

HOW TO USE THE 10 VITAL SIGNSⁱ FOR USAID PROGRAMMING PURPOSES

Tool Overview

The 10 Vital Signs should be thought of as a checklist; they are a tool for designing or assessing workforce and youth employment programs that set out to prepare individuals for productive economic participation in a country, region, or community. This version of the 10 Vital Signs was developed between FHI360 and USAID to provide a systemic approach to designing, monitoring and evaluating workforce development projects.

The 10 Vital Signs have been in use for 25 yearsⁱⁱ under the name of “Guiding Principles” or “essential elements” in a broad range of contexts and can be adaptable and transferred to the unique contexts in which WFD programs are being designed, developed and evaluated. This checklist can be used for designing new programs to inform core design elements such as identifying key stakeholders, MEL etc. It can also be used to evaluate an existing program, providing a series of technical aspects to analyze and a snapshot of how the program is performing. When designing programs that are not meant to directly produce trained individuals for work but to improve specific aspects of a workforce development programming, such as developing a Qualifications Framework or teacher training, not all 10 Vital Signs may be needed; however, they provide an important overall orientation to what makes a workforce or youth employment effective, or “healthy.”

This brief explains each vital sign, gives an example of its specific application and provides the full 10 vital signs that can act as a ‘check-list’ to analyze the health of a new or existing WFD program. Each vital sign is in the form of a question and we have provided additional suggested questions to further explore each topic. This allows for a process of inquiry into why a particular vital sign might be missing or insufficiently developed, and what could be done to strengthen it.

10 Vital Signs for a Healthy Workforce Development or Youth Employment Program

I. Does your workforce development program respond to the overall economic and social development strategy espoused by the country or local region?

Because the investment associated with building skills in the workforce is not insignificant and has long term ramifications, it is important that the investment is part of an overall economic development strategy and produces a return (ROI) that makes the investments sustainable over time. To understand employment challenges in developing countries, USAID developed an [Employment Framework](#) to provide a guide for diagnosing employment challenges; and to design interventions towards more and better jobs.

USEFUL QUESTIONS

- Is there an overall strategy for economic development?
- Does the strategy identify areas for skill development needs?
- Have the employers, appropriate ministries, and other relevant partners been a part of developing this strategy?
- Has this strategy identified opportunities for growth (for example, as identified in FHI 360's Labor Market Assessment Toolsⁱⁱⁱ)



EXAMPLE

Washington State is one of many U.S. states that has targeted economic development in the aerospace industry sector. To maintain a leadership position in global value chains, a consortium of aerospace employers co-led by Boeing and WA State established a task force of industry, state, and education to develop the strategy for developing this sector. Community colleges are funded for work in this sector if 1) They develop curriculum for one specialty area of focus and 2) Share this curriculum with the entire network of 11 colleges. This strategy meets the economic development goals while distributing the cost of each specialty across the network of colleges.

2. Is there effective leadership and accountability for the WFD program?

Leadership and accountability are critical because WFD programs are cross-cutting – at their best, they engage and maintain an ongoing dialog with leaders from several very different stakeholder groups: education, employers, government policymakers, as well as youth and their parents and implementers/NGOs. The role of an intermediary, a neutral broker-convenor of the stakeholder groups is critical; in some countries it is a government ministry, in others it's a business or trade association, in still others it could be an NGO. The project itself can play the role of an intermediary, however, in that case project leaders must from the outset develop a strategy to transfer project ownership and leadership to an intermediary who can continue the brokering function after project funding ends. Maintaining oversight over this dialog is critical; this requires leadership and an agreement that holds the various stakeholders accountable for their investments in the program.

USEFUL QUESTIONS

- Who leads and who is accountable for the overall process?
- Who leads and who is accountable from each of the different stakeholder groups?
- Does the enabling environment support the accountability process? (e.g. with policies, regulations, authority, or does it impose barriers?)



EXAMPLE

The USAID [Higher Education for Economic Growth project in El Salvador](#) (2014-2019) offers a compelling example that shows how leadership, transparency, and accountability can be carefully developed from the beginning of a workforce development project that requires the successful collaboration of leaders in business, higher education, and government. In the context of a history of mutual distrust between business and universities, project leaders set out to engage the Presidents of the eleven higher education institutions in sometimes difficult conversations throughout the first year of the project. These conversations resulted in the presidents of four of these universities taking responsibility for 1) forming alliances with other universities (form university clusters) to undertake joint development of curriculum and 2) forming alliances with the business executives in that particular industry sector. The resulting university-industry teams established clear objectives for their partnership to produce new curricula to meet employer needs, train teachers, and conduct applied research that engaged faculty and students in solving private sector firms'. The project leaders played the intermediation role and then transferred ownership to the different university-industry clusters.

3. What is the extent of demand for the skills to be learned?

In-demand skills are a combination of “hard” and “soft” skills that are highly important for people to get and keep jobs. This vital sign checks whether the skills and knowledge to be developed in education and training institutions are demanded by employers and if they are valuable for local, regional, and global value chains important to the country. ^{iv} Many employers focus on current skill needs while many donor assessments use data from the prior years, assuming the future to be similar to the past. This can be problematic in a time of rapid technological disruptions, when anticipating future skill needs is critical but there is little if any past data to support anticipated skill needs. For example a 2016 [Oxford Martin](#) study finds that jobs in many developing countries will be affected by automation, ranging from 65% in Nigeria and 85% in Ethiopia, compared to 57% OECD average. To better anticipate future skill needs in the face of technological disruptions, conversations with leading employers who are in global value chains can be very helpful in terms of identifying trends in production, services, and employment.

USEFUL QUESTIONS

- Have [Labor Market Assessments](#) been done?
- Do employers and the other stakeholder groups actively support the program?
- Are students and workers aware of the demand for skills?
- If a Labor Market Assessment has identified the need for a particular set of skills, are there means to prevent a sudden oversupply of these skills?
- Is there a process for identifying future skill needs in the context of rapid technological change?



EXAMPLE

The USAID funded Morocco Career Centers Program^{vii} engaged in rapid industry assessments across three targeted regions of Morocco, with a total of six high growth industries that possessed the greatest potential to hire youth in the coming years. These assessments mapped industry value chains, employer job needs, and engaged them throughout in identifying the skills needed to succeed in each role.

4. How inclusive and flexible is the program to respond to different participant needs? Is it reaching hard to serve youth?

This Vital Sign checks on those barriers that may prevent different individuals from participating in the program. Such barriers may include gender, tribal affiliation, physical disability, language, instructional methods, financial, childcare, transportation, entry and exit barriers. Ideally the program would make it easy for all participants to enter, remain, participate, and exit as they need over time. [Youth Compass: A Strategic Guide to Strengthen Youth Activities](#), developed under USAID's Youth Power Action, it is also a recommended tool to use for identifying and prioritizing actions such as refining target youth beneficiaries.

USEFUL QUESTIONS

- Is access more difficult for certain groups over others in terms of the above and other factors that would prevent participation in the workforce program?
- Is the proposed design addressing issues that prevent the activity from creating an environment that embraces diversity, access and equity?
- Does the activity allow for multiple ways to participate, such as modular, part time, online, and blended learning opportunities?



EXAMPLE

The [METAS](#) Project in Honduras (USAID) trained more than 70,000 youth-at-risk in formal and non-formal education programs. Many of the youth lived in at-risk neighborhoods were viewed negatively by employers because of their physical appearance or where they lived. To provide access to employment in the private sector, METAS provided social emotional and job search training to youth and trained private sector employers on using more inclusive practices when hiring young people from problematic areas.^{viii} These practices included 1. familiarizing the Honduran private sector with the value of the METAS basic work readiness skills training for current and future employees; and 2. using a three-tier strategy to engage the private sector by working closely with the Honduran Private Enterprise Council (COHEP), chambers of commerce and industry associations in Honduras to reach their associated companies and share the program's benefits.^{ix}

5. Are the skills acquired portable?

Some employers seek applicants with skills that are very specific to a particular job, and it is important to meet this demand. However, it is also important to confer portable skills to beneficiaries. Portable skills are the skills and knowledge that help young people throughout their careers include setting career goals, teamwork, taking direction, communication, collaboration, creativity, critical thinking, planning and organizing and technology and digital-related skills. Job seekers benefit from learning in project-based or work-based learning settings^x as the skills learned in these settings tend to be more portable than skills acquired via theoretical instruction only.^{xi} For example, skills learned in a hospitality setting for customer service can be equally valuable in many health care and financial services settings.

USEFUL QUESTIONS

- Does the program include portable skills?
- How portable are the skills to be learned in the program?
- Does the program offer project-based or work-based opportunities to learn a mix of job-specific as well as soft skills?
- Is good career information available and accessible to better understand how, why, and where skills in one set of jobs could be applied in different jobs and/or industries?



EXAMPLE

Soft skills such as creativity, collaboration, critical thinking and communication are considered highly portable skills because they help individuals successfully navigate both their work and life settings. The USAID-funded Advance Project in Guatemala^{xii} provides an example of how university faculty used to deliver highly theoretical instruction can be trained to embed social-emotional skills into their daily lesson plans and curriculum.^{xiii} The project engaged 100+ faculty and managers of three universities in a series of small group mini-workshops where they learned about 1) the importance of social-emotional skills in their own lives at work and at home; 2) how they might best incorporate these skills in their classrooms; and 3) how they might be incorporated into the curriculum of different disciplines. The program is now doing similar work with high school teachers so that they can help their students build these important, portable skills.

6. Is there a process for continuous improvement?

Continuous improvement is an ongoing approach for analyzing the current status of a project and looking for opportunities for improvement to achieve better results; this is directly in line with USAID's commitment to Collaborating, Learning, and Adapting (CLA). This vital sign checks whether the program 1) gathers useful information about its performance in terms of how well the participants are acquiring the specific skills necessary to succeed in a particular local labor market; and 2) Continuously monitors performance and makes improvements. The 2018 USAID Education Policy highlights the importance of improving learning outcomes for all program participants. The Measuring Skills for Youth Development and [Measuring Employment and Earnings Using the Workforce Outcomes Reporting Questionnaire \(WORQ\)](#) documents provide guidance on measuring and reporting on standard and supplemental indicators that measure skills including soft skills, reading skills, math skills, technical/vocational/professional skills, and digital literacy.

USEFUL QUESTIONS

- Does the program call for establishing a baseline for measuring performance along specific indicators?
- Is this baseline monitored regularly and is there a mechanism in place for continuous improvement?
- Is there a post-program follow-up regarding experience of gaining employment or starting a business (coupled with advice/guidance in terms of addressing issues or challenges)?
- Are there systematic procedures for monitoring and evaluating processes and outcomes (incorporating perceptions and evidence from students, graduates, instructors, employers, and supervisors)?



EXAMPLE

The USAID funded project, “[Empleando Futuros](#), (EF) provides an example of Continuous Improvement as one of its design principles. EF uses a process of CLA as a fundamental principle of helping unemployed at-risk Honduran youth enter the labor market. EF uses stakeholder conversations, data to check assumptions, and periodic reflections to identify what works and what needs to be improved. Using the CLA process from the onset allowed the project to recognize the limitations of the training model early and utilize various tools to quickly adapt. For example, as project leaders listened to both young people and employers, they learned that the programs they were offering did not meet the needs of either stakeholder group. Youth and employers said the training took too long. Both asked for a short basic skills course for lower skill basic entry level jobs, as well as a more intensive technical training course for jobs demanding more sophisticated skills. Training time was shortened by intensifying the program, which included reading and math. Instead of having to wait 6 months, most trainees could be ready to go to work in three months.^{xiv}

7. Are there Public Private Partnerships in place for co-investment and accountability?

Through its Private Sector Engagement, USAID seeks to partner with the private sector to jointly design, fund, and implement alliances aimed at improving social and economic conditions in host countries. This Vital Signs asks whether employers co-own responsibility and co-invest with education providers for training and training results, which helps ensure demand-driven systems. There are multiple ways for employers to partner with education providers and government; for example, in several northern European countries where youth unemployment is low, employer associations representing different industry sectors view education as a strategic partner. Together they determine what skills can best be learned in school and at work. Employers can partner with education and government on at least three levels: 1) Collaborate with education and government to design, help finance, and carry out education and training; 2) Provide various training opportunities as needed for both teachers and students; such opportunities can include joint research activities; and 3) Provide apprenticeship and internships to provide work-based learning opportunities that supplement the more theoretical education acquired in schools.

USEFUL QUESTIONS

- How are the employers invested in the workforce development program?
- What might be ways in which they could deepen their investment?
- If the employer investments are done through taxes collected by the government, does government make these funds available for employers for training?



EXAMPLE

The IYF and IADB's **NEO** Initiative^{xx} (2012-2022) provides high-impact, market-relevant training and services to disadvantaged youth ages 16 to 29 across LAC and mobilizes the support of at least 1,000 companies and major corporate partners that include partners Arcos Dorados (McDonalds), Caterpillar Foundation, CEMEX, Fondation Forge, Microsoft, SESI, and Walmart. In 2012 NEO's founding partners made an initial commitment of \$37 million in cash and in-kind resources to fund training, internship, and job placement programs. As of 2018, NEO programs have reached 310,000 youth, half of whom are women, with skills training, internships, and jobs. NEO has established alliances among business, government, and civil society stakeholders in 10 countries to implement youth employment projects. In addition, more than 4,000 businesses have committed to offer more internships and jobs for youth.

8. Are the major components of the program financially and environmentally sustainable?

Planning for sustainability is critical to ensure youth workforce development programs are sustained over time, as local needs, financial climates, and policies change. This Vital Sign checks 1) whether the major program components can manage to continue after donor financing ends; 2) whether the program has built a local system able to use its own resources and catalyze sustained development; and 3) Whether the program's activities are environmentally sustainable. Employment opportunities must be in line with USAID environmental policies and must take into account a future in which environmental sustainability will likely come to shape economic activity more and more. ^{xvi}

USEFUL QUESTIONS

- What financing mechanisms are in place that allow the program to continue after donor funding expires?
- How environmentally sustainable is the program and its impact on the environment?



EXAMPLE

Financial sustainability: One common strategy to promote financial sustainability is to use taxes for training, either through value-added or employment or other forms of taxes or tax credits. Developing the best tax method is a complex process and depends on many factors in the country.^{xvii} [SENAI](#) is one of several recognized Latin American workforce development and TVET programs similarly named (SENA, in Colombia and SENATI, in Peru). Created in 1942 at the initiative of entrepreneurs of the industrial sector, Serviço Nacional de Aprendizagem Industrial – SENAI or National Service for Industrial Training in English, is the largest institution of professional and technological education in Latin America, training more than 2.3 million Brazilian workers each year. It is a network of not-for-profit secondary level professional schools established and maintained by the Brazilian Confederation of Industry (a patronal syndicate). SENAI is one of the most important institutions in the country providing formal training for specialized workers for the industry, in the areas of chemistry, mechanics, construction, and other disciplines.^{xviii} A 2019 [partnership with NOKIA](#) empowers employees to develop skills for Industry 4.0 – smarter applications of connectivity, Industrial IoT and automation will increase the efficiency at which businesses operate.^{xix}

8. Are the major components of the program financially and environmentally sustainable? (continued)



EXAMPLE, CONTINUED

Key aspects of the [USAID Morocco Career Center](#) project achieved financial sustainability by the 5th year of the program. The six initial pilot Career Centers are sustainably integrated into their host institutions, and they are staffed with highly trained staff who are prepared to continue delivering and developing quality Moroccan career services. While the Vocational Career Centers developed sustainable staffing structures from the launch of the Career Centers, the Counselors for the University Career Centers were originally recruited and employed by the program. The Office for Professional Training and Job Promotion (OFPPT), the government office that runs the government's vocational education system has also formally recognized the status of Career Center staff within the OFPPT employment structure and established their right to earn bonuses like other OFPPT trainers, which represents a positive sign for the sustainability of Career Center staffing.^{xx} OFPPT has also integrated the soft skills and work readiness curriculum developed by the project into its program offerings. Between February and July 2019, the University Career Center Counselor positions were sustainably integrated into the employment structures of their host institutions. Some universities also chose to recruit additional staff members to support the Career Centers.

Environmental sustainability: A focus on Green Jobs for youth has only recently emerged in initiatives led by CITI Foundation's Growing Green^{xxi} and the ILO's Green Jobs for Youth,^{xxii} promoting a social dialog in 5 countries on forming an ecosystem that would support young green entrepreneurs. One of the countries described in the study is Ecuador, where an emerging awareness of green entrepreneurial opportunities has resulted in LeafPacks that produces 100% biodegradable plates made from natural fibers to relieve the consumption of plastics in the food industry. LeafPacks are made in Ecuador by rural artisans from the coast and Highland regions under the criteria of the circular economy and fair trade.^{xxiii}

9. Is the program replicable and is it scalable?

This Vital Sign checks whether the program can be repeated at a national or regional level to reach more individuals and have greater impact. Replicating a program can provide efficiencies, as you don't have to start from scratch. Research documents that scaling what works is a crucial component of systems change.^{xxiv} Most importantly, context matters when scaling or trying to repeat a successful program somewhere else. Youth employment and workforce programs usually involve multiple actors and a program will likely look somewhat different in different settings and contexts. What can be replicated and scaled, however, is the process of developing the program – the various steps required to develop and replicate an effective program or system. MSI's Scaling Up Framework lays out a clear framework for the scaling process.^{xxv}

USEFUL QUESTIONS

- What are the most important and useful processes that are proposed and/or being used to produce this program?
- Can we formalize this process into a written document and how can we share it to spark interest in other settings and with other groups for replication and scaling purposes?
- What are the advantages of replicating and scaling this program? What might be disadvantages?
- Whose support would be needed to go about replicating and scaling the program?



EXAMPLE

The National Science Foundation's Advanced Technical Education Program funds partnerships between schools teaching grades 7-12, with higher education institutions and industry to promote improvement in the education of science and engineering technicians at the undergraduate and secondary institution school levels. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways; and other activities such as the use of capstone projects or Fab Labs.^{xxvi} A key feature is that each institution is encouraged to focus on one innovation (developing curriculum, teacher training, use of capstone projects, career information, etc..) and then share their work and lessons learned with the entire consortium. In another example, the Chancellor of California's 117 community colleges used both carrots and sticks to change the college leaders' "cowboy mentality of going it alone" to one of partnering with other colleges while specializing in one particular area that would then be shared with the network.^{xxvii} A Wallace Foundation 2017 review of 45 successful scaling up efforts found that they all used the strategies of partnering, leveraging relationships, striking deals and negotiating intellectual property.

10. Is the economic and social impact measurable?

Achieving economic and social impact are cornerstones of many donors' programming. A 2017 Urban Institute Framework for Describing and Measuring Systems Change in Workforce Development provides a logic model and framework for systems change initiatives. The framework suggests that better outcomes for workers and employers come from the multiple impacts of data driven decision-making, scale and sustainability, level of industry engagement, quality and accessibility, and (we suggest,) an ongoing dialog and partnership between employers, educators, government policymakers, and youth and their parents.^{xxx} Measuring economic and social impact for an individual program can be done via outcome and process measures, such as the number of jobs obtained, credentials obtained, continuous improvement measures, employer surveys, trainee surveys, etc. It has become increasingly evident that often it is not the first job out of the training program that counts, but the second job, as this is more likely to be a real test of the success of a program.^{xxx} This suggests the need for longer term tracer or similar studies to determine the impact of the training program over more than the first job obtained.

USEFUL QUESTIONS

- What is the desired economic and social impact of this program?
- Because measures should be useful to those implicated, what measures in this case, would be most helpful?
- What is the capacity to do impact assessments, whether on a systems or individual program scale?



EXAMPLE

The USAID [A Ganar](#) 2009-2015 program funded \$8.9 Million to support 5,500 youth in 8 countries. The May 2018 evaluation used a range of qualitative and quantitative measures such as mixed methods and randomized control trials to compare program inputs such as sport-based employability training, market-driven technical training, practical experience, and follow on work to determine results in terms of final outcomes for each of the inputs. The evaluation included specific country results and multi-country results to draw its conclusions. According to the evaluation, A Ganar had significant positive impact on aspects of job quality, willingness to try entrepreneurship, and better socio-emotional outcomes.

End Notes

- i. These Vital Signs were developed by EDC under contract to USAID's Human Capital Bureau in 1995. They were developed in a workshop with experts drawn from the World Bank, UN, US Department of Labor, USAID, Corporation for Enterprise Development. Washington, DC, 1995
- ii. Aring, M. and C. Corbitt. Compass for Workforce Development. A Best Practice Study of 20 Countries. EDC Inc. under contract to USAID Center for Human Capacity Development, Bureau for Global Programs, Field Research, and Support. U.S. Agency for International Development 1996. Online at <https://files.eric.ed.gov/fulltext/ED461767.pdf> Note: The 10 Vital Signs can be found in the original study on p. 8 under "Guiding Principles." These guiding principles were used in the subsequent GWIT contract mechanism awarded to EDC Inc and by other donors, including the IADB (author's conversation in 1998 with Jacqueline Mazza, then workforce specialist at the IADB.)
- iii. FHI 360/Workforce Connections. Key Approaches to Labor Market Assessment. <https://static.globalinnovationexchange.org/s3fs-public/asset/document/Key%20Approaches%20to%20Labor%20Market%20Assessment.dfuOnvWRUbNCTIVackAIWKpZGS5NxbWaS5#page=1>
- iv. INSERT Connections, Sibling ref.
- v. FWN Partnership. Reimagining Workforce Policies in the Age of Technology Disruptions. NGA, FHI360 and Fab Foundation 2019. <https://www.nga.org/bestpractices/divisions/economic-opportunity/future-workforce-now/>
- vi. Technology at Work v.2.0. The future is not what it used to be. Oxford Martin School, Oxford University and Citi GPS. 2016. Online at https://www.oxfordmartin.ox.ac.uk/downloads/reports/Citi_GPS_Technology_Work_2.pdf
- vii. <https://www.usaid.gov/morocco/fact-sheets/career-center-increase-moroccan-youth-employability>. FHI360/Avan
- viii. Honduras Youth Program Celebrates Achievements. EDC Inc. March 20, 2017. <https://www.edc.org/honduras-youth-program-celebrates-achievements>
- ix. USAID Proyecto Metas. A Model for Transforming Honduran Workforce. EDC Inc. 2015. Online at <https://www.edc.org/sites/default/files/uploads/METASWorkForceDevelopment.pdf>
- x. Ed Surge. Why Project based learning hasn't gone mainstream and what we can do about it. Ed Surge, 2016; <https://www.edsurge.com/news/2016-04-23-why-project-based-learning-hasn-t-gone-mainstream-and-what-we-can-do-about-it>
- xi. DuFour, R. R. DuFour, Eaker, R. Many, T. "Learning by Doing. A Handbook for Professional Learning Communities at Work. Solution Tree, 2006. https://www.amazon.com/Learning-Doing-Handbook-Professional-Communities/dp/1932127933#reader_1932127933
- xii. USAID Avance Project, Guatemala. <https://www.fhi360.org/projects/advance>
- xiii. <https://www.fhi360.org/projects/advance>
- xiv. Employing Futures: CLA to Strengthen Youth Workforce Development in Honduras. https://usaidlearninglab.org/sites/default/files/resource/files/employing_futures_-_cla_to_strengthen_youth_workforce_development_in_honduras.pdf
- xv. NEO: <http://www.youthneo.org/>
- xvi. ILO. Greening the Economy: Green Jobs for Youth. <https://www.decentjobsforyouth.org/theme/green-jobs-for-youth#HOW>
- xvii. ILO Working Paper 199. What works in wage subsidies for young people: A review of issues, theory, policies and evidence. 2005. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/public/wcms_466538.pdf
- xviii. Devex, SENAI webpage. Online at <https://www.devex.com/organizations/senai-national-service-for-industrial-training-48344>
- xix. Nokia and SENAI Launch Partnership to boost Industry 4.0 adoption in Brazil. Nokia Press Release 2019. Online at <https://www.nokia.com/about-us/news/releases/2019/10/31/nokia-and-senai-sp-launch-partnership-to-boost-industry-40-adoption-in-brazil/>

End Notes

- xx. USAID Morocco Career Center Fact Sheet. Online at <https://www.usaid.gov/morocco/fact-sheets/career-center-increase-moroccan-youth-employability>
- xxi. CITI Foundation. Growing Green <https://www.citigroup.com/citi/foundation/knowledge-center/reports-and-resources.htm>
- xxii. ILO Green Jobs for Youth. <https://sustainabledevelopment.un.org/partnership/?p=34446>
- xxiii. LeafPacks. <http://leafpacks.com>
- xxiv. Larson, S. J.S. Dearing and T.E. Backer. Strategies to Scale Up Social Programs: Pathways, Partnerships and Fidelity. Wallace Foundation. 2017. <https://www.wallacefoundation.org/knowledge-center/Documents/Strategies-to-Scale-Up-Social-Programs.pdf>
- xxv. Cooley, L. Scaling Up Framework. Ec. 31, 2018. <https://www.msiworldwide.com/our-impact/larry-cooleys-scaling-framework>
- xxvi. 9. <https://www.fablabs.io/>
- xxvii. Author's conversation with Retired Chancellor, California Community College System, Van Ton Quinlivan, 2019. <https://www.linkedin.com/in/van-ton-quinlivan-58b39/>
- xxviii. Bernstein, H. and A. M. Caughey, Changing Workforce Systems. A Framework for Describing and Measuring Systems Change. Urban Institute, 2017 https://www.urban.org/sites/default/files/publication/88301/changing-workforce_systems2.pdf
- xxix. The partnership between the stakeholder groups described here is codified and put into law in the northern European Youth Apprenticeship programs that prepare young people for entry into a set of occupations in an industry, as opposed to a specific job. For example, see <https://www.apprenticeship-toolbox.eu/governance-regulatory-framework/legal-framework/20-legal-framework-in-germany>
- xxx. Making Performance Measurement More Meaningful: Measuring Employment Outcomes in Youth-focused Workforce Programs. Making Cents International. 2013. <https://youtheconomicopportunities.org/book/1395/116-making-performance-measurement-more-meaningful-measuring-employment-outcomes-youth>
- xxxi. Duthie, M, E. M. Graham and K Towers. A Ganar Impact Evaluation Guatemala Endline Results. USAID, Jan 2018. https://www.edu-links.org/sites/default/files/media/file/Guatemala_Endline_Presentation_DC.pdf

YouthPower Action

YouthPower Action supports and advances USAID's Youth in Development Policy through evidence-based positive youth development programming across all sectors and country contexts by providing technical assistance to USAID Missions and operating units. YouthPower Action's activities increase youth engagement and youth voice to strengthen USAID's positive youth development programming. YouthPower Action supports USAID missions and operating units through a flexible buy-in mechanism.

This report is made possible by the support of the American People through the United States Agency for International Development (USAID) under task order contract number AID- OAA-TO-15-00003, YouthPower Action under IDIQ contract number AID-OAA-I-15-00009, YouthPower: Implementation. The contents of this report are the sole responsibility of FHI 360 and do not necessarily reflect the views of USAID or the United States Government.

For more information, contact:

Elizabeth Berard

Task Order Contracts Officer's Representative
eberard@usaid.gov

Kristin Brady

Project Director for YouthPower Action at FHI 360
kbrady@fhi360.org