In Azerbaijan, additional financing will expand the livelihoods pilot in response to demands, including by youth, for the financing of productive investments.

Reflections and Opportunities on Human Capital Endowments

- CDD projects, including those that seek to benefit youth through the financing of basic infrastructure and services, are succeeding in delivering cost-effective investments that expand access—particularly in education and health—and broadly satisfy beneficiaries. These investments are primarily designed to benefit children, but they extend to young people. To better reach young adults, specific additions to the menu of eligible investments may be required (e.g., construction of secondary schools, cash grants or scholarships for older students, and life skills training or counseling programs). Youth-identified priorities reveal preferences for recreational and other communal activities and spaces.
- Evidence of outcomes of sports-related investments is particularly scarce. Justification for financing such investments is often made on the basis of empowering youth (and reducing the potential for violence) through increased interaction and responsiveness to expressed priorities. This dimension is discussed in further detail in the empowerment subsection on page 23.
- These differences in relative priorities between community-wide and dedicated youth groups highlight a distinction and possible tension between the value of investments in basic education and health and those that enhance interaction through more recreationally focused activities. While respecting the principle of participation and ownership, youth (as with other groups) may need to be guided to help make informed decisions that can meaningfully enhance their human capital assets over the long term.
- Reaching youth requires concerted efforts and adjustments, not only with the initial preparatory work to understand youth constraints and priorities, but throughout the subproject cycle. Examples of effective adaptations include conducting local information and outreach campaigns specifically targeted to youth, ensuring youth representation on decision-making bodies, defining roles for youth during implementation, and monitoring activities. A coherent set of design features should include youth-specific indicators and the monitoring of progress and outcomes.
- CDD youth project teams that focus on increasing access to and utilization of services and infrastructure (public goods) should anticipate demands for investments that increase income and earnings (private goods). Employment and livelihood-related activities have been incorporated in some projects by targeting the employment of young people in the construction of subproject investments and financing for income-generating activities, and they are also being implemented through complementary initiatives (see Employment and Economic Opportunities section that follows). In order to ensure understanding of the rationale for eligible investments, projects should clearly communicate their objectives and scope, including limitations.

Employment and Economic Opportunities

Access to economic opportunities is the second critical dimension of youth development and engagement addressed through CDD youth projects. Youth unemployment and a lack of economic opportunities for youth in general are major development concerns for young people as well as for the economic growth and performance of countries and for social and political stability (Cunningham et al. 2010; Filmer et al. 2014; Robalino et al. 2013; World Bank 2013e). Unemployment rates for youth are systematically higher than for older generations, and young people constitute a disproportionately large share of the working poor. Prolonged youth unemployment or delayed transition to work can affect the accumulation of human capital assets, physical and psychological health, and lifetime earnings (Robalino et al. 2013). These individual effects can also restrict productivity and economic growth. In conflict-affected countries, employment for young men and ex-combatants takes on particular importance given their vulnerability to participate in violence.

Access to and resulting inclusion in labor markets is constrained by factors and failures at multiple levels, which can disproportionately affect young people. Individual characteristics, such as cognitive, technical, and noncognitive skills; household income; and social networks determine choices people have in the labor market. Failures in labor and capital markets limit opportunities to obtain salaried jobs or start businesses. Macro-characteristics, such as macroeconomic, demographic, and geopolitical factors, influence the potential of new businesses and expansion of firms, directly affecting the employment prospects of young people (Cunningham et al. 2010).

CDD projects that focus on youth employability, employment, and livelihoods seek to address many—although not all—of the supply- and demand-side constraints. The range of CDD youth investments encompasses skills training, entrepreneurship and livelihoods promotion, public works programs, and employment services. Table 3.3 maps interventions against the broad set of constraints that affect youth labor market outcomes, and it notes those projects that employ the related strategy. As described below, these interventions are not mutually exclusive, and CDD projects are following good practices by successfully combining activities that simultaneously address several constraints.

The portfolio review reveals that various types of youth employment programs are being implemented by CDD projects in different regions. Training activities and entrepreneurship promotion financed through CDD programs are found in countries in every region. Labor-intensive public works are most prevalent in Sub-Saharan Africa and in conflict contexts. Another variation of subsidized employment programs, where young people are paid to deliver social services is found in the Middle East and North Africa. Comprehensive employment services programs, which combine access to information regarding job availability, job counseling, and placement services are concentrated in South Asia and are being piloted in Africa.⁸ This variation across regions is due, at least in part, to different sets of opportunities and constraints to youth

8. This typology of employment projects follows that used by the Youth Employment Inventory, a joint effort of the World Bank, the German Ministry of Economic Cooperation and Development, the Inter-American Development Bank, the International Labor Organization, and the Youth Employment Network. An analysis of these programs is included in Robalino et al. 2013.

Table 3.3. Employment—Constraints, Corresponding Investments, and CDD Project Examples

	Type of constraint	Interventions	CDD project examples
Individual factors	Inadequate basic/cognitive skills	Second chance programs(basic skills/ literacy and numeracy)	Philippines
	Insufficient or mismatched technical skills	Market-linked skills training	Vietnam
	Inadequate noncognitive/behavioral skills	Training “plus” programs (including life skills)	South Sudan
	Lack of social networks	Mentoring or intermediation	Nigeria
	Low household income	Microfinance and social safety nets	Tanzania and Indonesia
	Psychological and social biases ^a	Social assistance reforms and education campaigns	Papua New Guinea
Market and government failures	Distorted labor regulations	Labor code, regulatory, and standards reforms	
	Low bargaining power	Intervention in collective bargaining and minimum wages	
	Lack of information about where to find jobs	Job fairs	Sri Lanka, Bangladesh, and India
	Lack of information about workers by employers	Intermediation and job-matching programs	India and Azerbaijan
	Lack of access to capital	Start-up capital Livelihood grants	Albania Western Kenya
Macro factors	Constraints to business and job creation	Labor-intensive public works	Benin
		Cash-for-work	Tunisia and Yemen
	Slow economic growth	Macroeconomic and trade policy	
	Size of age cohort	Investment in educational capacity	See “individual factors” section above
	Conflict and violence	Improved security, Disarmament, Demobilization and Reintegration	Côte d’Ivoire

Source: Adapted from Robalino et al. 2013.

a. Such biases include those that prevent young women from working outside the home, young men from accepting low wage work, and ex-combatants from being employed.

employment in different regions and countries, but also due to the familiarity of the government and World Bank teams with certain program types.

Innovative initiatives using CDD are being implemented in different contexts in response to varying constraints to youth employment. These initiatives cover four of the five categories of youth employment interventions—skills training, subsidized employment through public works, entrepreneurship promotion, and employment services.⁹ Each intervention targets one or more groups of youth with different backgrounds and characteristics, and seeks to increase access to

9. The fifth area, reforms to labor market regulation, is beyond the scope of CDD initiatives.

Box 3.2. Engaging Communities through Sierra Leone's Productive Safety Net for Vulnerable Youth

Context. To help mitigate the negative impacts of the global food, fuel, and financial crises, in 2011, the **Sierra Leone Youth Employment Support Program** launched a cash-for-work component to provide a safety net and income support for the most vulnerable youth through short-term employment on labor-intensive projects.

Approach. The cash-for-work program targets youth (ages 15–35) in poor and vulnerable communities. Beneficiaries are selected through a multistep process: (1) communities are identified based on poverty and food security estimates; (2) communities submit requests for sub-projects based on a list of eligible investments (e.g., feeder road rehabilitation, planting of crops, and renewable energy and environmental mitigation activities); and (3) community oversight committees identify the poorest households with at least one young person willing to work. In addition, lower-than-market wage rates are used to discourage non-poor applicants from participating. Day-to-day implementation of the program at the local level, which includes purchasing materials, recording participation, and administering payments, was initially managed by independent contractors hired by the project. However, this responsibility has been shifted to communities after concerns regarding mismanagement and leakages were raised. Currently, subprojects are typically contracted out to youth associations and local enterprises run by youth. Community oversight committees monitor the progress of works and payments as well as disputes.

Results. Overall, in the short-term (two to three months), the cash-for-works program served as a highly productive safety net for participating households. A recent impact evaluation found that the program successfully reached youth with low levels of education (more than half had not completed primary school) working in the agricultural sector, approximately one-third of whom were young women. More than half of the beneficiaries had not engaged in any remunerated work in the month prior to the program. As a result of program participation:

- monthly household incomes increased by 26 percent;
- households increased their likelihood of enterprise creation and participation in informal savings groups, although no corresponding increases in household savings were reported;
- households accumulated greater stocks of small livestock assets; and
- spending on food, hygiene products, and home improvements increased.

Lessons Learned. Evaluation results are being used to improve program design. Adjustments include the introduction of a mobile money payment mechanism to strengthen accountability, the shifting of responsibility for subproject implementation from contractors to community management, and the implementation of measures to further increase the participation of young women.

Sources: Andrews et al. 2012; Rosas and Sabarwal 2013; World Bank 2014a.

employment opportunities in different sectors with varying prospects for sustained increases in income.

Subsidized employment programs involve direct job creation through the construction of public infrastructure (e.g., rural roads and bridges) or other activities that produce goods and services. These programs can mitigate impacts of financial crises or alleviate unemployment or short-term poverty by creating temporary jobs, building productive assets, providing effective social safety nets, and contributing to social cohesion and inclusion in fragile environments. They are usually targeted—geographically and by offering below-market wages—to poorer and less educated youth with limited prospects. Another form of subsidized employment through the public sector provides an opportunity for youth (typically the more educated) to further

Box 3.3. Combining Education, Employment, and Civic Engagement in Yemen

To help meet its twin goals of improving access to basic services and enhancing economic opportunities, the **Yemen Social Fund for Development project** has recently introduced a new subcomponent to provide cash-for-work opportunities for youth to increase poor communities' access to education services. Young men and women who have completed at least secondary education will be trained, supervised, and paid to deliver community-based nonformal educational services, drawing on the project's integrated approach at the local level to identify and address the most pressing constraints to school enrollment and literacy. Activities to be implemented in communities with weak education indicators include filling teacher gaps in formal schools, nonformal accelerated programs for out-of-school children and youth, adult literacy and life skills classes, and community awareness campaigns.

The program intends to create 750,000 person-days of employment for a total of 3,000 young people benefiting 26,000 children and 9,000 adults in targeted communities. By targeting unemployed youth, the project seeks to provide young people with income, work experience, and the opportunity to contribute to the development of their communities, thus supporting social stability as well as the welfare of beneficiaries.

Source: Project Paper, Yemen Social Fund for Development Phase IV Project, http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2013/03/14/000350881_20130314093107/Rendered/PDF/754110PJP0P130301401300SIMULTODISC.pdf.

develop or learn new skills, increase their employability, and help instill self-esteem (Robalino et al. 2013). The CDD youth portfolio includes examples of both of these types of cash-for-work/public employment programs.

In Sierra Leone, the project introduced a labor-intensive public works component targeted to low-skilled youth. The design is being refined based on the experience and findings of a rigorous impact evaluation (see box 3.2).

In Yemen, for example, an employment support subcomponent was introduced under the Social Fund project for young men and women to address both weak education indicators and youth unemployment (see box 3.3).

Entrepreneurship programs often combine several types of interventions to support successful self-employment in farm and non-farm sectors, including training, providing access to finance, advisory services, and mentoring. Evidence suggests that comprehensive programs that bundle activities that address different constraints improve labor market outcomes more than separate initiatives (World Bank 2013e). Demand-driven entrepreneurship and livelihoods interventions reach different categories of youth, including young men and women, through support for different occupations or links in a given value chain.

The Youth Opportunities Program component of the Northern Uganda Social Action Fund promotes entrepreneurship through an innovative approach that is yielding impressive results (see box 3.4).

CDD projects also have promoted self-employment by investing in livelihood or income-generating activities. Livelihoods programs typically provide communities, including youth groups, with block grants to start their own micro/small businesses, sometimes coupled with

Box 3.4. Promoting Entrepreneurship in Northern Uganda

Context. In *Northern Uganda*, two decades of insurgency, instability, and conflict led to economic stagnation, high rates of poverty, and rising unemployment. The profound effects of the conflict on social and human capital as well as on traditional social structures and norms were disproportionately borne by young people who were not only physically displaced, but had also lost their roles in society. The **Northern Uganda Social Action Fund** was launched in 2003 to empower communities to identify their needs and improve access to income-earning opportunities and better social services. Three years later, in the face of a growing labor force exceeding the capacity of the formal sector (mostly farming), the Northern Uganda Social Action Fund launched the Youth Opportunities Program to improve the livelihoods of youth and to promote social cohesion by increasing and strengthening informal enterprises and addressing constraints on access to credit.

Approach. In order to boost youth development in a cost-effective manner, the *Youth Opportunities Program* introduced a highly decentralized, locally driven system of youth vocational training designed to enrich and empower young adults. To participate, self-selected applicants form groups of 15 to 30 members interested in a common vocation and submit proposals to purchase skills training from specified institutes as well as tools and other materials to start or expand businesses. If approved, the group receives a single-tranche, largely unsupervised cash grant, which they are responsible for managing and disbursing.

Results. Hundreds of groups applied for funding. Although the self-selection process resulted in a pool of motivated candidates, the program reached a large number of youth with a range of skills, means, and war experiences, many of whom were poor and/or uneducated. Grants averaged about US\$382 per member, roughly equivalent to one year's income for a young adult. Four years after the cash grants were disbursed, a robust evaluation revealed significant impacts. Participants enrolled in training for occupations such as tailoring, carpentry, metal working, and hairdressing. Compared to the control group, participants invested more in business assets (tools, machines, and raw materials), and received higher returns from increased access to credit and capital. Incomes increased an average of 41 percent, and young women participants earned 84 percent more than their peers.

Key features. Although not isolated during the evaluation, several important CDD elements likely contributed in important ways to the program's impressive achievements:

- The transfer of funds to groups rather than individuals mitigated risks associated with cash transfers. Joint liability of group members helps minimize the risk of loss of funds and thus plausibly accounts for reports that funds were equally shared, with scant evidence of elite capture by group leaders. The group transfer of funds and attendant social pressure to use the funds for intended purposes contributed significantly to the program's cost-effectiveness, given the minimal supervision evidently required after the disbursement of funds.
- The "demand-side" latitude that was granted young people, to identify their desired training and business opportunities, manage procurement, and assume direct control of resources disbursed as a single-tranche lump sum, likely enhanced voice, leadership capabilities, and other factors of empowerment.

Sources: Blattman, et al. 2013; World Bank 2013b.

training and access to finance and other support networks. In doing so, task teams note that value chain analysis is important in order to increase awareness by young people of a wider range of more competitive and profitable activities and ensure that their investments are well-integrated into ongoing economic activities.

The Western Kenya Community Driven Development and Flood Mitigation Project has introduced and adapted several specific processes to help improve the livelihoods of young people within participating communities (see box 3.5).

Box 3.5 Improving Livelihoods through Microinvestments in Western Kenya

Context. The **Western Kenya Community Driven Development and Flood Mitigation Project** was launched in 2007 to empower local communities to engage in wealth-creating activities, lower the incidence of poverty, and reduce the vulnerability of the poor to adverse outcomes associated with recurrent flooding. During preparation, stakeholders identified the lack of economic opportunities for youth as one of the contributors to high rates of poverty. It was also noted that with primary-school completion rates exceeding 90 percent, youth are well equipped with basic literacy and numeracy skills to help create the foundation for young people to plan, implement, and manage their own income-generating projects.

Approach. The project earmarked US\$1 million (under the CDD component) to finance investments of up to US\$5,000, proposed by youth-only groups in select communities aimed at improving their livelihoods and well being through income generation, employment creation, and social initiatives. Following processes similar to those of the main CDD project, young people identify and prepare proposals for small enterprises. Parents and other adults in the community, who are ineligible to serve on youth executive committees, typically play active but supporting roles in guiding youth. The project engages local line ministries, (e.g., agricultural extension departments) to support technical aspects of the microproject design and implementation. These linkages are essential for the sustainability of these investments as well as for encouraging the extension of youth groups into new activities.

Results. The project is financing youth-proposed investments in over 50 communities. Activities include the creation or expansion of tree nurseries, fish farms, block-making enterprises, battery charging kiosks, and barber shops with young people typically preferring investments with quicker returns over longer-term investments.

Key Features. Several factors contribute to the substantial engagement of youth in the project.

- First, earmarking ensures the availability of funds and incentivizes the formation and participation of youth groups.
- Second, youth groups are identified through the Participatory Integrated Community Development Process. In those communities with dedicated funds for youth, Youth Action Plans are prepared by youth groups in parallel with the development of Community Action Plans by other groups within the same community. No additional efforts to facilitate the formation and involvement in youth groups are undertaken.
- Third, the community platform allows the constructive participation of adults who provide financial support, technical advice, and play a role in resolving conflicts, thus contributing to the sustained involvement of youth. Project staff observe that youth groups that include adults are more successful in implementing, sustaining, and extending microproject activities, providing a potentially valuable insight for a comparison between development projects that target and include youth exclusively and those that cover entire communities to address challenges that young members face.
- Fourth, all microprojects require a community contribution of 30 percent of total project costs. In some cases, this requirement has been used to leverage access to land by youth groups, relieving a significant constraint to the implementation of a range of activities since land is traditionally one of most difficult assets for the youth to obtain. As a result, some youth groups have revitalized “waste land” of their parents’ generation by introducing new and more productive activities on it.
- Finally, differently skilled youth assume various positions and responsibilities matched with their interests and abilities. Gender differences are also accommodated (e.g., young women’s preferences for involvement in marketing agricultural products). Together, it is likely that these factors increase the number and diversity of young people who participate.

Sources: Western Kenya CDD and FM Project ISRRs and interviews with the project team and other stakeholders during the project site visit.

Box 3.6. Turning Young People into Wage Earners through Comprehensive Employment Services in Tamil Nadu

Context. Although *Tamil Nadu* has developed into one of India's most industrialized states over the past 15 years, with comparatively strong growth rates and impressive social indicators, almost 20 percent (12 million people) of the state's total population still lives in poverty. Economically underprivileged rural youth face limited opportunities in the rural, non-farm sector due to a lack of appropriate skills for high-demand factory jobs. Launched in 2006, the **Empowerment and Poverty Reduction (Pudhu Vaazhvu) Project** sought to empower the rural poor and improve their livelihoods. In response to youth emerging as an important interest group in village development, the project introduced the *Employment Generation for Rural Youth Program* to provide young people with job-oriented skills training that would lead to empowerment in either high-growth sectors or in self-employment.

Approach. The program implements a range of intermediation-related activities designed to address market-level employment constraints. Working through the project's institutional platform, the Village Poverty Reduction Committee (VPRC), which includes two youth members, manages the youth employment program to which it allocates 20 percent of its budget. Assisted by project staff, the VPRCs identify youth needs and priorities and design, implement, and monitor skill-training activities in each project district. To mobilize interested youth, community professionals help the VPRC organize outreach activities aimed at youth and their parents. The VPRC then creates a database of interested candidates with their qualifications, skills, and training preferences. Based on youth requirements, a team of specialists, local managers, and VPRC representatives select eligible training institutes and companies based on their reputations and track records, inclusion of soft skills training, qualifications of instructors, adequacy of their infrastructure, and commitment to place youth after they complete their training. Based on their qualifications and skills demanded by available jobs, registered youth are screened and enrolled in training centers. Training costs are financed by the VPRC's Youth Development Fund, and loans are available for related expenses (e.g., food, transport, and accommodations).

Project officials provide a bridge between the youth and training institutions or potential employers. Project staff canvas companies to assess entry-level employment opportunities and required skills and regularly organize job fairs. Companies attending job fairs convey to youth employment terms and conditions, and selected youth are recruited. Support mechanisms for participants are extensive, including outreach to and education of parents (e.g., through exposure visits to training institutes and companies), career guidance cells (composed of retired educators) in every district, and employment and counseling teams that are based in the companies that employ project-trained youth.

Results. As of December 2012, the project had trained almost 191,000 unskilled or semi-skilled youth in trades including automotive repair and operation, garment making, construction, computer skills, industrial mechanics, medical applications, and cell phone production. Almost 85 percent of graduates—160,000 young people—are now gainfully employed at reputable companies and viable businesses. A mid-term assessment of the program reported an annual growth rate in youth employment (and corresponding decrease in unemployment) in participating villages of more than 10 percent. Over 85 percent of households reported improvements in economic status, with mean incomes increasing an average of 40 percent. Participants also reported enhanced self-confidence and independence, improved social status, and protection from antisocial activities.

Key features. Central to the program's success are two factors: (i) representative community structures (VPRC) that identify and support beneficiaries, monitor activities and progress, and help ensure family and community commitment to the program; and (ii) the private sector skills and contacts of the project's implementing agency that ensure market orientation and effective linkages between beneficiaries' skills and job opportunities.

Sources: Khanna, Madhulika et. al. 2013; Project Appraisal document "Wheeling Out of Poverty: Skill Training for a Better Future," http://www.pudhuvaazhvu.org/documents/booklets/youth_skill_training.pdf.

Within the CDD youth portfolio, projects in several parts of South Asia are known for implementing innovative and largely successful *employment service programs*. The term “employment services” covers a range of intermediation-related activities designed to address market-level employment constraints (Robalino et al. 2013). The local institutional platforms built by CDD programs at the community level are effective in ensuring that young people are given the opportunity to obtain and keep wage-earning jobs. A story from Tamil Nadu in India provides insights for other countries and programs regarding success factors and opportunities for improvement (see box 3.6.).

Reflections and Opportunities on Employment and Economic Opportunities

- CDD projects that are seeking to increase the employability, employment, and/or earnings of youth support four of the five key initiative categories: skills training, entrepreneurship promotion, subsidized employment, and employment services. In almost every case, these interventions are combining elements of two or more types of activities to improve results.
- These initiatives, although not unique to CDD projects, are effectively using elements of the CDD approach to improve youth outcomes. These include the delivery of private benefits through a participatory communal mechanism, community and self-targeting, mobilization of broad community support and complementary inputs, and direct control of resources by project beneficiaries. Although evidence of the impact of these features on program results is mostly limited to qualitative assessments, there is considerable agreement by project teams that they add significant value by minimizing risk, contributing to cost-effectiveness, and ensuring buy-in, thereby enhancing sustainability.
- CDD employment-related investments are reaching a wide cross-section of youth with different education endowments, experiences, interests, and aspirations. Understanding these differences and consciously tailoring programs to distinct categories of youth, including by gender, could increase effectiveness.
- Livelihoods programs are very successful in South Asia, but project teams in other regions have identified challenges, mostly due to required technical and private sector expertise not commonly found in CDD project implementing units. Experience in areas such as Tamil Nadu or Andhra Pradesh demonstrate the importance of assessing markets and using value-chain analysis to identify types of viable investments. While respecting the demand-driven principle, CDD project and related technical teams must guide youth if funds are to be applied to economically sustainable activities. Oftentimes, when youth are given an opportunity to start their own initiatives for the first time, they opt for conventional business ideas commonly seen in their localities, whether or not further demand exists in the market. Technical advice helps expand youth vision beyond typical activities to those that are potentially more economically viable.

- Task teams also emphasize the need for continued and evolving capacity-building programs for young people. In particular, programs that involve private goods should start with essential life skills, basic financial management, and related business skills, adding savings and investment skills as the program develops. Experience suggests that livelihood initiatives need dedicated support teams in the field to continue to provide capacity-building training and guidance. These requirements make project operations complicated and labor intensive, and therefore more costly to manage, but they offer enormous potential when implemented well.
- In the face of significant concern about and attention to youth employment, evidence about the effectiveness of youth employment-related initiatives is emerging. The rigorous impact evaluation of the Northern Uganda Social Action Fund's Youth Opportunities Program offers valuable lessons about key success factors. The South Asian employment services "model" has been adapted and adopted by many countries in the region, providing a rich set of experiences from which to extract lessons, including isolating features adapted to each context. A comparative assessment of the South Asia CDD job placement portfolio would enhance learning and advance replication outside the region.

Empowerment

Perhaps the most significant benefit of CDD for engaging youth is in the third dimension of empowerment, encompassing participation, agency, and voice. Empowerment is defined as the expansion of assets and capabilities of young people to participate in, negotiate with, influence, control, and hold accountable the institutions that affect their lives. All projects in the CDD youth portfolio aim, explicitly or implicitly, to empower youth—as an outcome in itself, and/or as a means or process to enhance access to social assets, and/or economic opportunities.

In CDD youth projects, empowerment is sought through two primary channels: (1) the financing of investments to foster interaction, cohesion, and social capital through enhanced access to physical, social, and cultural spaces or places; and (2) the creation of and access to local political "space" that grants opportunities for increased participation and influence in decision-making and other processes.

Physical Spaces and Social Interactions

CDD project documents cite a dearth of physical places and social activities in which young people can actively interact. This lack is particularly acute in transition economies with little precedent for such spaces as well as in conflict and post-conflict contexts, where such interactions are restricted by violence and dislocation. In response to youth demands, CDD projects are making significant social investments in places and activities with the purpose of fostering interaction among young people, between young people and members of the broader community, and among communities—to increase social capital and cohesion.

Often based on priorities identified by youth during project preparation, CDD projects invest in a range of spaces and activities that seek to enhance the amount of social interaction. Types of investments and the projects in which these are financed include:

Sports fields and equipment	Timor-Leste
Youth and community centers	Morocco
Sports tournaments and cultural festivals	Poland
Community shops	Thailand
Community radio programing and networks of youth-led arts organizations	Tunisia and Colombia
Community gardens	Iraq
Internet cafes, computers, and Internet access	Iraq and Albania
Youth clubs	Lebanon
Social programs	West Bank and Gaza
Counseling and conflict resolution, psychosocial support, and intergenerational dialogue	Jamaica and Tunisia

There is a lack of quantitative evidence in the CDD and youth literature on the benefits and results of these investments. CDD youth projects typically measure outputs (e.g., the number—and, in some cases, the amounts—of subprojects financed and the number of youth participating). Emphasizing responsiveness over concrete outcomes, projects also measure alignment with priorities and beneficiary satisfaction with goods and services delivered.

The Poland Post-Accession Rural Support Project introduced effective mechanisms to systematically include marginalized groups such as youth, and demonstrates the perceived value of such investments (see box 3.7).

Box 3.7. Institutionalizing Inclusion in Poland

In *Poland*, the economic liberalization pursued over the past two decades that resulted in relatively high growth rates also brought significant structural poverty and unemployment, resulting in pervasive social exclusion, including of rural youth. **The Poland Post-Accession Rural Support Project** sought to increase social inclusion in rural, underdeveloped districts by enhancing the capacity of local governments to identify, plan, and execute social inclusion strategies. Unique to the project was the participation of local communities in the identification of their own social inclusion strategies; this was in sharp contrast with the traditional top-down approach.

As a result of the project, rural districts purchased high-priority social services for vulnerable groups (e.g., youth, the elderly, and the disabled) delivered by civil society organizations. Eligible youth services included youth centers to stimulate personal development, supportive educational services outside the formal education system, involvement in cultural and sporting events, elective and after-school programs (e.g., foreign languages and youth clubs to promote self-governance and organization), Internet cafes, counseling and crisis support networks, and volunteer youth programs.

At the start of the project, the value of some of the social inclusion activities financed—picnics, fairs, and celebrations—raised concerns. However, the project’s open menu of eligible subprojects that allowed youth (and other participants) to decide what activities to engage in and how those services were to be delivered proved effective in inspiring social activity and activism. It also demonstrated the power of demand-driven local development initiatives in breaking down isolation and invisible boundaries young people face in the society.

Sources: Poland. Post-Accession Rural Support Project, Project Appraisal Document (2005) and Implementation Completion and Results Report (2012).

Access to Local Political “Space”

In addition to physical, cultural, and social spaces, CDD invests in expanding opportunities for young people to express their voices—an essential element to their development.

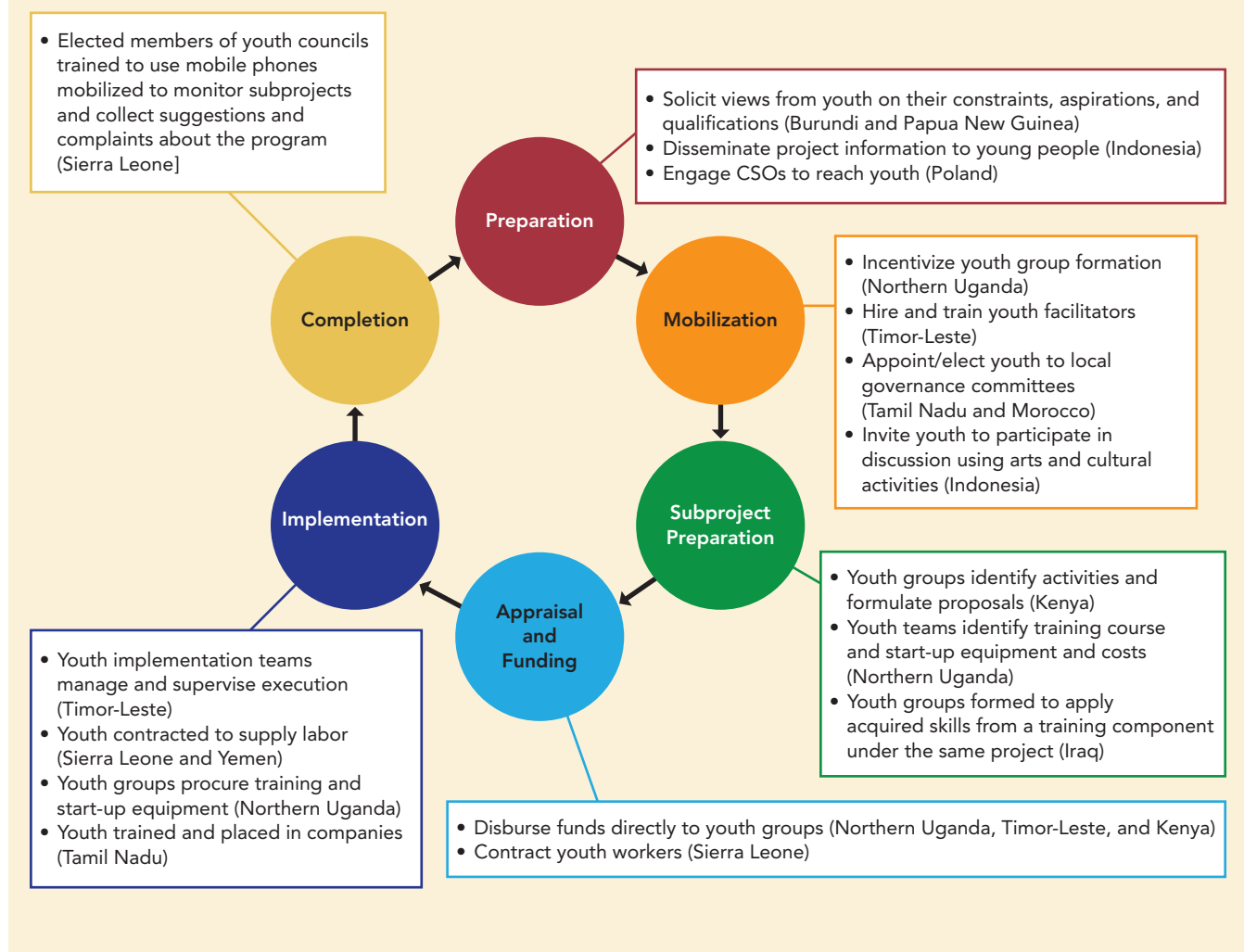
The literature on youth development notes that the skills and desire to participate in the life of a community are formed early and that as a person matures, early involvement predicts the ability and willingness to engage in civic life (World Bank 2006). Civic engagement provides the opportunity to contribute to society and to be recognized. Voice, agency, and collective action, fostered through involvement in social organizations, enhances human and social capital, betters service delivery, and broadens access to economic opportunities. Local settings, in the context of CDD, provide space for young people to be heard and have an impact on issues that directly affect them.

A lack of voice in their communities and influence over decisions affecting their lives has left young people feeling alienated, ignored, and frustrated. They are not only demanding an equitable share in services, markets, and cultural spaces, but also greater political space—“an idea that simultaneously subsumes notions of voice, agency, and participation” (World Bank 2013d). Thus, the inclusion of youth must extend beyond social and economic welfare to youth empowerment and voice as well as in their participation in decision-making processes.

CDD youth projects use a number of strategies to help create space for youth to articulate the challenges and risks they face and to participate in decisions regarding ways to address them. They also invest in approaches and activities to develop such capabilities. These opportunities and capacities combine to impart experience, confidence, leadership, and other life skills that increase the standing of young people in their communities and beyond.

As illustrated in figure 3.1, the stages of the typical CDD subproject cycle provide entry points for enhancing the opportunities and capabilities of young people in decision making and management of community investments. Identifying and designing these entry points is important in general, but even more so in post-conflict or violent contexts. Task teams need to pay enough attention to potential consequences “youth empowerment” would have on local formal and informal authorities and power dynamics where youth have been historically deprived of access to political space.

Community outreach and facilitation strategies dedicated to youth, and sometimes performed by youth, are commonly cited as a critical determinant of reaching youth. CDD projects are introducing innovative approaches and media to ensure that community decision-making processes better reflect the voice of marginalized groups, including youth. The Government of Indonesia, recognizing that marginalized communities often benefit comparatively less from poverty reduction efforts and public services (under the national CDD program known as PNPM Rural) introduced a pilot program—PNPM Peduli—to “unlock” the potential of marginalized groups and individuals, including at-risk and vulnerable youth. PNPM Peduli aims at empowering the marginalized to become more self-reliant and creating opportunities to improve their basic conditions. To reach these people, the pilot program makes grants to national and local

Figure 3.1. Entry Points for Youth Participation in Subproject Cycle

civil society organizations for investments in thematic areas such as livelihood support; access to governance and justice; and education, health and sanitation. Participating CSOs are gaining a better understanding of systematic discrimination and are learning new and more inclusive ways to reach marginalized groups.

Another pilot initiative in Indonesia—Creative Communities—which began in 2008, uses arts and other cultural and educational tools to encourage young people to discuss and present their ideas regarding local needs (see box 3.8).

Quotas are also commonly used to ensure youth representation on community development committees. In Bangladesh, village decision-making bodies must have one youth member selected by the community. In Rwanda, community development committees require a young person to be elected by secret ballot. In Tamil Nadu, the VPRCs include two youth members.

Box 3.8. Using Cultural and Educational Activities to Attract Young Members in Indonesia

Indonesia's PNPM includes the **Creative Communities initiative**, which gives a stronger voice to poor and marginalized groups, including youth, by using community-based cultural and educational activities such as community video, theater, music, and painting.

For example, some participants under the Creative Communities initiative formed a study group primarily consisting of young village women that visits homes to interview people on issues affecting the community, such as waste management and the quality of the local health-care service. The group records these interviews on a “handy-cam,” and then plays them back to other members of the community, in public spaces but also in their own homes. Following the presentation, members of the group record the responses of the audience. This interactive process allows people who do not often take part in village meetings, especially young people, to play important roles in village planning forums and decision-making processes that are otherwise dominated by older male members.

Sources: Indonesia PNPM Project Support Facility “Community Video: Bringing participation to people’s homes” and “Creating Communities II Quarterly Progress Report: January to March 2014,” http://www.pudhuvaazhvu.org/documents/booklets/youth_skill_training.pdf.

As quantitative targets for youth representation on decision-making committees have been widely adopted and met, focus is shifting to the quality or meaningfulness of the participation of young people. In Morocco, the initial phase of the National Initiative for Human Development program brought young people (as well as women and civil society) “to the table,” but “their effective voice and participation in the design and implementation of projects has yet to emerge.”¹⁰

Opportunities for participation must be paired with the capability to access such openings. While capacity is built through participation in project processes, CDD youth projects also invest directly in developing the capabilities of youth. This is done through ongoing facilitation and support provided by project staff or civil society organizations contracted by the project in addition to training in a range of areas from life skills to procurement and financial management.

Some projects are reserving roles for or targeting youth to perform specific functions, often well matched with the interests, energy, time, skills, and other assets of young people. As mentioned above, several projects rely on youth to mobilize and oversee youth participation and to facilitate processes benefiting the broader community. The Timor-Leste Youth Development Project trained and staffed a corps of youth facilitators. Although not intentionally included at the start of the project, the West Bank and Gaza team recognized the invaluable role youth were playing in facilitation, and at mid-term, offered them training and stipends. In Benin, many young people who benefited from the grassroots management training program, which was designed to build the community’s capacity to organize itself and prioritize its needs, went on to become qualified to deliver these training workshops. In the province of Papua, Indonesia, where many villages are isolated, recent high school graduates were selected and trained as “barefoot engineers” to provide needed technical facilitation. From the third phase of the training program, 290 trainees had graduated and were subsequently hired by the PNPM provincial

10. Morocco National Initiative for Human Development Phase I Implementation Completion and Results Report (2012).

implementers. The retention rate is about 84 percent, high compared with other second-chance training programs, particularly in Papua.¹¹

The increasing prevalence of new technologies, combined with their appeal to young people, presents valuable opportunities to engage youth in project processes and local development.

Although many CDD youth projects operate in remote rural areas, information and communication technology (ICT) is widely available due to expanding telecommunication network coverage. Projects are increasingly using ICT, often employed by young people, to strengthen project management and outcomes (see box 3.9).

In general, despite these indicators of success, measuring the results of empowerment efforts is difficult, and therefore, concrete evidence is scant. Only in some projects is empowerment and the path to realizing it explicitly articulated and associated outcome indicators defined. Proxy measures include:

- alignment of investments with youth priorities;
- capacity of youth to participate in assigned roles;
- strength of group membership and density of networks;
- ability of individuals to work together to solve collective action problems;
- levels of trust between young people and other members of the community as well as with different levels of government;

11. Richard Gnagey, May 2013. "Barefoot Engineers Program in Papua, PNPM Rural, Indonesia" (unpublished); Implementation Status and Results Report. May 2014. Indonesia Barefoot Engineers III (P P131387)

Box 3.9. Using ICT to Enhance Transparency and Accountability in Sierra Leone

In **Sierra Leone**, the "Cash for Work" component of the **Youth Employment Support Project** has introduced a mobile "e-payment" and data collection system using smartphones in order to strengthen the accountability, transparency, and efficiency of the program.

With the newly introduced mobile "e-payment" system, each beneficiary gets an activated account that is linked to his or her personal SIM card. Once money is transferred into the account, beneficiaries are able to make withdrawals at any cash dispensary. Rigorous verification steps allow the beneficiaries to solely own and manage his or her independent account (for some, probably for the first time in their lives). After five months of operating, the new system successfully transferred more than US\$450,000 to over 6,000 beneficiaries across the 14 districts at half the time previously required (from more than one month to about two weeks).

Given the cash-for-work program's national coverage and the country's large rural population, many of the public works project sites are in fairly remote areas, making monitoring difficult. Therefore, the project team also developed a data collection instrument using free open-source software available on smartphones for registration and project monitoring purposes. The project trained the district youth council (DYC) members to use GPS-enabled smartphones for monitoring subproject sites. As part of the monitoring initiative, the DYCs also collect suggestions and complaints from participants regarding the program. The pilot exercise showed that this channel was both practical and useful to youth beneficiaries, leading to an expansion of the initiative to other project components. Furthermore, the control that project participants and DYC members had over key project management issues is considered extremely empowering.

- knowledge of local development agendas and practices; and
- spillover effects from involvement in youth activities to continued engagement in broader local development activities.

Although not systematically evaluated, project experiences provide insights into the value placed by young people on the processes and investments in empowerment. The objective of Timor-Leste's Youth Development Project was to expand capacity and opportunities to initiate and execute community projects. A beneficiary survey conducted as part of the Implementation Completion and Results Report process of the World Bank highlighted the following positive results from civic engagement: establishment of productive dialogue between young people and traditional authorities, increased willingness of young people to participate if asked by village leadership, enhanced awareness of the national development agenda and local development initiatives, and great potential for applying skills gained to future local development projects. Echoing the recognition of the importance of voice and dignity, participants valued their role in decision making granted by the project above more tangible economic benefits resulting from the workfare program implemented in the same areas.¹²

Reflections and Opportunities on Empowerment

- CDD provides valuable—and valued—opportunities for young people to participate more fully in local development. The youth development literature is uniform about the benefits from such involvement to youth and to society, in both the near- and long-term (World Bank 2005; 2007). Gains to empowerment from the implementation of CDD processes alone, however, cannot be assumed or expected. As with more tangible objectives, in most cases, project design would be improved by an explicit tracing of the path to empowerment and projected gains—for example how increased involvement in decision making affects benefits accruing to youth. Clearly articulating the causal chain would greatly enhance monitoring and evaluation by unpacking the participatory theory of CDD.
- Quantitative targets alone are insufficient to ensure effective youth participation. Additional effort should be spent on measuring the quality of participation and its outcomes. As the literature cautions about the costs of “token” involvement and unmet expectations, this potential should be recognized and steps taken to avoid or mitigate them.
- It is important to understand the ongoing impacts or spillover effects of youth involvement in local decision-making processes and initiatives. As recommended in the recent review of CDD impact evaluations, tracing CDD project participants over time to determine whether or not they are becoming a new generation of national development leaders would be valuable. Documenting unintended negative consequences or unmet expectations of early engagement by young people would also be likely to generate constructive lessons.

12. Implementation Completion and Results Report 2013. Timor-Leste Youth Development Project.

- While most CDD projects address multiple objectives, design documents do not consistently or explicitly address the hierarchy or potential tradeoffs among service delivery, economic enhancement, and empowerment objectives. Practitioners should explore these potential tradeoffs. For example, does a primary focus on youth empowerment objectives make less important the outcomes from social investments (and thus justify their lack of measurement)? Do positive employment outcomes outweigh expected impacts on social cohesion?
- To strengthen accountability and make the most of the comparative ease with which young people handle new technologies, more and more CDD youth projects are piloting information and communication technology (ICT)-enabled approaches to improve project management. New technologies have the potential to enhance youth participation. Access to and command of new technologies can be a strong source of empowerment in and of itself.

IV. Conclusions, Emerging Guidance, and Future Work

As the numbers of young people and the challenges they confront continue to grow, clients and task teams are increasingly demanding approaches that effectively engage youth in development efforts. Community-driven development (CDD) is widely recognized as one approach for enhancing youth opportunities and capabilities, and thus their inclusion in various dimensions of development.

This study explored a universe of CDD youth projects spanning all regions in which the World Bank operates, providing a rich repository of learning. Significant diversity was found among these projects in terms of the extent of youth focus; their size, scale, and scope; the context and conditions to which they respond; and their objectives and desired outcomes. Mapping these interventions to a framework that links dimensions of youth development to related domains of inclusion reveals that CDD projects are contributing in significant and innovative ways to the youth development agenda in three spheres:

Improving endowments. Where public goods that specifically target youth are financed (e.g., school dormitories, scholarships to secondary schools, and reproductive health services), CDD operations are improving the human capital endowments of young people by tailoring interventions responsive to the priorities of youth.

Increasing economic opportunities. By addressing individual, labor market and financial constraints, CDD projects are increasing the employability and employment opportunities available to young people. In contexts with strong private sectors, comprehensive employment services programs are training and placing significant numbers of youth in salaried jobs. Demand-driven entrepreneurship promotion programs are yielding promising economic results. However, livelihood investments delivering private benefits require specific linkages and skills that differ from those needed to deliver public sector investments.

Enhancing empowerment. CDD operations are providing structured involvement of young people at the local level by creating spaces for increased civic engagement and by institutionalizing the inclusion of youth in aspects of decision making, design, and implementation directly affecting them. In addition to quantity, attention must be paid to the quality of youth participation, and investments in capacity are needed to help ensure their meaningful and sustained participation.

Emerging Guidance

The review of the CDD youth portfolio reveals different design features employed by projects to help ensure that resources are effectively reaching young people. While a complete analysis of these elements and choices is beyond the scope of this stocktake, the study does suggest insights and preliminary guidance around select features, namely the extent of youth focus, preparatory analysis, youth mobilization and facilitation, social accountability and governance measures, and monitoring and evaluation.

Extent of youth focus. The study identifies four broad categories of CDD projects that focus on youth to varying degrees, ranging from projects where youth are one among several target groups to projects dedicated exclusively to youth. Decisions regarding how much focus should be placed on youth have implications for the complexity, sustainability, and effectiveness of projects.

The portfolio review and task team consultations suggest that the CDD projects that integrate young people most successfully and sustainably are those that employ considered adjustments to standard CDD procedures, either by introducing a youth “window” with earmarked funds or a separate component, to increase and sustain the focus on and benefits to youth within the context of the wider community. The experiences of youth-targeted employment and income-generating programs in Tamil Nadu, Northern Uganda, and Kenya, which all have dedicated funding streams, suggest that the additional complexity imposed by specific implementation arrangements to identify and implement youth-focused activities is justified by strong positive results.

Preparatory analysis. Many, if not most, of the CDD youth projects reviewed invested in some analysis of the state of young people in their areas and in institutional responses for addressing youth development. Task team observations in project documents reiterate that understanding the constraints, priorities, and needs of young people is crucial in effectively reaching and engaging them.

Three main types of analysis proved particularly valuable, offering different advantages in the identification and/or preparation of projects or the introduction of a dedicated youth component or program. First, youth situational analyses or social assessments incorporating youth were used to map constraints, aspirations, and qualifications of young people and to identify responsive project activities, allowing broad consultations with a range of stakeholders, including youth. Second, piloting activities, as a stand-alone project, during preparation or during implementation, provided valuable opportunities to introduce and test new procedures and approaches and helped build the capacity of implementation teams and community groups. Third, knowledge exchanges, involving different participants, were useful for building political support behind new operations, offering valuable peer-learning opportunities.

Currently, preparatory analysis contributes to the quality of the design of CDD youth initiatives, but its value could be enhanced by:

- engaging more with Bank youth development specialists to ensure the transfer and application of lessons from the Bank's significant portfolio of youth investments;
- using information often gathered during a situational assessment that differentiates among categories of youth (e.g., young men and young women, skilled/educated and less skilled/less educated, and rural and urban) more systematically to design interventions tailored to specific groups of young people;
- paying more attention to useful information in order to gather baseline data that would advance evaluation; and
- exploring additional opportunities for study tours, South–South exchanges, and similar sharing events, including community-to-community and youth-to-youth exchanges, which are particularly cost-effective, and following up such visits/events with concrete action plans.

Youth mobilization and facilitation. The importance of the quality of community mobilization and facilitation efforts to the effectiveness of CDD subproject implementation is widely cited. These efforts are likely to be even more critical when seeking to engage youth, given the scarcity of opportunities to participate and the related lack of prior experience combined with a general suspicion by young people of institutional engagement.

CDD youth projects typically use one of three general facilitation models to help enhance youth involvement: youth-only facilitation teams, youth participation on teams (sometimes ensured through quotas), and partnering with youth-focused organizations. Regardless of whether CDD youth projects are facilitated by youth, members of the broader community, or civil society organizations, it is generally recognized that engaging youth requires additional and specific outreach strategies, tools and materials, longer timeframes, simplified procedures, and more capacity building. Transparency of procedures, open channels of communication and information, and the setting and management of realistic expectations help reduce young people's lack of trust.

Social accountability and monitoring and evaluation. Although not inherently riskier than other Bank operations, CDD projects carry a distinct “risk profile” because of the financing and implementation of large numbers of highly dispersed activities and the susceptibility of processes to various forms of elite capture. Most CDD youth project documents do not cite the potential increased risks posed by working with youth. Nonetheless, many designs include measures to address implicit risks stemming from the relative inexperience, capacity constraints, and unequal power relations facing young people.

Beyond the monitoring that is essential to addressing governance issues, CDD projects must measure and evaluate the impacts of investments and processes on young people to ensure interventions provide intended benefits to identified target groups. Understanding the factors that can enhance or undermine the outcomes of youth development projects requires planning, monitoring, measuring, and documenting achievements and shortcomings (World Bank 2011b).

Systems to effectively express the voice of beneficiaries are critical to fostering transparency, accountability, and effective management in all CDD projects. Experiences with different tools and strategies tried by CDD youth projects—and non-CDD youth projects—should be documented and shared so that projects can strategically select the ones most likely to increase results.

The enhanced use of information and communication technology (ICT) for social accountability and M&E purposes presents valuable opportunities for constructively engaging youth.

The study also highlighted the following elements of the CDD participatory approach that task teams agree add particular value to youth outcomes.

Institutional platforms. The local-level institutions created and enhanced by CDD projects provide a platform for entry into households, communities, and the local development space. Key information is directly solicited from and imparted to project participants through these platforms—removing a key constraint to youth involvement. Targeting outcomes are improved through community identification of beneficiaries. Space can be opened for young people's voices to be heard; for youth to begin their civic engagement; and for their ideas, skills, and enthusiasm to be channeled to productive purposes. In crisis and post-conflict contexts where youth may have served in particularly negative roles such as combatants, or where distrust of government may be high, interventions through community institutions can help rebuild relationships between young people and the broader community and between communities and local authorities.

Group formation and joint liability. Through eligibility criteria, processes and investments, CDD projects incentivize and strengthen group formation, which help realize gains from joint liability. Collective action, including around transfers of private goods; shared responsibility; and peer pressure reinforce a common sense of purpose that helps to minimize the loss of funds and to achieve and sustain outcomes.

Direct control of resources. By transferring resources directly to young people, CDD projects grant significant—and often unique—authority to youth to influence local development in ways aligned with their interests. In building the capacities of youth to manage these funds and giving them control over them—especially as most young people may not be able to afford to invest in themselves—the projects convey the commitment, trust, and dignity that are crucial for the development of young people.

Future Work

As a modest, initial attempt to illustrate the contributions of the CDD approach to youth development, this study revealed several areas that would benefit from further attention and action.

Documenting and sharing lessons. This study was hindered by the lack of readily accessible information about CDD engagement of youth. Additional learning about how and why CDD approaches affect youth outcomes would be greatly enhanced by more documentation of experiences and opportunities to share these lessons. Recent impact evaluations are significantly contributing to operational learning. Capturing tacit knowledge held by practitioners is also needed to improve the design and implementation of new and ongoing programs. Documenting and understanding failed efforts to produce desired outcomes would also be highly valuable.

Expanding learning. Most, if not all, projects in the CDD youth portfolio drew on CDD experience in project design. However, they drew much less systematically—or explicitly—on the experiences of the Bank’s youth projects. This review is similarly limited. As this study helps identify CDD’s contributions to youth programming, learning from youth projects implemented through a range of approaches should also inform CDD operations. The experiences of those youth projects that already apply some elements of the CDD model, such as youth-targeted mobilization activities and participatory targeting, would be particularly useful.

Evaluating. Like other CDD reviews, this one cites the dearth of and need for additional evidence of how specific and isolated factors impact outcomes, the impact of investments in sports and recreational facilities and activities, the cost effectiveness of delivering similar benefits through different investments and approaches, the need for relevant supply-side investments, and further understanding of why given programs are working. With regard to employment and economic activities, a comparative assessment of the South Asia CDD job placement portfolio would enhance learning and advance replication outside the region.

In conclusion, the literature recognizes that, throughout the developing world, young people face a number of common challenges that must be addressed in a more comprehensive way at both the policy and program levels. With its multisectoral and demand-driven approach, CDD is well placed to holistically help meet youth-defined needs—increasing human capital endowment, economic opportunities, and empowerment—that are best addressed through local-level initiatives. Given these findings, it is reasonable to assume that a CDD operation is most effective at meeting youth needs when it forms a critical piece of a government’s harmonized youth development strategy, complemented by policy initiatives and other programmatic responses.

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Annex:

Community-Driven Development and Youth Global Stock Take: Universe of Projects

The following matrix is intended to assist project teams to easily identify experiences that are relevant to their operations and to start their own search of project design and results in more depth based on their needs. The descriptions provided are based on the authors' analysis. More detailed information can be on the online project portal.

Methodology

In defining the universe of World Bank “CDD youth” projects, projects were identified that explicitly seek to benefit youth using specific design elements. Projects that identify youth as one target group but do not include any specific measures to reach them were not included because since young people are members of every community, all CDD operations, by their nature, include youth.

Projects included in the matrix met the following criteria:

- The financing is through the International Bank for Reconstruction and Development / International Development Association lending instruments or World Bank-managed trust funds—e.g., the Japan Social Development Fund, Policy, the Human Resources Development Fund, or the State and Peace-Building Fund.
- They are included in the database of Bank-wide CDD operations maintained by the Social Development Department (so as to ensure the application of a consistent definition of CDD).
- They are recently closed, active, or in the pipeline.

For the purposes of the global stocktake, youth “outcomes” are identified as endowments, employment, or empowerment.

Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Africa					
Benin	SP	National Community-Driven Development Project	P081484 P121104	Oct. 7, 2004– April 30, 2012	<p>Context: Rural and urban</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO (revised): Increase the utilization of the CDD approach and to improve the access of the poorest communities to basic social and financial services.</p> <p>Design features: The project was aimed at actively encouraging the involvement of vulnerable groups excluded from community development processes, including youth (following the limited success of past projects). A grassroots management training program was the main vehicle used to build community capacity to organize itself and prioritize its needs; it included significant youth participation.</p> <p>Results: More than 30 percent of people trained by the grassroots management training program were youth; 85 percent of those qualified to deliver grassroots management training workshops were young people.</p>
Benin	SP	Decentralized Community-Driven Services Project	P117764	May 3, 2012– June 30, 2016	<p>Context: Rural and urban</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Improve access to decentralized basic social services and to mainstream the CDD approach for such services.</p> <p>Design features: Components include cash transfers and labor-intensive public works, accountability through community scorecards, and randomized impact evaluation. Young people are mobilized and trained as trainers to implement grassroots management training activities (see the National Community Driven Development Project above) Youth expected to be main beneficiaries of labor-intensive work projects.</p>
Burundi	SDV	Social and Community Development Project	P095211	March 21, 2007– Dec. 31, 2012	<p>Context: Post-conflict; rural</p> <p>Outcome: Endowments</p> <p>PDO: Promote better and more equitable local service delivery.</p> <p>Design features: (1) TFESSD-financed (fiscal 2007) youth assessment mapping of existing institutional responses and identifying specific actions and plans to promote youth inclusion; (2) youths one of vulnerable groups specifically targeted; (3) capacity-building for social inclusion and cohesion subcomponent designed to strengthen these subcomponents by targeting vulnerable groups with a focus on information education campaign activities; (4) subcomponent aimed at providing financing for subprojects targeting special needs of vulnerable groups, including schooling, housing, professional and vocational training, [literacy programs, and community counseling services. Beneficiary contributions not required. Indicator: At least 70 subprojects targeting vulnerable groups completed (not disaggregated by youth).</p> <p>Findings: While successful in ensuring representation and inclusion of vulnerable groups in preparation of communal development plans, the mid-term review recommends strengthening information education campaign activities for vulnerable groups to enhance social cohesion at all levels.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Burundi	UD	Public Works and Urban Management Project	P112998	June 9, 2009– Dec. 31, 2014	<p>Context: Post-conflict; urban</p> <p>Outcomes: Employment, empowerment, and endowments</p> <p>PDO: Increase access to basic socio-economic services and short-term employment opportunities.</p> <p>Design features: Target beneficiaries include youth. Youth involved in planning and decision-making processes and benefit from short-term employment opportunities using labor-intensive construction methods.</p>
Côte d'Ivoire	SP	Emergency Post-conflict Assistance Project (Additional Financing)	P082817	July 17, 2007– Dec. 31, 2015	<p>Context: Post-conflict</p> <p>Outcomes: Employment, endowments, and empowerment</p> <p>PDO: Improve conflict-affected communities' and individuals' opportunities for economic reintegration and access to social services, which will accelerate crisis recovery and strengthen prospects for sustainable peace.</p> <p>Design features: Original project targeted ex-combatant and unemployed youth (18–30). With additional financing, the project pursued an integrated approach to maximize development impact and generate mutually reinforcing actions. Community infrastructure (Community Rehabilitation Component) to be built by reintegrated youth (Social and Economic Integration Component targeting at-risk youth). The objective of the revised Component 1 covers both an economic and a social process, where support and reward go beyond monetary values to emphasize the beneficiaries' contribution to their communities and their roles in society. It targets 8,500 vulnerable young women and men through the labor-intensive public works subcomponent and through subprojects that support income-generating activities. Indicators include number of vulnerable youth who participate in socioeconomic activities.</p> <p>Results: At the Additional Financing, 29,700 young people (99 percent of the objective) have participated in economic reintegration activities, including 9,100 women and 7,000 ex-combatants. The target number of reintegrated vulnerable youth has been increased from 30,000 to 39,000.</p>
Guinea-Bissau	SP	Rural Community-Driven Development/Participatory Rural Development Project	P090712 P117861	Sept. 24, 2009– Dec. 31, 2014	<p>Context: Rural</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: Increase access to priority basic social and economic infrastructure and services in participating communities.</p> <p>Design features: Youth identified among particularly vulnerable groups targeted. Community groups include youth representatives. Indicators track community members (by age group) who believe that the local development plan accurately reflects community priorities and can cite the type and budget of microprojects.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Kenya	ARD	Western Kenya CDD and Flood Mitigation	PO74106	March 27, 2007– June 30, 2015	<p>Context: Rural</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Empower local communities to engage in wealth-creating activities, lower the incidence of poverty, and reduce the vulnerability of the poor to adverse outcomes associated with recurrent flooding.</p> <p>Design features: Targeted vulnerable groups include marginalized youth; US\$1 million earmarked for youth-driven activities (amount per subproject is capped) included in Youth Action Plans developed in parallel with Community Action Plans; a 30 percent community contribution is required; projects funded include tree nurseries, fish farms, block-making, and salons/barber shops.</p> <p>Results: Youth subprojects comprise 30 percent of total; demand for funds exceeds earmark.</p>
Liberia	SP	Youth, Employment, and Skills Project	P121686	June 24, 2010– June 30, 2013	<p>Context: Post-conflict</p> <p>Outcome: Employment</p> <p>PDO: Expand access of poor and young Liberians to temporary employment programs and to improve youth employability, in support of government's response to the employment crisis.</p> <p>Design features: Creation of temporary employment through community-based public works combined with life skills training with an emphasis on targeting youth-at-risk; financing of demand-driven skills development programs serving the informal and formal economy; and laying foundation for a stronger and demand-driven institutional framework for technical and vocational education training (TVET). Indicators measure income gains of participants, days worked, and youth participation.</p> <p>Results: As of Dec. 2013, the project achieved 93 percent of the overall target number of direct beneficiaries (47,219 out of 50,800), with 48 percent female participation (in line with set target), including 45,000 beneficiaries of public works and 2,219 persons participating and completing skills-development programs.</p>
Nigeria	UD	Community-Based Urban Development Project	P069901	June 6, 2002– Aug. 31, 2011	<p>Context: Urban</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Increase access to basic urban services in selected cities.</p> <p>Design features: Youth employed as project monitors to oversee quality of work and level of community participation in order to help ensure beneficiaries received infrastructure and services and that local people were well represented in all community meetings and decisions. Participating youth gained technical construction supervision skills, leadership, and problem-solving skills, increasing their employability.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Nigeria	ARD	Third National FADAMA Development Project	P096572	July 1, 2008–Dec. 31, 2017	<p>Context: Rural</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Increase the incomes of users of rural land and water resources on a sustainable basis.</p> <p>Design features: Unemployed youth identified as one of the disadvantaged groups prioritized during mobilization and the local development process planning. Eligible activities expanded to include youth-driven investments. Cost-sharing requirements waived for youth groups.</p> <p>Results: Youth groups comprise an estimated 10–15 percent of groups receiving assistance.</p>
Nigeria	SP	Community and Social Development Project	P090644	July 1, 2008–Dec. 31, 2017	<p>Context: Rural</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Sustainably increase access of poor people to social and natural resource infrastructure services.</p> <p>Design features: Project aims to improve intracommunity equity, ensuring that the vulnerable and marginalized have a voice and access to benefits. Youth among targeted vulnerable groups to benefit from social and economic investments like other community members do. Additional financing to increase youth focus in select conflict areas. With funds from the TFESSD grant, the Community and Social Development Project is conducting a study to identify how to best include a focus and direct engagement with youth under the additional financing. Specifically, the study aims to: (1) identify youth-engagement-friendly community microprojects in terms of implementation and usage; (2) create a process for tracking and monitoring youth engagement in microprojects identification, preparation, implementation, and usage; and (3) develop a procedure by July 2014 to evaluate youth employment in the project.</p>
Nigeria	SP	Youth Employment and Social Support Operation	P126964	March 26, 2013–June 30, 2020	<p>Context: Rural and urban</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Strengthen the institutions and their functionality for youth employment and social services for the poor in Nigeria.</p> <p>Design features: Targets semiskilled and unskilled unemployed youth, aged 15–35. Project to provide: (1) temporary employment opportunities to unskilled and semiskilled youth through labor-intensive public works schemes; (2) skills trainings, internships, and apprenticeships to youth to increase their employability; and (3) conditional cash transfers to poor and vulnerable groups for education and health services. Indicators: Number of youth participating in public works program, number of youth trained with certification; and number of school-age children regularly attending school. Goal is to reach 10 percent of targeted youth.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Rwanda	SP	Decentralization and Community Development Project	P074102	June 15, 2004–Dec. 31, 2010 (closed)	<p>Context: Post-conflict</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: Boost the emergence of a dynamic local economy through empowered communities.</p> <p>Design features: CDD decisions are made by community development councils, with one young person elected by secret ballot. Subproject menu includes education, health, nutrition, social protection, income-generating activities, youth skills training, HIV/AIDS, community roads, and water.</p>
Sierra Leone	SP	National Social Action Program	P079335	April 24, 2003–Dec. 31, 2010 (closed)	<p>Context: Post-conflict</p> <p>Outcomes: Empowerment, employment, and endowments</p> <p>PDO: Assist war-affected communities to restore infrastructure and services and build local capacity for collective action.</p> <p>Design features: Target groups include demobilized soldiers and unemployed youth, refugees, internally displaced peoples, female-headed households, child laborers, orphans, primary-school dropouts, disabled, and otherwise traumatized persons. Cash-for-work program targeted and primarily reached youths aged 15–35 (75 percent of beneficiaries), many of whom were former combatants with little or no education and no job or income as well as women (30 percent); Labor intensive public works rolled over into Youth Employment Support Project.</p>
Sierra Leone	SP	Youth Employment Support Project (Cash for Work Component)	P121052	June 30, 2010–Dec. 31, 2014	<p>Context: Post-conflict and global financial crisis</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Increase access to short-term employment opportunities and improve employability of youth.</p> <p>Design features: Project preparation preceded by extensive analysis of labor sector; public works projects proposed and sponsored by communities with endorsement by youth leaders; youth advocacy groups and youth committee representatives observe beneficiary selection process; youth act as contractors; funds originally transferred to works contractors to pay beneficiaries but payments are now made directly to community groups; youth councils and representatives monitor work sites; female-appropriate works included; youth advocacy groups do monthly spot checks; social accountability mechanisms included. Project is expected to reduce social pressures and the risk of conflict by providing employment support to approximately 30,000–35,000 vulnerable youth over a three-year period.</p>
South Sudan	UD	Local Governance and Service Delivery Project	P127079	March 28, 2013–Dec. 31, 2018	<p>Context: Post-conflict</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Improve local governance and service delivery in participating counties.</p> <p>Design features: Specific efforts to be made ensuring the inclusiveness of benefits from infrastructure investments to youth (among other groups); local planning process in communities facilitated to take into consideration particular needs of youth. With TFESSD grant, the project conducts a rapid assessment by July 2014 to enable the project to identify the skills gap and market demand to start a key activity related to the youth-skills development component.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
South Sudan	SP	Safety Net and Skills Development Project	P143915	June 21, 2013–Dec. 31, 2017	<p>Context: Post-conflict; rural and urban</p> <p>Outcome: Employment</p> <p>PDO: Provide access to income opportunities and temporary employment to the poor and vulnerable and put in place building blocks for social protection system.</p> <p>Design features: 72 percent of the population is less than 30 years old; unemployment is highest among youth, many of whom are former soldiers; youth employment is an identified government priority. Investments in public works to provide income for youth and women and to provide stability; and skills development meant to provide youth with training and start-up grants. Youth needs assessment to be conducted prior to training. Training to be piloted first and then expanded. Indicators include the number of persons (including youth) who complete skills training.</p>
Tanzania	SP	Tanzania Social Action Fund (TASAF) II and Productive Social Safety Net Project (PSSN)	P085786 P124045	TASAF II Nov. 30, 2004–June 30, 2013 PSSN March 29, 2012–Dec. 31, 2017	<p>Context: Rural and urban</p> <p>Outcomes: Endowments and employment</p> <p>PDO (TASAF): Improve access of beneficiary households to enhanced socioeconomic services and income-generating opportunities.</p> <p>PDO (PSSN): Create a comprehensive, efficient, well-targeted productive social safety net system for the poor and vulnerable section of the Tanzanian population. Components: public works and community-based cash transfers combined to deepen impact; community savings and livelihoods promotion.</p> <p>Design features: Cash transfers through CDD; variable educational cash transfer based on annual enrollment of school-aged children aged 5–18 in pre-primary, primary, and secondary school as well as regular attendance of at least 80 percent of school days per month. Indicators: Reduced inequalities of outcomes (e.g., education, survival, and health) across geographic, income, age, gender, and other groups reduced; and South–South exchange with Mexico.</p>
Togo	SP	Community Development and Safety Net Project	P127200	March 22, 2012–July 31, 2015	<p>Context: Post-crisis</p> <p>Outcomes: Employment and endowments</p> <p>PDO: Provide poor communities with greater access to basic socio-economic infrastructure and social safety nets.</p> <p>Design features: Intended primary beneficiaries of labor intensive public works community development councils are rural youth; they are expected to account for 70 percent of the 10,000 participants. Indicators include the number of young people under age 35 who are employed.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Uganda	SP	Northern Uganda Social Action Fund II—Youth Opportunities Program (YOP)	PT11633	May 28, 2009– Aug. 31, 2014	<p>Context: Post-conflict</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: NUSAF's YOP aims to: (i) raise youth incomes and employment; and (ii) improve community reconciliation and reduce conflict.</p> <p>Design features: Informed by the Japan Social Development Fund-financed pilot, YOP component was added to increase youth employment and incomes. Youth groups apply for grants to purchase skills training and start-up materials.</p> <p>Results: Robust mid-term evaluation found large economic impacts and mild improvement in social cohesion and community support. Impact evaluation also found impressive economic impacts, suggesting that unconditional and unsupervised cash transfers may be more effective and cost-efficient than previously known.</p>
East Asia and the Pacific					
Indonesia	SDV	National Program for Community Empowerment in Rural Areas (PNPM Rural) 2012–15 (Youth targeted in PNPM Peduli pilot—PT26424, Barefoot Engineers Scheme—PT1387, and Creative Communities II—PT32831, under the PNPM Rural	PT28832	Dec. 11, 2012– Dec. 31, 2015	<p>Context: Rural, global financial sector response</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: For villagers in PNPM Rural-locations to benefit from improved local governance and socio-economic conditions. PNPM Peduli, a pilot under the PNPM umbrella, was developed to better reach the most marginalized.</p> <p>Design features: In the Kecamatan Development Project (the predecessor project), most of the facilitators were young people, many of whom graduate into community leaders. PNPM Rural, especially in Tanah Papua and Papua Barat, has been successful in attracting and targeting youth as key actors under the program's Barefoot Engineers Training Scheme, where high school graduates are trained and given opportunities to become technical facilitators in the program. Segments of the youth population (those most marginalized) are targeted under the PNPM Peduli pilot. PNPM Peduli provides funding and capacity-building support for CSOs to partner with marginalized groups, including at-risk and vulnerable youth, to address different forms of social and economic exclusion. Young women, including victims of domestic violence, sex workers, and female household heads, benefit from the gender-focused outreach and activities. Through PNPM Peduli, CSOs are learning more inclusive ways to assist marginalized groups in developing alternative livelihood skills, advocating for access to services, participating in community planning, learning about their rights, and developing support networks for themselves. Another pilot program, Creative Communities, promotes the participation of marginalized groups—including youth—in decision-making processes, using the arts and other cultural activities, such as theater and community videos.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Indonesia	ARD	Coral Reef Management and Rehabilitation Project	P071316	May 25, 2004– Dec. 31, 2011	<p>Context: Rural</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: Establish a viable, operational, and institutionalized coral reef management system in priority coral reef sites.</p> <p>Design features: Targets young people at different stages of their educational career to work on coral reef management. Offers scholarships and placement programs. After completion of studies, secondary school graduates have the opportunity to work as Village Motivators, university graduates in the Program Management Unit, and post-graduates with program-related government agencies.</p>
Mongolia	ARD	Second Sustainable Livelihoods Project (Additional Financing) Third SSLP in pipeline	P125504	April 21, 2011– June 30, 2013	<p>Context: Rural</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Enhance livelihood security and sustainability by scaling up institutional mechanisms that reduce the vulnerability of communities throughout Mongolia.</p> <p>Design features: Community initiatives component designed to establish effective, transparent, and inclusive mechanisms to empower citizens to identify and implement small public facility improvement projects.</p> <p>Results: Children staying in school dormitories, essential in a nomadic society, increased by 169 percent; drop-out rate was reduced by 82 percent.</p>
Papua New Guinea	SDV	Urban Youth Employment Project	P114042	Jan. 11, 2011– April 30, 2016	<p>Context: Urban; violent</p> <p>Outcomes: Employment, empowerment, and endowments</p> <p>PDO: Provide urban youth with income through temporary employment opportunities, and to increase their employability.</p> <p>Design features: In face of a rapidly growing youth population and increasing youth disparities, in addition to providing work opportunities, the transition project seeks to change the perceptions of youth by other community members, to build their self-confidence and resilience, and to promote community cohesion and citizenship through youth involvement in decision making and through greater accountability for service delivery. The design is informed by the Rapid Youth Assessment (2008), targeting disadvantaged urban youth. It was initially designed as a workfare and employment and livelihood-skills development program. While it is based on implementation experience, the project introduced a parallel CDD-type pilot. Positive results have been identified from the pilots in terms of improvements in eligibility, youth participation, and labor efficiency rates as well as by lower attrition rates. Youth facilitators are responsible for community outreach and grievance and redress systems. Youth indicators are tracked. Pre/post and with/without surveys are planned.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Philippines	SDV	KALAH-I-CIDSS (Additional Financing) [Pilot program under the project, which targeted youth (see the right column)]	PT14048	Sept. 30, 2010– May 31, 2014	<p>Context: Rural and urban</p> <p>Outcomes: Endowments and empowerment (pilot)</p> <p>PDO: Empower local communities in targeted poor municipalities and selected urban areas to achieve improved access to sustainable basic public services and to participate in more inclusive Local Government Unit planning and budgeting.</p> <p>Design features: Increased secondary and tertiary school enrollment. In 2010, one municipality piloted the Kalahi Youth Project targeting all youth (15–30) in seven barangays. Youth assemblies in barangays and youth representative at municipal level. Small-scale youth activities eligible for subprojects through an open menu—e.g., training in food processing, welding, cosmetology, scholarships, youth advocacy, and livelihoods.</p>
Philippines Mindanao	SDV	Autonomous Region in Muslim Mindanao (ARMM) Social Fund for Peace and Development	P073488	May 25, 2010– May 31, 2013	<p>Context: (Post-) conflict</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Reduce poverty and support mechanisms for the promotion of a peaceful and safe environment in the conflict-affected areas in the ARMM Region and to: (a) improve access to social and economic infrastructure and livelihood opportunities; (b) strengthen social cohesion and partnerships between and within targeted communities; and (c) improve local governance and institutional capacities for implementation...with a focus on improved participation, transparency and accountability in the allocation and management of public resources by the participating communities, local government units and ARMM Regional Government.</p> <p>Design features: Targeted vulnerable groups include out-of-school youth. Capacity building provided to women, youth, and other community groups to improve food security, employment opportunities, and household incomes.</p> <p>Results: Almost 5,000 out-of-school youth and orphans participated in functional numeracy and literacy classes to provide them with the basic skills needed for jobs and increased incomes. Reported increased food intake and enhanced participation, empowerment, social capital, and confidence levels among male youth.</p>
Thailand	SDV	Community Approaches in Conflict Situations in Three Southernmost Provinces in Thailand (CACS) Project		2008–12	<p>Context: Conflict</p> <p>Outcome: Empowerment</p> <p>PDO: Create “space” and opportunities for increased interaction in an effort to promote trust building.</p> <p>Design features: The TFESSD-grant; Piloting Youth-focused CDD, informed the design and provided experience in working with youth. Muslim youth committees prepared, implemented, and monitored subprojects benefiting youth for activities such as the creation of a youth soccer league, the construction of a coffee shop and youth center, and media training.</p> <p>Results: The pilot engaged youth, increased capacity, met youth priorities, mobilized additional support, enhanced relationships and social cohesion, and improved the public's image of the youth. An assessment of men and youth in conflict-affected areas is being implemented to ensure young men are systematically included in CACS II.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Timor-Leste	SDV	Youth Development Project	P106220	July 1, 2008– Sept. 30, 2012	<p>Context: Post-conflict; rural</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: Promote youth empowerment and inclusion in development by expanding capacities of and opportunities for youth groups to initiate and participate in community and local development initiatives.</p> <p>Design features: The TFESSD (fiscal 2008) Reaching the Vulnerable and At-Risk Youth program informed the project design. The Youth Development Project provided grants for small subprojects identified and implemented by community youth groups, financing sports fields, livelihood activities, sports and musical equipment, and youth centers. Youth facilitators guided the work of youth implementation teams. Youth played valuable leadership roles, improved linkages between youth and traditional leaders, and to local government.</p> <p>Results: There was robust youth participation in decision-making meetings and implementation. The beneficiary assessment found that significant gains were achieved by youth in community life.</p>
Vietnam	ARD	Second Northern Mountains Poverty Reduction Program	P113493	April 6, 2010– June 30, 2015	<p>Context: Poor; rural; remote</p> <p>Outcomes: Employment and endowments</p> <p>PDO: Enhance the living standards of the project beneficiaries by improving: (i) their access to productive infrastructures; (ii) the productive and institutional capacity of local governments and communities; and (iii) market linkages and business innovations.</p> <p>Design features: Employment-related skills training pilot to enhance the employability of unemployed and underemployed youth from poor households by providing market-linked skills in partnership with public and private training institutions. Indicators include the number of youths trained.</p>
Europe and Central Asia					
Albania	SDV	Albania Youth Empowerment through Community Development	P113978 TF93710	Nov. 6, 2011– Nov. 6, 2013	<p>Context: Urban</p> <p>Outcomes: Empowerment, employment, and endowments</p> <p>PDO: Increase capacity in a variety of skill sets that support a transition from secondary school into the labor force; access to livelihood and employment opportunities through grants that support youth entrepreneurial activities; and youth inclusion in civic affairs through community development grants.</p> <p>Design features: Eligible activities included start-up capital for food vending businesses and cafes, Internet kiosks, tailoring shops, fashion boutiques, auto-repair shops, artisanal work, and tourism-related enterprises, as examples. Community-development grants were made to finance activities aimed at improving access to learning, recreational, and livelihood opportunities, such as sports, arts and music equipment, computers and Internet access, libraries, and the upgrading of green spaces and daycare centers.</p> <p>Results: The project was effective in targeting vulnerable youth by offering capacity-building opportunities, grant support for young entrepreneurs, and by implementing small-scale infrastructure projects in the two municipalities.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Azerbaijan	SDV	Rural Investment Project (AzRIP) I and II	P076234 P122944	June 3, 2004– March 31, 2012 July 5, 2012– Sept. 30, 2017	<p>Context: Rural, transition economy</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO (AzRIP I): Improve access to and use of community-driven rural infrastructure and expand economic activities for rural households</p> <p>Design features: Youth had satisfactory levels of involvement in AzRIP as a result of an inclusive social mobilization process. Indicators measure participation of women, internally displaced peoples, and youth in community mobilization. Stakeholder feedback for preparation of AzRIP II indicated the need to make greater efforts to treat minority communities equally and to pay adequate attention to internally displaced youth and children.</p> <p>Results: As a result of the financing of road rehabilitation under AzRIP I, the average travel time to secondary schools was reduced by 49 percent.</p>
Azerbaijan	SDV	Internally Displaced Peoples (IDP) Living Standards and Livelihood Project	P122943	Oct. 27, 2011– June 30, 2016	<p>Context: Conflict</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Improve living conditions and increase economic self-reliance of targeted IDPs.</p> <p>Design features: ESW revealed IDPs, and women and youth in particular, affected by notable levels of anxiety, psychosocial distress, poor health, and social marginalization, feeling excluded from the opportunities of the nondisplaced. Activities piloted under IDP-Youth Support Project provide youth training and business development to 1,400 youth. Selected young people receive training in a chosen vocation and undertake accreditation examinations to demonstrate that they have reached an acceptable level of skill. If they pass, they are provided business training to equip them with the knowledge to set up small businesses and to write business plans in their chosen vocation. Approved plans receive financial support and ongoing technical advice. This links to other project components that allow youths participating in apprenticeships in vocational areas related to construction to be offered placements with contractors undertaking works in microprojects and housing renovations.</p>
Poland	SDV	Post-Accession Rural Support Project	P065270	Jan. 24, 2006– Dec. 31, 2011	<p>Context: Rural</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Increase social inclusion in rural underdeveloped gminas through enhancing the capacity of local governments to identify, plan, and execute social inclusion strategies through a Social Inclusion Fund (SIF).</p> <p>Design features: The project financed a social inclusion program that enabled districts to purchase high-priority social services for vulnerable groups, including youth.</p> <p>Results: 40 percent of people from excluded groups (youth, elderly, and vulnerable families) accessed at least one service (exceeding the target of 30 percent). Outputs include the formation of youth groups/councils, the expansion of after-school enrichment programs, activities linking youth and the elderly, sports tournaments, and festivals.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Latin America and the Caribbean					
Brazil	ARD	Bahia State Integrated Rural Poverty Project (+Additional Financing)	P093787	Sept. 1, 2005– Dec.31, 2014	<p>Context: Rural</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Increase social and economic opportunities for municipalities' rural poor by improving their access to basic social and economic infrastructure.</p> <p>Design features: The mid-term review found that youth targets were being achieved and ethnic minorities, women, youth were being reached through the project in a higher proportions than their representation in the total rural population.</p>
Brazil	UD	Bahia Poor Urban Areas Integrated Development (Viver Melhor II)	P081436	Dec. 6, 2005– Oct. 31, 2013	<p>Context: Urban (violent)</p> <p>Outcomes: Employment and endowments</p> <p>PDO: Reduce urban poverty in a sustainable manner, targeting the poorest and most vulnerable sections of Salvador and strategic cities of the state of Bahia with access to basic services and improved housing and social support services.</p> <p>Design features: Indicators include the number of youth (ages 11–29) directly benefitting from the project's social activities, with a focus on employment preparedness, and the Poverty and Social Impact Analysis documented an expansion of educational and training opportunities for youth, particularly through cooperatives.</p>
Colombia	SDV	Peace and Development Project (Additional Financing) /ISDF Grant to Access for Opportunities for Young People Project	P101277	Sept. 10, 2009– Sept. 15, 2012	<p>Context: Conflict; rural and urban</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO: Assist vulnerable, low-income, and displaced populations in rural and urban communities in the conflict-affected region of Colombia in order to reduce the risk of their exposure to conflict and mitigate the negative impact of possible derived effects.</p> <p>Design features: Based on a TFEESD (fiscal 2007) study on Youth Inclusion in the Peace and Development Project, efforts made by the project led to young people being highly involved in community development initiatives. A youth network developed out of the Peace and Development Project took responsibility for developing and hosting a radio program that spread information, establishing a lively environment for the evolving program Expected outcomes of additional financing include at least one regional network of youth-led arts organizations.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Haiti	ARD	Rural CDD Project (PRODEP) (Second Additional Financing)	P118139	July 28, 2005– June 30, 2013	<p>Context: Post-disaster; rural and peri-urban</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Assist in implementing the direct transfer of public resources to local Community-based organizations (CBOs) in poor rural and peri-urban communities to: (i) improve their access to basic and economic infrastructure and to support income-generating activities by financing small-scale investments proposed, implemented, and managed by the local CBOs themselves; and (ii) improve community governance and build social capital in communities via increased citizen participation and transparency in open decision-making processes.</p> <p>Design features: The World Bank Institute is working with the CDD team, local nongovernmental organizations and the government to integrate youth projects in CDD. An organized youth leadership event allowed youth to share knowledge, make connections, and strengthen their involvement in the project activities.</p> <p>Results: A beneficiary assessment found positive impacts on the inclusion of women and youth. Subprojects financed included a community center by a young adults group, a water-supply extension by a young farmers association, and vocational training programs.</p>
Haiti	UD	Urban CDD Project (PRODEPUR)	P106699	June 3, 2008– March 31, 2014	<p>Context: Urban; violent</p> <p>Outcome: Endowments</p> <p>PDO: Improve access to and satisfaction with basic and social infrastructure and services, and income-generating opportunities for residents of targeted urban areas.</p> <p>Design features: Because of the high levels of violence, the project finances parenting training, life-skills training for at-risk adolescents/youth, youth leadership training, and conflict resolution skills. The project aims to ensure youth participate and benefit, although indicators to measure both were dropped.</p>
Jamaica	UD	Inner City Basic Services for the Poor	P091299	March 29, 2006– Dec. 31, 2013	<p>Context: Urban; violent</p> <p>Outcomes: Employment, endowments, and empowerment</p> <p>PDO: Improve quality of life in 12 Jamaican inner-city areas and poor urban informal settlements through improved access to basic urban infrastructure, financial services, land tenure regularization, enhanced community capacity and improvements in public safety.</p> <p>Design features: The project focused on youth training and skills development. The design was informed by TFEESD (fiscal 2007) Violence and Crime in Jamaica and Jamaica Youth Survey and intensive community consultations, including with youth, during preparation. Public safety enhancement and capacity-building component aimed to finance youth education and recreation, including after-school homework programs, summer camp, community libraries, training, counseling, sports and arts programs, and alternative livelihoods and skills development targeted at youth, particularly those vulnerable to gang involvement.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Paraguay	ARD	Sustainable Agriculture and Rural Development Project (PRODERS)	P088799	Jan. 29, 2008– Dec. 28, 2013	<p>Context: Rural</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Improve the quality of life of small-holder farming community and indigenous communities in the project areas in San Pedro and Caaguazu departments in a sustainable manner, by supporting actions that will: (a) strengthen community organization and self-governance; (b) improve natural resources management; and (c) enhance the socio-economic condition of the target population.</p> <p>Design features: The project aimed to promote youth integration into regional development by increasing capacity by improving employability in the agriculture and livestock sectors. Youth participated in community-based organizations and youth associations. Indicators included the numbers of youth trained and participated (not measured).</p>
Middle Africa and North Africa					
Iraq	SDV	Youth Livelihoods Development in Southern Iraq	PI25102 TF98667	Dec. 27, 2010– Feb. 28, 2015	<p>Context: Conflict</p> <p>Outcomes: Employment, endowments, and empowerment</p> <p>PDO: Support 3,000 unemployed young people (16–24) who have dropped out of school or who are working in the informal sector in four areas in Southern Iraq in accessing opportunities for positive engagement and sustainable livelihoods through community development approaches.</p> <p>Design features: Labor assessment conducted to identify existing opportunities and services. Project aims to provide training followed by opportunities to apply skills in community development subprojects. Activities can include community gardens, school libraries, Internet cafes, catering services, and other community assets. Youth enterprise training and start-up support is also provided. Indicators measure increased youth income, improved livelihood skills, improved community perceptions of youth, and the number of youth projects.</p> <p>Results: At the mid-term review (Nov. 2013), 1,200 youth, of whom 50 percent were young women, were putting their newly acquired skills into practice and building community partnerships by designing and implementing small-scale projects. Approximately 45 of the 60 youth groups planned under the project had been formed throughout the grant's area of geographic coverage, with an average size of 20 youth per group. The community projects directly enable youth participation and provide a natural complement to the life skills training activities offered under Component I.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Lebanon	SDV	Social Promotion and Protection Project	P124761	May 17, 2013– Dec. 31, 2018	<p>Context: Urban</p> <p>Outcomes: Endowments and employment</p> <p>PDO: Increase access to social development services at the community level, improve the coverage and targeting of the National Poverty Targeting Program (NPTP), and strengthen the capacity of the Ministry of Social Affairs at the central level and the Social Development Centers at the local level.</p> <p>Design features: At-risk youth are among the priority target groups to benefit from social services and income-generating activities. Indicators are not disaggregated by age. An open menu approach is being utilized. Projects may include vocational training and educational and recreational activities for disadvantaged children and youth (e.g., nurseries, youth clubs, extracurricular programs, and summer camps).</p>
Morocco	SD	National Initiative for Human Development Support Project (INDH) I and II	P100026 P116201	Dec. 12, 2006– July 31, 2011 June 28, 2012– June 30, 2016	<p>Context: Rural and urban</p> <p>Outcomes: Empowerment and endowments</p> <p>PDO (INDH II): Improve access to and/or use of enhanced participatory local governance mechanisms, basic infrastructure, social services and economic opportunities.</p> <p>Design features: A specific provision was made for the inclusion of young people in both the implementation of the project and decision making, including indicators to track. Youth benefited from more than 6,000 projects (25 percent), including youth centers, sport and sociocultural centers, vocational training, and school accommodations. 41–65 percent of youth (compared to a target of 30 percent) reported increased use of basic infrastructure and socioeconomic services. Youth participation (37–48 percent) was more than four times the target, but their “effective voice and participation in the design and implementation of projects has yet to emerge. (ICR)” INDH 2 will focus on enhanced capacity building for these groups to ensure meaningful participation as well as on vocational training and job placements for youth. ESW prepared “Breaking the Barriers to Youth Inclusion in Morocco” and “Promoting Youth Opportunities and Participation in Morocco.”</p>
Tunisia		JSDF Emergency Support for Youth	P120233	Sept. 13, 2011– Feb. 28, 2014	<p>Context: Rural, crisis</p> <p>Outcomes: Employment and endowments</p> <p>PDO: To provide emergency income support and short-term employment to approximately 3,000 youth to meet their basic needs through cash-for-work, training, apprenticeship and self-employment opportunities.</p> <p>Design features: Up to 2,000 crisis-affected unemployed youth in rural areas will receive cash-for-work (US\$450 for up to five months) for participating in subprojects and services proposed, designed, implemented, and monitored by local nongovernmental organizations. Eligible activities include youth social inclusion initiatives such as community radio, recreational, cultural and psychosocial support, skills training and mentoring, and minor rehabilitation works. Start-up grants are offered to youth microentrepreneurs. Indicators include the number of youth beneficiaries, the numbers of youths trained, job placement, and microenterprise survival rates.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
West Bank and Gaza	UD	Village and Neighborhood Development Program (VNDP)	P104257	April 22, 2008– Oct. 31, 2013	<p>Context: Conflict</p> <p>Outcomes: Endowments and empowerment.</p> <p>PDO: To promote a coordinated development approach which builds the capacity of communities to plan for and manage resources.</p> <p>Design features: Guidelines for youth participation throughout the project cycle have been outlined in the operations manual and M&E framework, based on consultations with youth and youth organizations. Project Support Groups (PSGs) included youth representatives. TFESSD (2007) Youth Inclusion in Conflict and Post-conflict Contexts financed youth assessment and capacity building. A field visit to Indonesia by the Village and Neighborhood Development Program strengthened the collaboration with Islamic Development Bank on youth and CDD. A concerted effort to use youth volunteers with local ties promoted acceptance, facilitated access to information at the village level, and helped mobilize youth. Indicators include the percentage of subprojects implemented with youth being among the main beneficiaries; PSGs are composed of at least 20 percent women and 30 percent youth throughout the CDD process. Activities financed included family-friendly parks and recreational areas, construction and rehabilitation of classrooms, support to youth centers and sports facilities, and delivery of equipment for schools.</p> <p>Results: A Beneficiary Assessment found that 49 percent of beneficiaries reported that the subprojects greatly contributed to the development of services provided to youth; 44 percent of subprojects were implemented with youth being among the main beneficiaries (end-of-project target was 30 percent); 86 percent of indirect beneficiaries believe that the CDD approach helped communities become more capable of engaging youth. Emphasis was placed on youth participation in the decision-making process; youth represented 41 percent of PSGs compared to the 30 percent required by the project; and 35 percent of all community projects benefited youth.</p>
West Bank and Gaza	UD	Municipal Development Program	P111741	Sept. 17, 2009– April 2013	<p>Context: Conflict</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Improve municipal management practices for better transparency.</p> <p>Design features: Scaling up of youth councils.</p>
Yemen	SP	Social Fund for Development IV	P117949	March 30, 2010– Dec. 31, 2015	<p>Context: Poor</p> <p>Outcomes: Employment and endowments</p> <p>PDO: Improve access to basic services, enhance economic opportunities; and reduce the vulnerability of the poor.</p> <p>Highlight(s): Additional Financing finances labor-intensive work for young people (18–30) and cash-for-work education and nutrition services delivered by youth and women, providing access to income opportunities, work experiences, and access to infrastructure and social services. Labor-intensive work is targeted to benefit 7,000 youth with up to 60 days employment. An estimated 2,000 to 3,000 youth will benefit from cash-for-delivery of education services. Indicators for monitoring included in Results Framework</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
South Asia					
Afghanistan	ARD	National Solidarity Program III (Additional Financing)	P117103	June 29, 2010– Sept. 30, 2015	<p>Context: Conflict; rural.</p> <p>Outcome: Empowerment</p> <p>PDO: Build, strengthen, and maintain Community Development Councils (CDCs) as effective institutions for local governance and social-economic development.</p> <p>Design features: The project has a strong gender component and includes young women at beneficiaries. Young leaders are encouraged to assist in local development and decision making. Indicator: A minimum of 70 percent of sampled women representatives on community development councils take an active part in decision making related to community development.</p> <p>Results: The community development council process has inspired new leadership and youth participation. Tensions have arisen over the composition of the councils, particularly when traditional leaders not among the elected.</p>
Bangladesh	ARD	Empowerment and Livelihood Improvement Nulton Jibon Project (Second Social Investment Program)	P073886	June 23, 2010– June 30, 2016	<p>Context: Rural</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Improve the livelihoods, quality of life and resilience to climate variability, natural hazards and other shocks of the rural poor, especially the left-out poor and vulnerable households.</p> <p>Design features: Project has developed “Youth Empowerment Strategy and Action Plan” that includes youth capacity building—life and job skills, mainstreaming/increasing the role of youth in village institutions (Gram Samiti must have one youth member; youth may form exclusive youth groups), and skill-development training with youth entitled to up to 30 percent of available loan support. The approach involves preparation of an unemployed youth database, job fairs with potential employers and training partners, and strategic partnerships negotiated with the private sector (e.g., service sector telecom, technology, garments, and agribusiness) as well as through linkages with key government training, vocational, and job-creation initiatives for placement of young people. Youth, through youth groups, are also seen as social-change agents for sanitation and health promotion, education (functional literacy), and cultural show/skills and heritage preservation, as examples. Indicators: Number of villages that establish a functional youth database and employment exchanges.</p> <p>Results: 17,500 youth have received skill-development training, after which 14,835 were employed.</p>

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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
India (Tamil Nadu)	ARD	Tamil Nadu Empowerment and Poverty Reduction Vazhndhu Kaattuvaom Project (Additional Financing)	P107668	July 12, 2005–Sept. 30, 2014	<p>Context: Rural</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Empower poor by improving livelihoods and reducing poverty by strengthening village institutions, building skills and capacity and enhancing livelihoods.</p> <p>Design features: Under the parallel Japan Social Development Fund pilot, youth emerged as an important interest group in village development; youth participation in self-help groups (two youth per committee); providing livelihood support through skills training for youth with assured job placement; and access to microcredit. Village Poverty Reduction Committees constructed at the panchayat level identify the needs of youth with the help of project staff, develop a “youth database” and design, implement, and monitor skills-training activities for identified youth. The project also facilitates corporate social responsibility partnerships with large-scale companies to act as an employment generation bridge between unemployed youth and training institutions or companies.</p> <p>Results: Over 190,000 youth trained and approximately 160,000 employed.</p>
India (Andhra Pradesh)	ARD	Rural Poverty Reduction (Veluga) Project	P071272	Feb. 20, 2003–Sept. 30, 2011	<p>Context: Rural</p> <p>Outcomes: Empowerment and employment</p> <p>PDO: Enable the rural poor, particularly the poorest of the poor, to improve their livelihoods and quality of life.</p> <p>Design features: The Employment Generation and Marketing Mission (EGMM) created by the state's program recruits unemployed and underemployed youth from poor households by working with self-help groups and their federations developed by the program. Rural youth (ages 18–28) from poor families are offered end-to-end employment services: training, placement, and post-placement support as well as an alumni network to rural youth enabling them to find wage-paying jobs on better terms that require improved skills and command higher wages.</p> <p>Results: In total, 226,909 youth have been trained and 75 percent linked to jobs through 450 EGMM centers across rural and tribal areas in Andhra Pradesh.</p>
India (Orissa)	ARD	Orissa Rural Livelihoods Project	P093478	July 31, 2008–Dec. 31, 2013	<p>Context: Rural</p> <p>Outcome: Employment</p> <p>PDO: Enhance socio-economic status of poor, especially women and disadvantaged groups, in selected districts.</p> <p>Design features: The Livelihood Promotion Fund specifically targets skills development and jobs for rural youth to receive skills training linked to service sector jobs or to support migration. Target: The project aim was for a minimum of 10,000 direct jobs to be created through project facilitation with at least 75 percent of the trained and placed rural youth to be receiving a sustained income.</p> <p>Results: Job fairs and counseling were conducted in 10 districts; 4,538 youth were tagged for skills development training linked to job placement.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
India (Rajasthan)	ARD	Rajasthan Rural Livelihoods Project (RRLP)	P102329	Jan. 11, 2011– Oct. 31, 2016	<p>Context: Rural</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Enhance economic opportunities and empowerment of the rural poor with a focus on women and marginalized groups.</p> <p>Design features: Indicators include at least 17,000 youth (over 50 percent women) from project villages being placed in appropriate jobs.</p> <p>Results: Twenty youth have been trained. Mobilization efforts underway (Aug./2012).</p>
India	ARD	National Rural Livelihoods Project	P104164	July 1, 2011– June 30, 2016	<p>Context: Rural</p> <p>Outcome: Employment</p> <p>PDO: Establish efficient and effective institutional platforms of the rural poor that enables them to increase household income through sustainable livelihood enhancements and improved access to financial and selected public services.</p> <p>Design features: Project aims at enhancing skills linked with gainful employment, targeting one million youth. It builds on the Tamil Nadu, Bangladesh, and Sri Lanka project lesson that developing viable linkages for jobs and self-employment through community-led institutions is both cost-efficient and cost-effective, generating more jobs annually than any other publicly-funded employment-generation project.</p> <p>Results: 25,000 youth have been placed in formal sector jobs through skill development trainings facilitated by the project (as of December 2013).</p>
India (Bihar)	ARD	Bihar Rural Livelihoods (JEEVIKA) Project and Additional Financing	P090764 P130546	June 14, 2007 – Oct. 31, 2015	<p>Context: Rural, poor</p> <p>Outcomes: Employment and empowerment</p> <p>PDO: Enhance social and economic empowerment of rural poor.</p> <p>Results: Project has fallen short of the target in the creation of jobs for youth, because activities were not prioritized during implementation and because of the limited availability of local jobs in Bihar, resulting from low levels of industrial and urban development.</p>
India	ARD	North East Rural Livelihoods Project	P102330	Dec. 20, 2011– March 31, 2017	<p>Context: Rural</p> <p>Outcome: Employment</p> <p>PDO: Improve rural livelihoods, especially that of women, unemployed youths and the most disadvantaged, in the participating North Eastern States.</p> <p>Design features: Despite the relatively high literacy rate, due to the lack of a vibrant economy, the region suffers from an alarmingly high youth unemployment rate of 14 percent. It is also caused by high school dropout rate and lack of skills. High youth unemployment rates can potentially destabilize a society and fuel discontent. The project seeks to finance the creation of sustainable community institutions, including youth groups of men and women. It also increases economic and livelihood opportunities by developing the employable skills of youths and establishing self- and/or group-managed enterprises, among other efforts. Youth groups of men and women will also undertake various social and recreational activities to enhance social cohesion among youth. Indicators: At least 30 percent of project-benefitted unemployed youth becoming employed; at least 50 percent village youths (women and men) trained under the project and achieve gainful employment.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
India	ARD	Second Madhya Pradesh District Poverty Initiatives Project	P102331	June 24, 2009– Dec. 31, 2014	<p>Context: Rural</p> <p>Outcome: Employment</p> <p>PDO: Improve the capacity and opportunities for the targeted rural poor to achieve sustainable livelihoods.</p> <p>Design features: Project proposes to provide 20,000 rural youth drawn from the identified poor families with skill-building and job-placement assistance. Short-term vocational training opportunities are provided to the unemployed population, particularly youth drawn from poor households in the project area. The training, covering skills required by the growing service and industry sectors in the wider economy, is conducted by selected professional institutions, which are also responsible for securing employers for the trainees.</p> <p>Indicator: At least 20,000 jobs offered to job seekers from project villages.</p> <p>Results: The skills trainings under the employment generation component continue to be strong: over 15,500 youth received skills upgrades for self-employment and job placement; over 89,000 rural youth have been offered jobs through job fairs.</p>
Pakistan	ARD	Third Pakistan Poverty Alleviation Fund Project	P105075	June 4, 2009– Jan. 31, 2015	<p>Context: Rural</p> <p>Outcomes: Empowerment, employment, and endowments</p> <p>PDO: Ensure targeted poor are empowered with increased incomes, improved productive capacity, and access to services to achieve sustainable livelihoods.</p> <p>Design features: Youth are a key target group. The project aims to increase the organization and inclusion of the poor—including women, youth, the disabled, and ultra poor households—in community institutions; enhance their participation in economic activities; improve their skills, allowing them to qualify for higher-value employment, and increase income levels by enlarging the asset base, improving infrastructure, and creating market linkages. A key goal is the provision of livelihood support and productive services and facilities in an inclusive manner to the ultra-poor and poor, particularly women, youth, the disabled, and minority groups who are disadvantaged. Social mobilization efforts are inclusive—i.e., organizations that are formed will incorporate vulnerable groups of poor, including women, youth, the disabled, and minorities as an active part of development. Indicators are not disaggregated by youth.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Sri Lanka	ARD	Second Community and Livelihood Development (Gemi Diriya) Project	P087145	Sept. 10, 2009– March 31, 2014	<p>Context: Rural; poor</p> <p>Outcomes: Employment, empowerment, and endowments</p> <p>PDO: Enhance incomes and quality of life of poor households in poor divisions through empowering poor and developing participatory institutions; improving access to services and support for productive activities; development of policies, etc. that allow transfer of funds to communities and local governments.</p> <p>Design features: The project follows a youth and gender strategy. One target is that at least 75 percent of special group beneficiaries, including vulnerable youth benefit from the livelihood funds and begin employment and/or start to receive an income. The project encourages specific reconciliation-enhancing subprojects, particularly ones focusing on strengthening inter-ethnic relations among youth, aims to provide alternatives to joining militant groups, and seeks to stem youth migration to urban areas. Specific components introduced were youth leadership, youth voice, income-generation, and information and communications technology.</p> <p>Lesson learned (Phase 1): Active participation and leadership of women and youth ensures transparency, sustainability, and better targeting. Youth circles have been especially successful in ensuring ethnic integration and inclusion of minorities. Overall, social mobilization activities seek to improve further identification and inclusion of the most poor, youth, and women, introducing the principles and benefits of collective action for both social and economic empowerment. The risk of political and local elites dominating planning and implementation processes can be properly mitigated through a number of mechanisms, including setting up a social audit subcommittee at the Pradeshiva Sabha level. Phase 1 has also been instrumental in forging partnerships between rural youth and key industries with employment potential, especially the textile, food retail, and information and technology sectors.</p>
Sri Lanka	ARD	Community Livelihoods in Conflict-Affected Areas (Additional Financing)	P119152 P125855	Dec. 17, 2009– Dec. 31, 2014	<p>Context: Post-conflict; poor</p> <p>Outcome: Employment</p> <p>PDO: Support Government of Sri Lanka strategy for enhancing incomes and quality of life of poor households in poor divisions.</p> <p>Design features: Consultative process paid special attention to women, youth, ethnic minorities, and other vulnerable groups. Indicators: At least 30 percent of village youth and ex-combatants receive assistance; at least 50 percent persons (disadvantaged youths/vulnerable) obtain employment following skills training.</p>
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Country	Sector Board	Project Name	Project ID	Start/End Date	Description
Sri Lanka	ARD	Northeast Local Services Improvement Project	P113036	May 31, 2010– Dec. 31, 2015	<p>Context: Post-conflict; urban and rural</p> <p>Outcomes: Endowments and empowerment</p> <p>PDO: Improve the delivery of local infrastructure services by local authorities in the Northern and Eastern Provinces of Sri Lanka in an accountable and responsive manner.</p> <p>Design features: A concerted effort is made to actively engage rural and urban youth in the development of their own communities. The project seeks to ensure that youth will represent at least 30 percent of Praja Mandalaya and the local authority standing committees. Youth is also actively involved in the preparation of local authority development plans and in the implementation of projects at the local level. Furthermore, through the “Other Grants Window” of the local authority, which focuses on social protection issues, funding for projects of high relevance to youth are given priority. There are no youth-specific indicators.</p>
<p>Notes: CDD = community-driven development; PDO = project development objective; TFESSD = Trust Fund for Environmentally and Socially Sustainable Development; JSDF = Japan Social Development Fund; ESW = Economic and Sector Work. Managing Sector Boards: SP = Social Protection; SDV = Social Development; UD = Urban Development; ARD = Agriculture and Rural Development (now renamed Agriculture and Environmental Services).</p>					



The World Bank Group
1818 H Street, NW
Washington, DC 20433 USA
www.worldbank.org/cdd