



Report 2012

ENTREPRENEURSHIP: A WINNING SOLUTION TO YOUTH EXCLUSION?



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Executive summary

Today 550 million young people live below the poverty threshold ($\leq 1.5\text{€}/\text{day}$). In 2025 they will be 1 billion! Every excluded youth represents a missed opportunity because society fails to contribute to his/her socio-economic and personal development. The Youth 4 Change Observatory has decided to raise awareness of this situation; this report is part of the advocacy against youth exclusion and will conclude with a **manifesto against youth exclusion**.

Fighting against youth exclusion is more than just a noble cause worthy of support, for **today's youth are our future!** Moreover, the overwhelming majority of poverty-stricken youth live in developing countries where integration opportunities are still available to be tapped into. Youth represent the highest share of the unemployed or the working poor. Poverty, lack of education and unemployment leave the youth in a vulnerable position and may lead them into the vicious circle of exclusion.

The short-term solutions used to tackle this issue are assistance through education, or charity for the worst forms of exclusion. **Yet sustainable integration for these excluded young adults inevitably requires economic development and employment.** Entrepreneurship appears to be one of the most successful employment routes to have endured – and if the youth are our future, then entrepreneurship should be theirs.

The report explores **the potential of entrepreneurship as an integration solution** from both a theoretical and practical perspective. The literature on the topic and the testimonies from the field show that entrepreneurship offers promising perspectives for excluded youth. They learn to be self-reliant, responsible, dedicated to a project that is meaningful to them. It gives them a goal to reach. Yet, business creation is challenging in itself, and it requires a solid mindset to face the daily hardships and the business culture that is often unfamiliar to the excluded youth. In this report, **recurring features are highlighted for a successful action against youth exclusion:**

- ***Solidarity between participants and the community.***

It is important to create an awareness of community among excluded young people. Programs are more successful when they can be shown to benefit not only the individual youth but also their family and the area they live in.

By working together, particularly in shared enterprises in which the success of the project depends on a good level of participation and motivation by all, young people experience responsibility. They directly witness the effect of their contribution and feel, perhaps for the first time, a sense of belonging and importance. It is thought that they then associate these experiences with wider 'real-life' responsibilities in their community.

- ***Women's roles and specific challenges***

Young women are specific victims of exclusion in the area of education, employment and health. Social views of women's roles within the family can be disruptive to any initiative that takes place outside the family home, as can popular beliefs, often shared by the young participants, about the limited potential of young, working women.

Thus young women, in all countries, are increasingly treated by youth organizations as a particular group requiring a specific response. Although this may lead to wider debates about reinforcing gender roles, it seems to be the on-the-ground approach that works.

- ***Funding and saving***

A primary impediment to the success of the entrepreneurial projects mentioned has been the difficulty of securing initial funding for the projects of young entrepreneurs.

Many projects appear to struggle to convince financial partners that new initiatives by young people are sound investments. What is alarming is that we are not talking about prolonged, expensive support but simply the means to get projects 'off the ground'. Naturally this obstacle is disheartening to young people and may lead them towards low-investment, low-risk business ideas, rather than more ambitious projects with a potential to drive real social change.

A related difficulty, often mentioned, is saving money. This can be due to external factors, like limited savings options provided by banks for young people. It has also been linked to a popular mistrust of banks. However, a more general cause, which transcends countries and socio-economic groups, seems to be the difficulty of getting young people to think about their future and to focus on long-term plans.

- ***Continued, regular participation***

Identifying participants with sustained motivation and an acceptable work ethic is a huge challenge.

Young people may not wish to quit the programs, but for a variety of personal and situational reasons fail to meet the time commitments. This can be due to genuine obstacles that they face, such as childcare or illness. It can also be linked to their childhood experiences in an excluded environment; they may not be accustomed to routine or long-periods of concentration and they may come from a community with high unemployment.

- ***Local education systems***

In some countries an unacceptable level of non school-finishers or 'drop-outs' places enormous strain on local communities. In addition, some argue that the education provided is not appropriate to situations that young people face when they leave school. A lack of vocational training and basic business skills excludes young people from the formal job market even though they may have academic qualifications.

Consequently, the programs studied tend to offer some re-education, providing knowledge that is useful in real life and focusing on the existing, natural skills and capabilities of excluded young people rather than attempting to build entirely new ones through high academic standards.

- ***Self assessment and thinking about personal future***

People who work with excluded youth are aware that the nature of their exclusion can touch every aspect of their life. It is not sufficient to provide young people with specific knowledge and skills, they must also be able to think for themselves and make wise decisions for their personal future

Most important is the need to encourage periods of reflection by the young individual so that they themselves set appropriate and achievable targets. The young person receives inspiration but also sound, personal guidance and advice.

- ***Coordination of support networks***

Each program should look for existing support structures in the community – be they governmental programs, health networks, businesses or other NGOs and volunteer organizations. Tackling youth exclusion requires effort from all areas of society, and organizations working in the field cannot succeed in isolation. Hybrid solutions can be found at the boundary between the business and humanitarian worlds. If a successful model of inclusion is created, it is important to look for ways to expand and adopt this model to new areas and new target groups.

ENTREPRENEURIAT: SOLUTION GAGNANTE POUR L'INSERTION DES JEUNES EN DANGER ?

Résumé

Aujourd'hui **550 millions de jeunes vivent en dessous du seuil de pauvreté ($\leq 1,5\text{€}/\text{jour}$)**. En 2025, ils seront 1 milliard ! Chacun de ces jeunes est la preuve de l'incapacité de nos sociétés à contribuer à leur développement. Ces jeunes en situation de grande précarité sont exposés à de nombreux risques (délinquance, trafic, errance, maladies) et sont victimes d'exclusion. L'Observatoire Youth 4 Change a été créé afin de recueillir des solutions innovantes contre l'exclusion des jeunes à travers le monde ; ce rapport s'inscrit dans cette démarche et conclue avec **un manifeste contre l'exclusion des jeunes à travers le monde**.

La lutte contre la jeunesse exclue n'est pas seulement une noble cause à défendre c'est aussi un élément crucial pour **l'avenir puisque les jeunes d'aujourd'hui sont les travailleurs et les parents de demain**. Ceci est d'autant plus important que la grande majorité de ces jeunes en danger vient de pays en développement dans lesquels les opportunités d'intégration sont encore rares. Les jeunes représentent la majorité des chômeurs et des travailleurs pauvres dans le monde.

Les réponses apportées aujourd'hui consistent principalement en une assistance humanitaire d'urgence ou un accès universel à l'éducation. Cependant, **l'intégration durable de ces jeunes** passe inévitablement par un emploi stable et l'indépendance économique. **L'entrepreneuriat** s'impose ainsi comme une réponse intéressante pour générer de l'emploi et du développement auprès des jeunes en situation d'exclusion.

Ce rapport tend à **mesurer le potentiel de l'entrepreneuriat comme solution d'insertion** aussi bien d'un point de vue théorique que d'un point de vue pratique. Les articles académiques et les témoignages du terrain ont ainsi confirmé que l'entrepreneuriat offrait de véritables perspectives pour les jeunes en situation d'exclusion. Ils apprennent ainsi à être responsables et attachés à un projet porteur de sens. Le challenge de la réussite économique leur donne un but. Cependant l'aventure entrepreneuriale nécessite aussi une détermination et des connaissances qui ne sont pas toujours évidentes pour des jeunes qui ont toujours vécu dans la grande précarité ou l'exclusion.

Au fil du rapport, **les facteurs** suivants sont apparus comme clés **pour la réussite des projets d'insertion** :

- **La solidarité entre les participants et leur communauté**

Le sentiment d'appartenance à une communauté est très important pour les jeunes en situation d'exclusion. Les programmes les plus efficaces sont ceux qui bénéficient non seulement au jeune mais aussi à sa communauté.

Le travail en groupe, particulièrement autour d'une entreprise commune permet de développer un sens des responsabilités. Les jeunes attestent directement de leur contribution à l'effort collectif et peuvent ressentir, parfois pour la première fois de leur vie un sentiment d'importance au sein du groupe.

- **La lutte spécifique pour sortir les jeunes femmes de l'exclusion**

Les femmes sont les victimes récurrentes de l'exclusion notamment dans le milieu scolaire et professionnel. La vision traditionnelle de la femme au foyer et la vision répandue selon laquelle les

femmes n'ont pas de rôle au-delà de la sphère familiale sont souvent des obstacles à l'insertion professionnelle des jeunes femmes en situation d'exclusion.

Exposées à des risques différents (grossesse précoce, prostitution, etc.), les jeunes femmes font souvent l'objet de programmes d'insertion spécifiques.

- **Le défi de l'épargne et la levée de fonds**

Une des clés de succès pour un programme entrepreneurial réside dans la difficulté pour ces jeunes entrepreneurs à lever des fonds. De nombreux investisseurs sont réticents pour investir dans des projets portés par des jeunes inexpérimentés. Par conséquent les jeunes se limitent à des projets à faible financement et faible risque au lieu d'initier des projets ambitieux, véritables vecteurs de changement social.

Une autre difficulté analogue rencontrée par de nombreux jeunes en situation d'exclusion est la capacité à épargner. Cela peut être dû à des facteurs externes (peu d'offres des banques pour ces jeunes) mais aussi des facteurs internes comme l'incapacité de ces jeunes à se projeter dans l'avenir et formuler des projets pour le futur.

- **L'assiduité**

L'intégration puis la poursuite du programme dans son intégralité requiert une grande motivation de la part des jeunes victimes de l'exclusion. Même s'ils ne souhaitent pas quitter le programme, ils sont parfois forcés de le faire pour des raisons familiales ou des problèmes de santé. Plus généralement, le respect des règles, la routine et la nécessité de concentration prolongée sont des éléments nouveaux pour des jeunes qui ont vécu en situation d'exclusion et de précarité, et donc difficilement supportables.

- **Une éducation universelle et des savoirs utiles**

Dans de nombreux pays, un nombre inacceptable de jeunes déscolarisés pénalise le développement de la communauté. Par ailleurs, l'offre pédagogique est parfois inadaptée à la demande sur le marché du travail. Le manque de connaissance du monde de l'entreprise exclue les jeunes du marché du travail même lorsqu'ils sont diplômés du secondaire.

Par conséquent, la plupart des programmes présentés dans ce rapport fournissent une éducation basée sur des savoirs utiles dans la vie professionnelle. Ils se concentrent aussi sur les aptitudes naturelles de ces jeunes en situation d'exclusion plutôt que d'essayer de leur inculquer des savoirs conformes aux standards académiques.

- **La formulation d'un projet personnel pour l'avenir**

L'exclusion laisse parfois des séquelles que la formation professionnelle seule ne peut pas effacer. Il est important que les jeunes puissent formuler des plans pour leur futur.

Il semble donc bénéfique d'inclure dans les projets des périodes de réflexion au cours desquelles les jeunes fixent et s'approprient les objectifs. Il est crucial d'apporter un appui pour l'orientation des jeunes à la sortie des programmes.

- **La mise en réseau et le partage de connaissance**

Bien que cela ne soit pas encore très répandu au sein des acteurs de l'insertion, l'Observatoire Youth 4 Change plaide pour le partage de connaissance et une approche open source génératrice de progrès à grande échelle. Une coordination entre la communauté, les ONG, les entreprises et les gouvernements est cruciale pour éradiquer l'exclusion chez les jeunes, elle permettra l'émergence de solutions hybrides à l'intersection entre le monde de l'entreprise et celui de l'humanitaire.

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INTRODUCTION

"Today we have the largest generation of young people the world has ever known. They are demanding their rights and a greater voice in economic and political life. We need to pull the UN system together like never before to support a new social contract of job-rich economic growth. Let us start with young people!"

UN Secretary-General Ban Ki-moon

The right to live with the provision for a minimum standard of living is a basic or foundational right, derived from universal human rights today and finds Constitutional protection in many countries. It is generally believed that the grievances of those who are denied this basic right are rooted in problems linked to poverty. The definition of poverty may be different in different countries but the premise that every human being has the right to food, shelter and a basic livelihood is something universally accepted as a top priority for most governing bodies. This priority is internationally legalized in The Universal Declaration of Human Rights (1948) in article 25.1.

Today a shocking 152 million young workers live in households that are below the poverty line (US\$1.25 per day) comprising 24 per cent of the total working poor (2011)¹. According to the International Labor Organization, more than 1.5 billion people, almost half the global working population, have been declared to be in a state of job insecurity.²

Poverty is found to be the root cause of children being pushed into delinquent activities leading to their exclusion from society. The situation is addressed by international instruments such as the Convention on the Rights of the Child, while commitments such as the Millennium Development Goals can help provide a framework for action.³ Violence is often rooted in the dissatisfaction that young people feel having grown up in an unsatisfactory environment. It is increasingly and accurately acknowledged by the international community that violence rooted in poverty is an impediment to the well-being of the youth now and for generations to come.

Young people, given the right conditions, have the potential to become strong drivers for change and development and to establish a new path for the future. Indeed, today's young people are tomorrow's parents. Targeting youth in poverty alleviation strategies can be the way to break the vicious cycle of the transmission of poverty from one generation to the next. Furthermore, while the transition period between childhood and adulthood is a period when young people are vulnerable, it is also a time when they are very receptive to

¹ UNITED NATIONS (2011), World Youth Report 2011 : Youth Employment: Youth Perspectives on the Pursuit of Decent Work in Changing Times, United Nations Department of Economic and Social Affairs, p 49.

²INTERNATIONAL LABOUR ORGANIZATION,(2011) Global Employment Trends 2011: The challenge of a jobs recovery, International Labour Office, p.10. http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_150440/lang--en/index.htm. Last viewed on 06.03.2012

³UNITED FOR CHILDREN (2012), The State of World's Children 2012: Children in An Urban World, http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf. Last viewed on 01.03.2012

interventions aimed at long-term positive change. It is thus not surprising that young people are increasingly becoming the focus of international attention.

This report aims to draw attention to the critical situation faced by many young people today, to examine the problems they encounter and to ask questions about possible solutions. We will try to estimate the scope of poverty and exclusion among young people and its related issues (unemployment, HIV, drug-use, violence, conflicts, etc.), and to present some recommendations, strategies and existing programs. This work is mainly a compilation of the latest data and information on the subject and does not claim to be exhaustive or totally up to date. Most information presented comes from the United Nations system or international organizations such as the International Labor Organization. The second part of the report will examine the winning solution of entrepreneurship. The third part will use data from NGOs to give a perspective from the field.

Chapter 1: YOUTH FACING EXTREME EXCLUSION: A GLOBAL OVERVIEW

I. Youth facing extreme exclusion: the facts

"Let us acknowledge and celebrate what youth can do to build a safer, more just world. Let us strengthen our efforts to include young people in policies, programs and decision-making processes that benefit their futures and ours."

Secretary-General Ban Ki-moon message on International Youth Day, 12 August 2010

This introductory chapter finds answers to crucial questions like who are we referring to when we use the term Youth? What is poverty and exclusion? How can poverty be measured? The first part of this chapter will attempt to define crucial terms in order to give a clear understanding for the following pages. The chapter will then present the main current global trends related to youth exclusion, and highlight the latest estimated figures about youth poverty. The first question is related to the need to focus on youth, followed by concluding remarks on the need to bring about reformation in the generations to come.

a. Defining Youth

It is a well known fact that there are currently one billion youth live in the world.⁴ It is therefore crucial to define who exactly the "youth" are in this global population. In this publication, unless otherwise indicated, the term "youth" refers to all those between the ages of 15 and 24, as reflected in the World Program of Action for Youth. The term "young people" may be used interchangeably with the word "youth."⁵ A widely accepted statistical convention is the definition of "youth" by the United Nations:

"The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States." This definition was made during preparations for the International Youth Year (1985), and endorsed by the General Assembly (see A/36/215 and resolution 36/28, 1981). All United Nations statistics on youth are based on this definition, as illustrated by the annual yearbooks of statistics published by the United Nations system on demography, education, employment and health.

By this definition, therefore, children are those persons under the age of 14. It is, however, worth noting that Article 1 of the United Nations Convention on the Rights of the Child defines 'children' as persons up to the age of 18. This was intentional, as it was hoped that the Convention would provide protection and rights to as large an age-group as possible and because there was no similar United Nations Convention on the Rights of Youth.

Many countries also draw a line on youth at the age at which a person is given equal treatment under the law, often referred to as the "age of majority". This age is 18 in many countries, and once a person passes this age, they are considered to be an adult. However, the operational definition and nuances of the term 'youth' often vary from country to country, depending on the specific socio-cultural, institutional, economic and political

⁴ INTERNATIONAL TELECOM PORTAL, *Children and Youth*, <http://www.itu.int/ITU-D/sis/Youth/>. Last viewed on 01.03.2012

⁵ Supra Note 1. p. 4.

factors. Within the category of "youth", it is also important to distinguish between teenagers (13-19) and young adults (20-24), since the sociological, psychological and health problems they face may differ.⁶

Children acquire their basic values and norms during the first three years of life while youth are at their prime physically and have access to adequate nutrition and care.⁷ This is why we have to take into account the various classifications within the definition of youth to be able to address their concerns with great precision. The younger and poorer the excluded youth is, the more likely he or she is to get trapped in a cycle of crime and delinquency.

b. Defining poverty, exclusion and vulnerability

"Poverty is the worst form of violence."
Mahatma Gandhi

Every poverty-stricken youth experiences multiple challenges to his ability to participate and thrive in society. It is sad but true that every excluded youth represents a missed opportunity because society fails to contribute to the socio-economic and personal development of these individuals. The World Youth Report, 2011, stresses that Governments and the private sector should ensure that information which will assist the development of the youth is widely available to all segments of the youth population and that support systems are in place for those social groups which experience the most difficulties in accessing and completing education. These include young people living in extreme poverty and in rural locations, young women, and youth with disabilities. It is good to see that the focus of global governing bodies is shifting to address the needs of excluded youth facing extreme poverty.

According to the World Youth Report 2005 there is no one definition of poverty. The Summit for Social Development (United Nations, 2006, resolution 1) characterized poverty as follows:

"Poverty has various manifestations, including lack of income and productive resources sufficient to ensure sustainable livelihoods; hunger and malnutrition; ill health; limited or lack of access to education and other basic services; increased morbidity and mortality from illness; homelessness and inadequate housing; unsafe environments; and social discrimination and exclusion. It is also characterized by a lack of participation in decision making and in civil, social and cultural life."

i. POVERTY: A MULTIDIMENSIONAL CONCEPT

The Report on the World Social Situation 2010, *Rethinking Poverty*, focuses on the analysis of poverty and discusses its complexity and the way to measure it:

"Poverty is not simply a lack of adequate income. It is a multidimensional phenomenon that extends beyond the economic arena to encompass factors such as the inability to participate in social and political life" (Amartya Sen, 1979; 1985; 1987).

From the multidimensional perspective, what matters is a focus on the opportunities—such as a set of endowments, access to markets, etc.—that are available to people. If an individual does not possess sufficient endowments or capabilities, such as a basic education, or does not have the opportunity to acquire them, he or she will have a limited ability to escape

⁶YOUTH AND UNITED NATIONS (2011), *International Year of Youth : Dialogue and Mutual Understanding*, <http://www.pololeos.com/english/biblioteca/cifras/cifras.html>. Last viewed on 06.03.2012.

⁷ ART AND CREATIVE SOLUTIONS, *Who Are Youth*, <http://www.artcreativesolutions.org/Who%20are%20Youth.html>. Last viewed on 03.03.2012

poverty.⁸

ii. THE CURSE OF EXCLUSION AND VULNERABILITY

It is not surprising to see that the number of youth struggling during their transition years is increasing by the day. They are at a crossroads each day where they have to choose between their stable development or succumb to the vulnerability that leads them to exclusion. There is an urgent need to understand the concepts of exclusion and vulnerability in order to find more focused solutions to the development of the youth.

The study by Lyndsay McLean and Erika Fraser (2009), "Youth Exclusion, Violence, Conflict and Fragile States" defines exclusion as follows⁹:

"Exclusion describes a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Exclusion can take place in a number of arenas, from public institutions, such as the legal system or education and health services, as well as social institutions like the household. Exclusion is multidimensional and includes different types of disadvantage which interrelate and compound each other, for example unemployment, lack of voice and loss of status/respect."

While exclusion of youth not only puts the youth at risk of social and economic deviation, it also adds to the threat of them being affected with serious diseases and health hazards. The concept of vulnerability is particularly well explained in the Report on the World Social Situation 2010:

"The concept of vulnerability captures the likelihood that people will fall into poverty owing to shocks to the economic system or personal mishaps. Vulnerability is thus a reflection of economic insecurity. Although poor people are usually among the most vulnerable, not all vulnerable people are poor, a distinction which facilitates differentiation among lower-income populations."

Even those people who are not at present faced with the ills of poverty are vulnerable to being pushed deeper into the segment of poor vulnerable youth as time passes and they feel helpless due to lack of care, protection and guidance. It is the effort of society as a whole that can bring such youth back on track and make it possible for them to find a better way in society.

The globalization phenomenon has had ambiguous impacts on youth poverty and exclusion. Major improvements in access to education have allowed many Asian youth to both benefit from and contribute to the development of their countries. Asian culture, values and ways of life have changed considerably as a result of increased economic openness and exposure to foreign goods, services and information. The new perspectives and modes of behavior adopted by the region's young people sometimes place them at risk but have also allowed them to become a strong, positive force in the development of their societies. Younger

⁸ UNITED NATIONS (2009), *Report on the World Social Situation 2010: Rethinking Poverty*, pp. 8-9 6 and p 45-46

⁹ MCLEAR HILKER, L. and FRASER, E. (2009), *Youth exclusion, violence, conflict and fragile states*, Report prepared for DFID's Equity and Rights Team, Social Development Direct, p 9

workers constitute a ready pool of human capital and are industrious, competitive, adaptable and technologically savvy, but they are often underutilized or exploited in the labor market.¹⁰

c. Different Dimensions of poverty as a means to understanding youth poverty

"It is a tragic mix-up when the United States spends \$500,000 for every enemy soldier killed, and only \$53 annually on the victims of poverty"

Martin Luther King

For a broader understanding of poverty it is also necessary to acknowledge that poverty is simultaneously a dynamic and a static phenomenon. This implies that the state of poverty is one that is experienced with change in circumstances as well. Thus, the dynamic view of poverty is often more applicable to young people due to the obstacles most of them face in seeking to achieve adult status.

The dynamic view of poverty stems from an understanding that the 'determining condition for poor people is uncertainty'. Also it is noteworthy that young people's ability to cope with these uncertainties is shaped by a range of supports.¹¹ The best policy responses for dealing with this uncertainty use some form of social protection mechanism to help the poor cope with the unexpected.

The chart below shows different dimensions of poverty:



CHRONIC POVERTY : People suffering from it experience it all their life and may pass it to the next generation



LIFE COURSE POVERTY: denotes the way in which a poor child or young adult can grow into a poor or even poorer adult.



INTERGENERATIONAL POVERTY: transmittance of poverty through generations.

¹⁰ UNITED NATIONS (2007) *Asian Youth in the context of rapid Globalization*, World Youth Report 2007, p.38, http://www.un.org/esa/socdev/unyin/documents/wyr07_chapter_1.pdf. Last viewed on 12.03.2012.

¹¹ WOOD, G, (2003), 'Staying secure, staying poor: the 'Faustian Bargain'', World Development Vol.31, No.3, pp.455 –471.

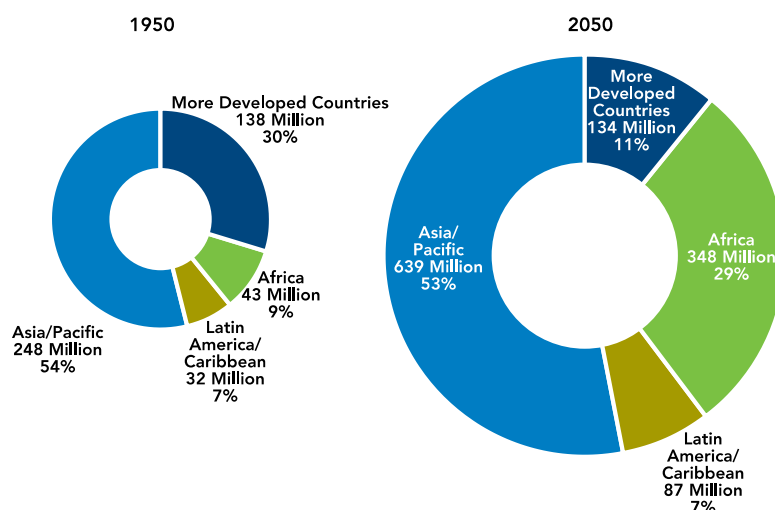
d. Youth as a Special Target in Poverty Reduction Strategy

"The mother of revolution and crime is poverty. "
Aristotle

The population of developing countries is projected to rise from 5.6 billion in 2009 to 7.9 billion in 2050. Of the additional 2.3 billion people, 1.2 billion will be aged 15-59 and 1.1 billion will be 60 or over, while the number of children under age 15 will decrease.¹² Developing countries are home to 87 per cent of the world's youth. There is a widening gap in the demographics of the less and more developed regions of the world. The number of people in the working age range 15 to 59 will peak in developed regions in the next decades, while it will continue to rise in developing countries reaching 3.6 billion in 2050. These statistics and the table below suggest that most of the world youth will be concentrated in the developing world.

The World's Youth Population, Ages 15 to 24, Will Become More and More Concentrated in Africa and Asia.

By 2050, the number of youth will have risen from just under a half billion in 1950 to 1.2 billion. At that point, about nine in 10 youths will be in developing countries. This very large group will arrive at working age with a right to expect gainful employment, adequate health care, and the ability to raise a family with an appropriate living standard if they so choose. Before those things can come about, they must have had access to sufficient education and training so that they can take part in building their country's society and economy. Most likely, tomorrow's youth will have moved to cities in larger numbers as opportunities in the rural areas diminish. But will the economic conditions of their country be able to meet their rising expectations? This will be one of the major social questions of the next few decades.



SOURCE: UN Population Division, *World Population Prospects: The 2008 Revision*, medium variant (2009).

These population trends justify the urgency of supporting employment creation in developing countries which should be part of any strategy created to address the global economic crisis being experienced worldwide.¹³ The problem of youth suffering from poverty and exclusion is becoming a grave issue of concern due to the increasing number of young people and children living in absolute poverty, suffering terrible conditions such as hunger and malnutrition, ill health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness, homelessness and inadequate housing, unsafe environments and social discrimination. Material deprivation also makes children more vulnerable to trafficking and commercial sexual exploitation. An estimated 1.2 million children are trafficked every year. 2 million children, the majority of them girls, are sexually exploited in

¹² UNITED NATIONS (2009), *World Population To Exceed 9 Billion By 2050*, Press release, 11.03.2009

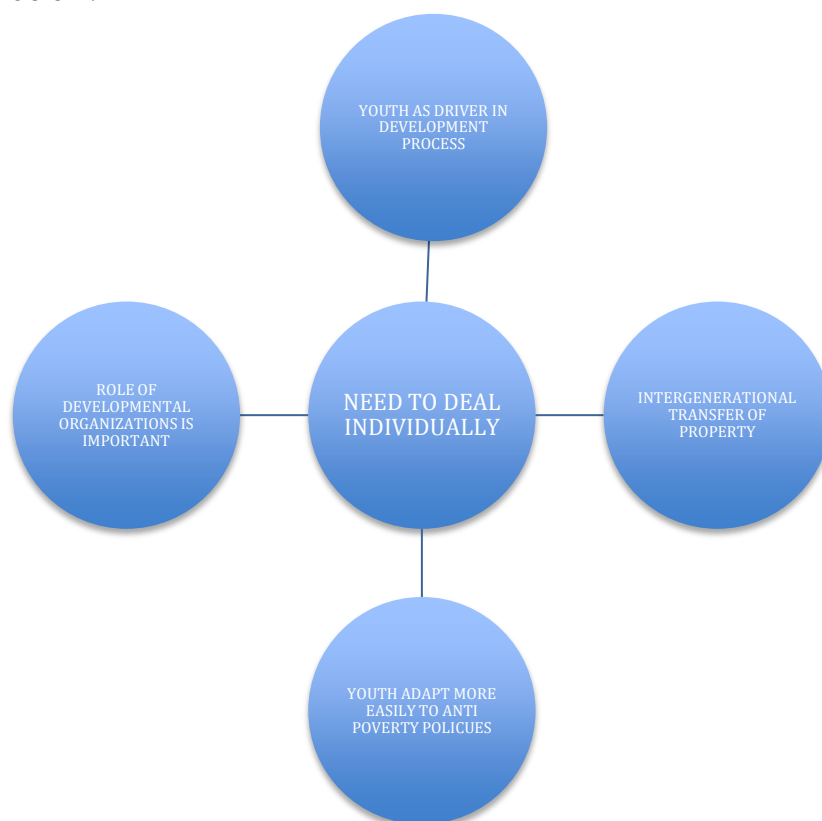
<http://www.un.org/esa/population/publications/wpp2008/pressrelease>

Last viewed 16.03.2012.

¹³ UNITED NATIONS (2008), *Executive Summary, World Population Prospects, the 2008 Revision*, Department of Economic and Social Affairs, Population Division. p. iv.

the multibillion-dollar commercial sex industry.¹⁴

As youth poverty has so many abject consequences, there is a case for targeting youth as a poverty reduction strategy. The reasons why this strategy might be efficient are summed up in the chart below:



Youth are an extremely vulnerable group and face specific obstacles which need to be addressed individually

Among poor children, those with higher levels of emotional wellbeing have better educational results than their equally poor peers. However, richer children generally do better still, regardless of emotional or cognitive capability.¹⁵ It is important to take into account that children are much more affected by external influences and youth poverty can be seen as a "combination of structural and idiosyncratic factors from the individual to global levels, including on events related to life-course."¹⁶

Young people are a crucial stake and driver in the development process
"Addressing the health, education and employment needs of young people can contribute to economic growth, generating additional income for both individuals and Governments that may, in turn, be used for human development. Investing in youth can therefore initiate a virtuous cycle of pro-poor development. The price that countries pay for not investing in youth development may be economic decline and rising poverty."¹⁷

¹⁴ UNICEF, (2005), *The state of the World's Children*,
<http://www.unicef.org/sowc05/english/povertyissue3.html>. Last viewed 13.03.2012.

¹⁵ FRIEDLI, Dr Lynne, (2009), "Health, Resilience And Inequalities", World Health Organization,p.iv.
http://www.euro.who.int/_data/assets/pdf_file/0012/100821/E92227.pdf.
Last viewed on 12.03.2012.

¹⁶ MOORE, K. (2005), *Thinking about youth poverty through the lenses of chronic poverty, life-course poverty and intergenerational poverty*, Working Paper, Institute for Development Policy and Management (IDPM), School of Environment, p 24 32

¹⁷ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 37

Addressing youth poverty can break the vicious cycle due to intergenerational transmission of poverty

"Not only can poverty experienced in youth have implications across the life course of the young person, it can also hinder the capacity of a young person to bounce back from deprivation suffered in childhood, and affect the long-term life chances of any dependents, including and especially the young person's own children."¹⁸

Young people can be seen as more adaptable and resilient, and therefore more likely to be impacted by anti-poverty policies

"After early childhood, adolescence and young adulthood may be the period in which anti-poverty interventions have the most potential for long-term positive change."¹⁹

In this part we have shown the crucial importance of youth in demographics especially in the developing world. These youth are particularly vulnerable to the phenomenon of poverty and exclusion. Such young people are the future, and their success or failure will impact tomorrow's development. Part II will analyze the main issues being faced by the youth today, including the issues related to their exclusion or poverty. If society does not tackle these issues promptly, it will face a catastrophe of youth poverty.

II. Young people and the various themes of extreme exclusion

According to the UN, in 2010, there were 1.21 billion young people worldwide, with the vast majority living in developing regions: 754 million in Asia and 205 million in Africa, and more than 500 million young people living in poverty or extreme poverty.²⁰

It is very difficult to separate the causes from the consequences of poverty: is it because a young man is poor that he did not complete his secondary education, or is it because he did not finish school that he is still poor? This chapter cannot answer this question, but it addresses the interlinked themes of poverty and exclusion. This chapter focuses mainly on education and unemployment before briefly addressing risks associated with youth exclusion, examined in the following order: Youth Education, Youth Employment, Youth at Risk, A Regional Vision of Youth Exclusion.

a. Youth education

Education plays an essential role in the improvement of young people's living conditions, and the United Nations has stressed the importance of education in social development since the 1990 World Declaration on Education for All. The Millennium Development Goals further stress the vital role played by education, aiming for universal primary education by 2015, accompanied by the elimination of gender inequalities.²¹ There have also been several summits to address youth unemployment, such as the 2011 High-Level Meeting of the General Assembly on Youth. These meetings highlight the urgency of promoting youth employment and support policies such as vocational training and specific

¹⁸ Supra note 18.

¹⁹ Ibid.

²⁰ UNITED NATIONS (2011), *World Youth Report 2011*: Relevant higher education, p 49

²¹ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 14-15

labor market skill development.²²

The 2007 World Youth Report provides a good summary of the major problems concerning the education of youth around the world: "Many of the deficiencies in educational performance and attainment among youth reflect past and present inadequacies in education systems. Wide, entrenched gender gaps in accessibility, the relatively poor quality of instruction in many settings, and the lack of relevant, up-to-date curricula prevent many students from acquiring the knowledge and skills they need to function effectively in society. Even the developed market economies, which offer many and varied opportunities for education, have not been universally successful in addressing the wide intra-country and inter-country disparities in access to schooling. Youth from disadvantaged backgrounds are particularly vulnerable to exclusion."²³

i. STATISTICS ON EDUCATIONAL ENROLLMENT

Statistics show that primary, secondary and tertiary school enrolment has globally increased since 1995, making today's youth the most highly educated generation in human history. From a level of 56 per cent in the 1990s secondary school enrollment rose to 78 per cent in 2005, whereas tertiary school employment rose from 69 million to 88 million. This dramatic change can be attributed to educational improvements in developing countries.²⁴

Secondary school gains in Sub-Saharan Africa have been particularly impressive with enrollment increasing by 40 per cent between 1999 and 2011. University attendance is also on the rise, as the number of students increased by 65 million between 1999 and 2011. China is leading this trend with 20 million new students during this period.²⁵

However, this positive trend does not concern all countries or all youth equally since 113 million children did not attend school in 2000. Poverty and gender discrimination often limit school attendance and particularly affect students in developing, low-income countries.²⁶

ii. QUALITY OF EDUCATION

A further issue is the importance of a quality of education. Many countries lack the financial resources to provide an education that will actually empower young people to advance socially and enter the workforce. There is insufficient pay, training, and support for teachers, while students often lack basic materials to complete assignments.

The great increases in technology and the existence of a globalized market have also created more demands on developing country's systems of education. These countries do not have the resources to properly educate students and the UN estimates that 10 to 20 per cent of the "general population's learning needs are not adequately met by the current formal learning systems."²⁷ New technologies, such as computers, are not available to

²² UNITED NATIONS (2011), World Youth Report 2011: Relevant higher education, p 94

²³ UNITED NATIONS (2007), World Youth Report, 2007: Young People's Transition to Adulthood: Progress and Challenges, p 236

²⁴ UNITED NATIONS (2005), World Youth Report, 2005: Young People today and in 2015, p 13

²⁵ UNITED NATIONS (2011), World Youth Report 2011: Relevant higher education, p 54.

²⁶ UNITED NATIONS (2005), World Youth Report, 2005: Young People today and in 2015, p 13-14

²⁷ UNITED NATIONS (2005), World Youth Report, 2005: Young People today and in 2015, p 14-15

students, which creates a *digital divide* between developed and developing countries.

iii. FEMALE EDUCATION

The situation is particularly difficult for young women. "When poor parents need to make a choice about which of their children should receive an education, girls tend to be excluded first. The literacy gap between young men and young women appears to be widening in Africa and Asia; the greatest gender inequalities are found in North Africa and Western Asia, where educationally deprived girls outnumber the corresponding groups of boys by almost three to one.... In rural areas, young people have less access to education, the quality of education is poorer, and adult illiteracy rates are higher."²⁸

A new focus also needs to also address the needs of dropout and illiterate youth.

iv. EDUCATION AND ENTRY TO WORKFORCE

Unfortunately, improvements in the area of education do not always have a positive impact on youth employment as educational programs do not necessarily correspond to the needs of the work force. Even with a college degree, many young people are unable to find a job. These young people have often received an education that does not correspond to the job market. The skills and experience they gained in higher education do not truly prepare them for employment.²⁹

There exists a large debate about how to improve the educational system and better prepare youth for entry into the work force. Increased vocational training has been presented as one option since it would teach practical skills for use in the workforce. However, there are many critics of vocational training as a solution. If too many youth are trained for a specific profession, there will be a flooding of the market and wages for that profession will lower. Furthermore, many vocational training programs in developing countries are focused on professions that are less in demand in a globalized economy, such as carpentry.

There are several examples of successful vocational programs, detailed in the 2011 United Nation's World Youth Report. The Dominican Republic's Institute of Professional Technical Formation (INFOTEP) is one example of a successful marriage of technological and vocational training.³⁰ Other proposed solutions include the use of non-formal learning, lifelong learning, distance education, e-learning, peer education, and on-the-job training.

Mathieu Cognac, the International Labor Organization's Regional Specialist on Youth Employment in the Asia-Pacific region summed up the dilemma, "Obtaining degrees itself is not an end to employability."³¹ Understanding this notion, we continue to an examination of youth unemployment.

²⁸ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 13-14

²⁹ UNITED NATIONS (2007), *World Youth Report, 2007: Young People's Transition to Adulthood: Progress and Challenges*, p 236

³⁰ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, p 64

³¹ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, p 61

b. Employment

The 2007 World Youth Report ³² offers a detailed picture of the status of young workers, who make up 25 per cent of the possible working population. However, with less experience and fewer skills than many adults, young people often encounter particular difficulty accessing work. Many youth continue their studies to avoid becoming unemployed, but as shown earlier in the report more education does not necessarily lead to better job opportunities.

Even after finding work, young workers continue to confront job instability, few opportunities for skills development and advancement, and joblessness. They are more likely to be in vulnerable jobs, which can further adversely affect their future livelihood and income prospects. Data on the working poor, many of whom work in the informal economy, is limited. However, where data is available, "...youth accounted for 23.5 per cent of the total working poor, compared with only 18.6 per cent of non-poor workers".³³ Without the opportunity to pursue an education, the prospects for a better life for them and their children remain dim.³⁴ Forced to remain in jobs that provide only working poverty conditions, or pushed towards unfavorable or informal occupations, the young working poor are ultimately excluded from society.

i. STATISTICS ON YOUTH UNEMPLOYMENT

Young people make up almost 1 out of every 2 of the unemployed, as the youth unemployment rate is approximately 43 per cent. Furthermore the rate of young people's participation in the labor force fell from 54.7 to 50.8 per cent between 1998 and 2008.³⁵

These discouraging statistics do not fully show the magnitude of the problems youth face in finding employment. Youth who accept informal employment or continue their education because of the poor job market are not reflected in these statistics.

Young people often find employment in the informal economy, which further increases their exclusion. These jobs are typically poorly paid, offer few social protections, and working conditions are not regulated by the state. Furthermore young people often accept lower wages than older workers since job opportunities are so rare.

Statistics from Latin America show the depth of the problem of youth unemployment in the informal sector: "An analysis of employment trends in six Latin American countries found that in 2009, up to 82.4 per cent of young people between the ages of 15 and 19 were employed in the informal economy, up from 80.8 per cent in 2007, and compared to 50.2 per cent of adults between the ages of 30 and 64..."³⁶

³² UNITED NATIONS (2007), *World Youth Report, 2007: Young People's Transition to Adulthood: Progress and Challenges*, p 238-239

³³ International Labor Organization, (2011), *Global Employment Trends for Youth: 2011 update*. Geneva: International Labour Office. p 5.

³⁴ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, 23

³⁵ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, p 15

³⁶ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, p 22

ii. THE GLOBAL FINANCIAL CRISIS AND YOUTH UNEMPLOYMENT

The International Labor Organization (ILO) confirms in its “*Global Employment Trends, January 2010*” and “*Global Employment Trends 2011*” that youth unemployment continues to be high. The situation has worsened particularly in developing countries due to the impact of the 2008 financial crisis. Spain, Portugal, and Italy all suffer from extremely high youth unemployment rates. In 2007 the number of unemployed young people in the world was 72.5 million, in 2008 74.2 and in 2009 the ILO estimates 82.7 million.³⁷

The ILO’s regional analysis compares the youth-to-adult unemployment ratios from 1997 to 2007 and finds that most countries have declining ratios:³⁸

Declining Youth-to-Adult Unemployment Ratio	Increasing Youth-to-Adult Unemployment Ratio
Developed Economies, European Union, OCED	South Asia
Non- EU members of South & Eastern Europe	Southeast Asia, Pacific
CIS, Russia	Latin American & Caribbean
East Asia	
Middle East	
North Africa	
Sub-Saharan Africa	

However, there have been encouraging signs even in the regions of increased youth unemployment. It has descended from peaks in Asia and Latin America while the largest peaks in youth unemployment rates occurred in developed countries (increase of 4.6 percentage points between 2008 and 2009).³⁹

iii. DEVELOPING COUNTRIES AND YOUTH UNEMPLOYMENT

Youth in the developing world face particular challenges when attempting to find job opportunities. Many developing countries have large youth populations that are currently looking for their first job and the labor market institutions and job growth policies are weak in developing countries. There is a need to promote employment for youth directly.⁴⁰

“There has been increasing concern among policymakers that the frustrations accompanying long-term unemployment among groups of urban young men may feed political and ideological unrest and provoke violence (Commission for Africa, 2005). Many countries have experienced “youth bulges”, which occur when young people comprise at least 40 per cent of the population, and it has been argued that in such a context, the large numbers of unemployed and idle youth may challenge the authority of the Government and endanger its stability.”⁴¹

³⁷ INTERNATIONAL LABOUR ORGANIZATION (2010), *Global Employment Trends, January 2010*, p 16

³⁸ INTERNATIONAL LABOUR ORGANIZATION (2010), *Global Employment Trends, January 2010*, p 16

³⁹ INTERNATIONAL LABOUR ORGANIZATION (2010), *Global Employment Trends, January 2010*, p 16-17

⁴⁰ INTERNATIONAL LABOUR ORGANIZATION (2008), *Global employment trends for youth, October 2008*, p 6-7

⁴¹ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 16-17

The UN further comments on the issue of young educated students in the developing world who do not find skilled jobs suited to their profile. There is a failure to coordinate education and labor market needs and furthermore the booming number of employment-aged youth hasn't yet been absorbed by the labor market.⁴² It must also be underlined that developing countries must not only increase the number of jobs available for youth but also increase the quality of these jobs.

iv. WOMEN AND YOUTH UNEMPLOYMENT

Young women in situations of exclusion face particular difficulties in finding employment.

"In 2010, the total youth unemployment rate was 25.5 per cent in the Middle East and 23.8 per cent in North Africa. Female youth unemployment in these regions was particularly striking, at 39.4 per cent in the Middle East and 34.1 per cent in North Africa... Globally, in 2010, 56.3 per cent of young males participated in the labor force, against 40.8 per cent of young females. The global unemployment rate for young females was 12.9 per cent, compared with 12.5 per cent for young males."⁴³

v. YOUTH, UNEMPLOYMENT, AND ARMED CONFLICT

According to the 2005 United Nations Youth report, armed conflicts affect a "disproportionate number of young people." Young people in search of an income might also find employment in an armed conflict, recruited as soldiers. During conflicts, youth are likely to miss out on education, and can be the targets of sexual violence and thus run a high risk of contracting STIs.

"In the past decade, an estimated two million children and youth have died in armed conflict, and five million have been disabled (United Nations, 2004b)".

Unfortunately, these individuals are the least likely to receive assistance (United Nations Children's Fund, 2005). In environments that provide few viable options for employment, armed conflicts frequently offer young people a way of generating income. Providing youth with opportunities for meaningful work decreases the risk of their being recruited into or voluntarily joining hostile forces.⁴⁴

vi. POSSIBLE SOLUTIONS

The 2011 United Nations Youth Report surveyed many youth to find new perspectives and solutions on youth unemployment. Two examples were cited as government initiatives that helped to address the youth unemployment gap: Bolivia's Decent Employment Program (Programa Mi Primer Empleo Digno) and Cameroon's National Employment Fund. Bolivia's Decent Employment Program promotes technical and vocational education, with mandatory vocational training and an internship. The program thus teaches skills important to the workforce and gives real-life experience.

⁴² UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 16-17

⁴³ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, Report Fact Sheet.

⁴⁴ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 141

However, a true solution must look beyond individual government initiatives to international organizations, new technologies and non-governmental organizations. Business and social networks provide access to information on employment and entrepreneurship, while youth networks like the Global or Connect African Development offer additional tools. Internship programs also allow the youth to better integrate into the labor market.⁴⁵

The Report highlighted the importance of small and medium enterprises and entrepreneurship, which help to decrease youth employment rates. Youth entrepreneurship is another important solution.⁴⁶ Entrepreneurial solutions to youth unemployment will be examined in depth in Chapter II of the report on entrepreneurship.

c. Youth at risk

This section will address various risks faced by youth in exclusion around the world.

i. GENERAL HEALTH

The United Nations proposes the following definition of health and explains why focusing on young people in extreme poverty is extremely relevant:

“Health may be defined as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Because youth are a relatively healthy segment of the population, their health (with the exception of reproductive issues) has typically been given little attention...Extreme poverty and under-nutrition make some youth vulnerable to disease. Accidents and injuries are major causes of youth morbidity, mortality and disability... Many who become sexually active at an early age do not know how to protect themselves during sexual activity... One third—or more than 100 million—of the curable sexually transmitted infections (STIs) contracted each year are among women and men younger than 25 years of age...”⁴⁷

Girls and young women are particularly concerned since early pregnancy brings many risks for both mother and child:

“Births among women and girls under the age of 20 account for 17 per cent of all births in the least developed countries, which translates into 14 million births worldwide each year. In developing countries, one woman in three gives birth before the age of 20; in West Africa, 55 per cent of women do so. Pregnancy-related problems constitute a leading cause of death for young women aged 15 to 19 years....”⁴⁸

The health of young people during conflicts is equally important.

“Conflict seriously endangers the socialization process, affecting young people's chances of becoming economically and socially independent adults...During conflict, youth health risks increase, especially for young women. Anxiety and depression, extreme stress, high-risk drug use and suicide are disturbing aspects of youth health that are particularly prevalent in

⁴⁵ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, 99

⁴⁶ UNITED NATIONS (2011), *World Youth Report 2011: Relevant higher education*, 159

⁴⁷ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 133-134

⁴⁸ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 134

countries experiencing war, occupation or sanctions...Trauma and the lack of social support and services seriously affect young people and cause lasting harm to their physical and mental health."⁴⁹

ii. HIV / AIDS

Data on the prevalence of HIV among young people aged 15-24 is limited to the data presented in the 2005 World Youth Report by the United Nations. More women are infected with HIV infection than men.

"Among the 10 million young people currently living with HIV/AIDS, 6.2 million are in sub-Saharan Africa and 2.2 million are in Asia. Nearly half of all new infections occur among individuals between the ages of 15 and 24 (Joint United Nations Program on HIV/AIDS, 2004). The HIV incidence rate is higher among young women than among young men. One third of women infected with HIV are between the ages of 15 and 24 (UNAIDS Inter- Agency Task Team on Young People, 2004)."⁵⁰

The United Nations confirms that the risk of HIV is higher among young people in situations of extreme exclusion. There are several reasons for this increased risk:

"For example, in several Asian countries, young people comprise over 60 per cent of sex workers, and in Central Asia and Eastern Europe, it is estimated that up to 25 per cent of those who inject drugs are below the age of 20 (UNAIDS Inter-Agency Task Team on Young People, 2004). Young refugees and migrants constitute another group at high risk of HIV infection. The 120 million children who are not in school worldwide are also at a disadvantage, as they do not have the opportunity to learn about HIV and other reproductive health issues in a stable, credible classroom environment (Burns and others, 2004)."⁵¹

iii. DRUG ABUSE

The use of various drugs is often a way for young people to escape from their reality but it involves many risks.⁵²Alcohol and tobacco are consumed in both developed and developing countries, but unfortunately, advertising campaigns are still authorized, and thus effective, in developing countries. Advertising focuses on youth in developing countries as there are no protective measures and very low health and safety protection.⁵³

Drug consumption is closely related to other risks facing young people, especially HIV infection. "In some Central Asian countries, the proportion of the population engaged in injecting drug use is estimated to be up to ten times that in many Western European countries. (...) It is believed that up to a quarter of those who inject drugs in Central Asia and Eastern Europe are below the age of 20."⁵⁴

⁴⁹ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 141

⁵⁰ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 135-136

⁵¹ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 136

⁵² UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 137

⁵³ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 134

⁵⁴ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 137

iv. JUVENILE DELINQUENCY

The United Nations defines juvenile delinquency as follows and presents it as a group phenomenon:

“Juvenile delinquency covers a range of different violations of legal and social norms, ranging from minor offences to serious crimes. Quite often, youth take advantage of illegal opportunities and engage in crime, substance abuse and violent acts against others, especially their peers. Young people constitute one of the most criminally active segments of the population.... Delinquency is largely a group phenomenon; the majority of juvenile offences are committed by members of various types of delinquent groups.”⁵⁵

In its report, the United Nations confirms that juvenile delinquency is very often linked to situations of severe exclusion: “Poverty, family dysfunction, substance abuse and the death of family members are proven risk factors for becoming delinquent. Insecurity deriving from an unstable social environment increases vulnerability, and young people with poorly developed social skills are less able to protect themselves against the negative influences of a peer group... In Africa, delinquency appears to be linked primarily to hunger, poverty, under-nutrition and unemployment. Crime rates tend to be higher in urban areas than in rural areas, which may be attributable to differences in social control and social cohesion. Many of the urban poor live in slum and squatter settlements with overcrowded, unhealthy housing and a lack of basic services. (...) There is a strong reinforcing and reciprocal link between low crime rates and social inclusion and control.”⁵⁶

v. VIOLENCE AGAINST WOMEN

Violence against girls and young women is a major problem in many regions around the world. Women lack equal opportunities to access education and employment. In addition to lower wages and workplace discrimination, women are often the victims of violence. In some African countries, a majority of girls are victims of forced genital mutilations, in spite of international efforts to end this violation of women's rights. In situations of conflict, sexual violence is often used strategically, for example rape has become a weapon of war. Women are also more likely than men to be refugees of conflict. This phenomenon of violence against women is partly linked to the problem of youth exclusion since women living in vulnerable conditions are more often victims of domestic and sexual violence.⁵⁷

vi. MIGRATIONS

One final issue related to young people experiencing poverty and exclusion is the phenomenon of migration. Young people comprise a large proportion of migrants, but their migrations do not always lead to a better life. Increasingly, young people are moving to cities or migrating to countries with better job opportunities or education possibilities, separating from their families and social support networks. In case of failure, this migration into big cities can make them even more vulnerable. Among the 175 million international migrants in 2002, an estimated 15 per cent, or 26 million, are youth. “Every day thousands of young people illegally try to pursue a life of fortune in a rich country, often motivated by unrealistic

⁵⁵ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 138

⁵⁶ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 138-9

⁵⁷ UNITED NATIONS (2005), *World Youth Report, 2005: Young People today and in 2015*, p 138-9

information and high expectations. A parallel industry of illicit travel agents, job brokers and middlemen has arisen, which directs the trafficking of these migrants."⁵⁸

e. Regional perspective

In its 2007 World Youth Report, the United Nations presented a regional approach of the main issues faced by young people. This section will integrate information from this report and other sources to provide a regional perspective on youth exclusion.

i. ASIA

55.7 per cent of the global youth labor force lives in Asia, along with 61.8 per cent of the youth population of the world. Access to education has expanded in many parts of Asia, with the gains most noticeable at the primary level. Girls are also increasingly benefiting from primary education. In addition, Asia is a major receiving and sending region of migrants. Opportunities for migration to the OCED countries have increased for highly skilled Asian youth. This has resulted in considerable outflows of the most qualified and brightest young people in many countries, known as the brain drain. Study abroad is also important as 29 per cent of the global total of those studying outside their home country are from East Asia and the Pacific. This is the largest regional contribution, with China alone sending 14 per cent of students. In terms of the labor market, there exists a lack of white-collar jobs, but many Asian youth ignore the prospects of blue-collar work. Child labor and the presence of a large informal economy continue to be major problems. Finally drug use and HIV infection are on the rise in many countries in the region, and this phenomenon particularly touches the region's youth.

ii. LATIN AMERICA

Latin America has a fairly strong education system for the developing world. The net enrollment ratio for primary school in Latin America is 95 per cent, which is higher than the developing world's average of 85 per cent. Gender disparity in literacy and educational attainment is relatively small compared with other regions in the world. In Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Honduras, Mexico, and Venezuela, literacy rates are higher for young females than for young males. According to the UNESCO Argentina has the highest gross tertiary enrollment ratio in the region, with more than three quarters of its young women and slightly over half of its young men pursuing higher studies.

However in terms of employment, Latin American youth are worse off today than they were 15 years ago. In 2002, about 18 per cent of those between the ages of 15 and 19 were neither studying nor working, and about 27 per cent of those between 20 and 24 were in a similar situation. Young people aged 15-19 make up the second highest proportion of those living in poverty, after children under 14 years (the poorest segment of society). The informal economy in Latin America is very large and employs a large portion of youth, although exact figures are difficult to collect. Some studies show that 7/10 jobs created in Latin America are in the informal sector. Internal and external migration is motivated by the search for employment. Countries like the USA and Brazil attract many young immigrants, who often

⁵⁸ UNITED NATIONS (2004) Report of the Secretary General about the *World Youth Report 2005*, General Assembly, Economic and Social Council, 6 December 2004, p 26-27.

work and live in precarious conditions. Cash-transfer programs like Bolsa Família in Brazil and Oportunidades in Mexico have helped some families rise out of extreme poverty, but these are not long term solutions that will help empower enterprise as they only mandate school attendance and regular medical visits. They do not provide the resources to enable business creation. Violence is a large problem, with youth gang violence in Central America a particular challenge. Many youths in situations of exclusion turn to violence and violent organizations as sources of income or support. Ethnic minorities in many Latin American countries also face additional challenges. Youths of African or Indian heritage often live in situations of exclusion and face discrimination in the job market.

iii. SUB-SAHARAN AFRICA

In Sub-Saharan Africa great progress has been achieved in education. Net primary school enrollment has increased from 57 per cent in 1999 to 70 per cent in 2005. Tertiary enrollment in the region nearly doubled between 1991 and 2004. However, secondary school enrollment rates continue to remain very low, with little change recorded in recent years. Gender inequality in education and employment is particularly visible in Sub-Saharan Africa, with violence against women remaining a particular problem.

Youth in sub-Saharan Africa are the fastest growing labor force in the world, yet the number of unemployed youth in all of Africa grew by about 34 per cent between 1995 and 2005. Many young people are forced to accept jobs that are characterized by poor conditions in the informal sector and agriculture. The barriers to entry into the market often limit entrepreneurship among African youth.

The percentage of youth living in poverty is extremely high. More than 90 per cent of Nigerian and Zambian youth (almost 40 million) live on less than \$2 per day. Many conflict situations and civil wars in these nations have created large groups of excluded youth. Child soldiers and armed militias of young women have appeared in some nations. The psychological effects of these conflict situations impact youth exclusion. Although UNAIDS's 2010 report shows much success in stopping the spread of HIV/AIDs, African nations and young populations still suffer high HIV infection rates.

iv. MIDDLE EAST AND NORTH AFRICA

There is a large youth "bulge" in the Middle East and North African countries.⁵⁹ It is estimated that between 50-65% of the population is under 24 years of age. The population of this region is also growing rapidly and will continue to do so until at least 2025. Literacy and average years of schooling have increased significantly across the region since the 1970s, while the gender gap in average years of schooling has been closing rapidly.

The region is the only one in the world in which the share of youth who are employed has increased over the past decade. Unemployment is primarily a youth issue rather than a generalized population issue. Young people represent only about one third of the total working age population while they account for almost half of all unemployed people in the region. The region has the highest rate of youth unemployment in the world, and the lowest rate of youth labor force participation (40 per cent). The Middle East and North Africa region also has the lowest youth employment-to-population rate (29.7 per cent) in the world. This

⁵⁹ Middle East and North Africa countries include Morocco, Tunisia, Algeria, Libya, Egypt, Lebanon, Syria, Iraq, Iran, Jordan, Saudi Arabia and Yemen

means that only one in three young people in the region has a job. The average labor force participation rate for female youth remained at 25.1 per cent in 2005. This is a very low figure and shows the disparities between female and male opportunities in the workforce.

v. DEVELOPED MARKET COUNTRIES/OECD

The opportunities available to the youth living in developed market economies are unmatched in other parts of the world. Enrollment and completion rates are high at all levels of education. However, the global economic crisis further increased the rates of youth unemployment, which were already substantially higher than adult unemployment rates in developed economies. The economies of Southern European countries were particularly affected and youth unemployment rates have surged.

Despite fairly good labor market conditions, many young people have difficulty obtaining stable, decent and long-term employment corresponding to their skills levels. Internships appear to have become a waiting stage for those who are unable to find suitable immediate employment or for those who seek to improve the chances of finding good jobs. The inability of youth to secure well-paid employment has been a major factor in slowing the transition of youth to independent adulthood in the developed market economies. Between 1985 and 2000, young adults' abilities to form independent households in the developed market economies declined. With the influx of young migrants, youth populations in developed countries are becoming increasingly diverse. Migrants now constitute 9.5 per cent of the developed countries' populations.

Chapter 2: HOW CAN SOCIAL ENTREPRENEURSHIP BE CRUCIAL IN ADDRESSING YOUTH EXCLUSION?

I. Entrepreneurship's potential for economic development

a. What is the precise definition of entrepreneurship?

In the same way that Ludwig Josef Johann Wittgenstein, the Austrian philosopher, struggled with the relatively simple question 'What is a game?' we also wrestle to define 'entrepreneurship'. This is due in part to the lack of consensus over what constitutes entrepreneurship, and the fact that enterprising activities are often as varied as the individuals undertaking them.

The problem is that we still find ourselves with definitions that do not discriminate between adult and youth entrepreneurship, nor take into consideration the particular ways in which youth can contribute economically, nor the differences in their needs as enterprisers. Youth start-ups generally require a modified outlook and their potential has until now been undervalued and overlooked, hence the scarcity of in-depth data in this area.

However, one recent definition that has been well-received and disseminated by the relevant communities – from the World Assembly of Youth, to the International Labour Organization - was first invoked in a 2003/2004 annual report by the Australian government's Department of Family and Community Services (FaCS). According to the authors, entrepreneurship is:

"... the recognition of an opportunity to create value, and the process of acting on this opportunity, whether or not it involves the formation of a new entity." While concepts such as "innovation" and "risk taking" in particular are usually associated with entrepreneurship, they are not necessary to define the term."

This definition is considered broad enough to encompass youth entrepreneurship because it is essentially behavior-oriented - meaning that it focuses on looking at what demographics of entrepreneurs actually do (youth or adult alike). It chooses to concentrate on this as opposed to highlighting particular innate personal traits, which could negatively suggest that entrepreneurial engagement is born, not made.

Entrepreneurship is also what Joseph Schumpeter (1942) calls a '*gale of creative destruction*'⁶⁰ – using foresight and freethinking to identify what could be changed for the better. And then finding ways to change it. Entrepreneurs, therefore, are those who (irrespective of age) identify a prospect for growth in a particular sector and who use their initiative to endeavor to make their activity simultaneously their main source of income.

⁶⁰ *Youth Entrepreneurship as a Way of Boosting Indian Economic Competitiveness : A Study of Orissa*; Dash, M & Kaur, K. – International Review of Management & Marketing, Vol.2, No.1, 2012, pp.11

i. KEYS WORDS FOR THE EVOCATION OF ENTREPRENEURSHIP

There is a trinity of foundational key words embedded in a former definition by the FaCS. These can be decoded and analyzed to explore what entrepreneurship signifies and why it is an important tool:

'*Opportunity*' is an integral purpose of entrepreneurship. It is widely noted in the available literature on youth exclusion that there are insufficient opportunities available for youth who exist on the margins of societies. And tackling the reality of exclusion through such a methodology necessitates the provision of practical avenues through which youth can develop their skills.

'*Creating value*' is the second cornerstone of entrepreneurship. Together these two words evoke an understanding that such activities are of benefit to the wider society in which they live. When analyzed separately, '*creating*' connotes (especially for excluded youth), a tangible sense of bringing into existence opportunities for themselves that they do not find ready-made in their surroundings. And '*value*' supports this license to create by providing the recognition that their contributions are meaningful.

'*Process*' is a key term that ought to be at the forefront of any posited action plan. By defining entrepreneurship as a process, it accords it longevity and goes hand in hand with the understanding that activities are not simply concerned with checklists or immediate gains, but instead with long-term goals that are constantly being met, refined and expanded.

ii. FORMS OF ENTREPRENEURSHIP

From Ulrich Schoof (*Stimulating Youth Entrepreneurship*; 2006), we can classify the many types of entrepreneurship and their particular dividends into five main categories: economic entrepreneurship, social entrepreneurship, public entrepreneurship, intrapreneurship, and cooperatives.

Economic Entrepreneurship: The obvious rewards of such entrepreneurship are financial. Here, private sector enterprises are created in order to achieve maximum profit.

Social Entrepreneurship: This type of entrepreneurship is seeing a surge in popularity. Its remit can be explained as focusing on the creation of social value by innovatively addressing social issues. Wealth creation is a happy by-product, but not the main motivation.

Public Entrepreneurship: This category is hardest to spot, and is considered a middle-way between economic and social entrepreneurship. Occurring within public bodies, it reaps financial returns, but also aims to be responsible with regards to its social environment.

Intrapreneurship: Pinchot (1985). Existing companies require entrepreneurial know-how as much as start-ups, and it is also the case that some do not necessarily want to build their own company from scratch, but rather work in a transformative capacity within an existing organization. Intrapreneurship provides this solution.

Cooperatives: This kind of entrepreneurship results from a collective of people coming together through unifying ideals to provide well-being, wealth and participatory frameworks. The flat structure means wealth is shared equally and responsibility controlled democratically.

b. The huge potential of entrepreneurship

The magnitude of possibilities offered by entrepreneurship cannot be overstated. Its benefits are far-reaching and they bring with them significant potential for boosting economic development and job creation. The top three billionaires on Forbes list of the world's richest individuals are all self-made entrepreneurs in very different fields (telecoms, technology, and business). And as Warren Buffet puts it, his wealth could afford him the luxury of hiring *'10,000 people to do nothing but paint my picture every day for the rest of my life. And the GDP would go up.'* So, a society with entrepreneurs is good for the social environment, as well as for the entrepreneur.

'Twenty years ago, China had barely entered the global economy', quips the McKinsey Report 2011 (presented at the G20's Young Entrepreneur Summit in Nice, France). It notes that its transformation in fortunes has been due, in large part, to a change in the way it does business. China now has the second highest number of rich people under 40 years old (the USA being in first place); and it has the sixth highest number of women entrepreneurs in the world, at 20.47 per cent⁶¹.

According to the report, there are five mega-trends whose trajectories will have to be mapped in greater detail in the coming decades. They will play into the untapped potential of entrepreneurship and their related effects point in favor of an increased leaning towards enterprising activities.

New concepts are breaking formal business structures. The 'leveling' effect of globalization means that cultural differences tend to disappear. At the same time the economic recession affecting world markets alters business structure. The 'productivity imperative' (which is driven by the desire to produce greater wealth for the greatest number) and the constraint of primary resources (leading to price hikes) are modifying production processes. The concept of 'global grid' implications means an increased government control of market activity in favor of ensuring equitable growth. All are leading to the break-down of formal business structures as we have traditionally understood them. Such destruction, as we have seen from Schumpeter, is always of a creative nature for entrepreneurs, since they are the ones able to seek (and capitalize on) advantages in moments of shifting paradigms.

The turmoil of global downturn-induced unemployment has come hand-in-hand with organic generational changes that have seen the growth of exclusion and job insecurity. The mentality of 'jobs for life' has altered to one of 'portfolio careers'⁶², which are marked by frequent changes of employment and are often interspersed with periods of freelance activity. The power of entrepreneurship lies in the can-do culture it promotes. It provides transferable skills (which can be used to build business or to work as part of one when prospects improve); it also endorses a non-conventional, lateral approach to problem solving, as well as resilience to inevitable hard knocks, ambition and self-belief.

Entrepreneurship appears to be one of the most promising employment routes to have

⁶¹ The 20 Countries With The Highest Percentage of Female Entrepreneurs - <http://www.businessinsider.com/women-in-business-2010-11#6-china-15>

⁶² *Youth Entrepreneurship* – World Bank Youth Development Notes, Vol.2 ; No.6 ; 2008

endured – and if the youth are our future, then entrepreneurship should be theirs.

II. How can entrepreneurship be suitable for youth integration?

“Young people have the passion and energy, the strategic social positioning, and the natural tendency towards problem- solving that is a key characteristic of the entrepreneurial ‘ground-clearing’ process.”–

S. Dev Appanah

All the aforementioned types of entrepreneurship are specially suited to young entrepreneurs, if we accept the fact that young people strongly desire to make the transition to adulthood and to achieve independence, for which employment plays a significant role. Research in Rwanda has shown that there is a pervasive sense of ‘failed’ masculinity and femininity among excluded young men and women whose rural locations mean that formal employment is extremely difficult (Sommers, M. 2006).

As a demographic, the economic potential of women has steadily come to the fore and is being targeted - especially in Asia and in Latin America. In Thailand, 45 per cent of entrepreneurs are women (the highest figure for women in the world); in Peru, the figure stands at 38 per cent (the third highest). Therefore, it seems improbable that the economic power of youth will remain a sideline issue for much longer. Across the developing world, women having the opportunity to become entrepreneurs has revolutionized local communities and shown that their contributions are not only welcome, but necessary. Whereas before they might have been confined to the domestic sphere, women have not only gained skills and a valuable income – they have gained a voice.

In the same way, entrepreneurship needs to target the problems of excluded youth. As sectors become more congested, specialization becomes more of an added value in order to find niche capital-producing sectors. The lack of penetration into youth business ventures, therefore, would seem to offer a golden opportunity. As we will see, it is also the case that youth are well-suited to entrepreneurship, but in terms of entrepreneurship being suitable for youth, it is possible to identify two broad supporting reasons:

Positive Reputation: Young people across the board tend to have a positive conception of entrepreneurship and it is generally in accord with their interests. According to the seminal Youth Entrepreneurship Barometer survey (2007), young people have a realistic, but overwhelmingly confident perspective. Overall, over 80 per cent of the youth interviewed held either a ‘very favorable’ or a ‘somewhat favorable’ view of entrepreneurship⁶³. In addition youth are (in general) very open to establishing their own enterprises, and while idealistic about the possible fruits of their labor, they are simultaneously aware of lacking necessary practical skills, for example, and understanding of basic formal economics.

⁶³ Youth Entrepreneurship Barometer 2007 – Hekman, B. p.4

Figure 1: Attitudes toward entrepreneurs

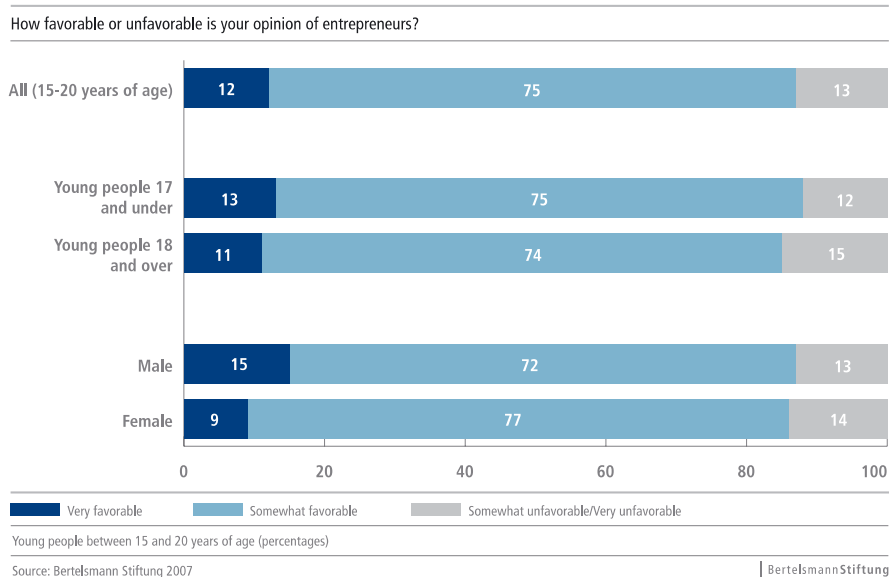


Fig.1 – Attitudes of young people towards entrepreneurship. *Youth Entrepreneurship Barometer 2007*⁶⁴

Having a positive attitude is a result of some long-held desire to run their own businesses. Especially for excluded youth, who may feel they have been abandoned by the system and disenfranchised – self-employment may be seen as a way to empower and reinstate a sense of worth that can be quantified in a unit of measurement that society deems valuable. See the table below:

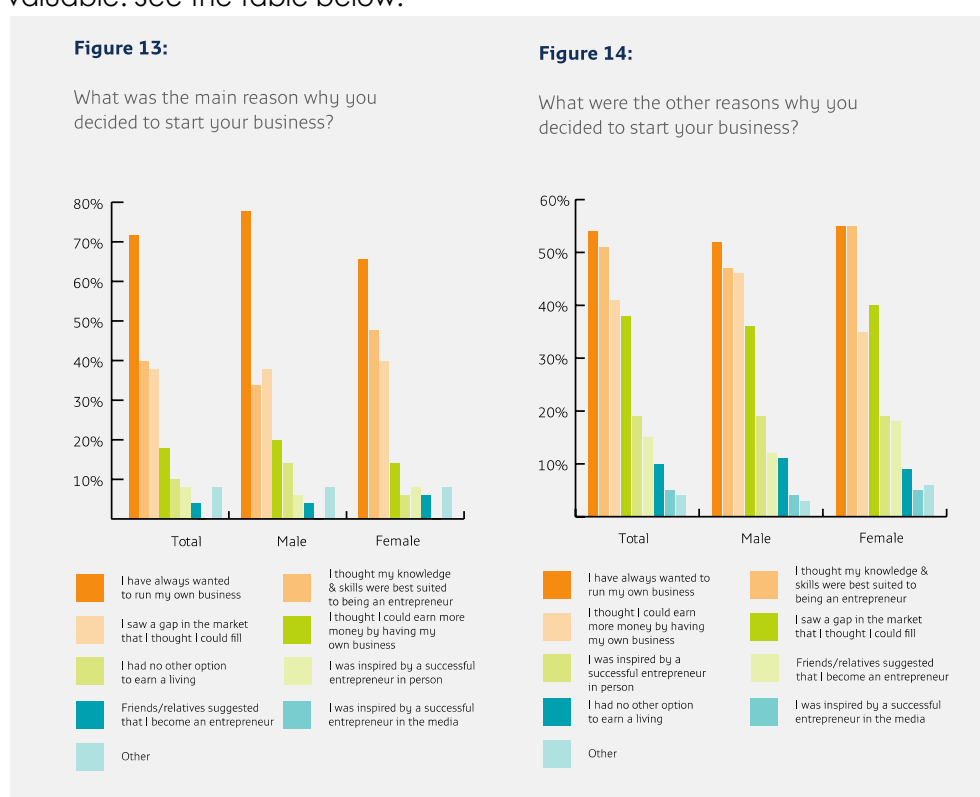


Fig.1 – Youth start-up motivations. *Global Youth Entrepreneurship Survey 2011*⁶⁵

⁶⁴ *Youth Entrepreneurship Barometer 2007* – Hekman, B. p.7

Behavioral, not innate qualities: The egalitarian nature of a behavioral interpretation of entrepreneurship lends itself particularly well to matching the needs of youth. It is horizontal in scope, meaning that it is not exclusively a case of learning and building on specific knowledge, but instead leans on broadening existing knowledge. For example, during a field-work study in Manila, Philippines, carried out by one of the authors of this report via l'Institut d'Études Politiques de Paris (2012), some key discoveries were made about youth in various enterprise programs, including LP4Y (Life Project 4 Youth). Youth enrolled in the program were engaged and 'switched-on' to the tasks at hand, because they felt that they could do them as well as anybody else. They had observed the process of creating products for sale and quickly became very skilled, and were also adept at teaching newer members. However, they did not feel themselves as confident when it came to abstract discussions about business theories or entrepreneurship models, even though they demonstrated a behavioral knowledge of them daily.

a. Street kids are already endowed with entrepreneurial skills

The underpinning idea of entrepreneurship as a winning solution for integrating excluded youth (who are often supporters of the family income, members of street gangs, or generally outside the formal system) is the understanding that excluded youth have a host of qualities that they are forced to develop. And these are the skills which lend themselves to entrepreneurial activities.

Excluded youth who survive on the margins of society must know how to: a) fend for themselves; b) be good judges of character on the street; c) barter and secure a good deal; d) be persuasive and 'sell'/get what they need from others; e) charm/influence/gain trust; f) think laterally i.e. seek out various options and opportunities and alternatives (for example: where to sleep, how to eat, how to avoid the authorities); g) be cautious/ take calculated risks.

All these skills are applicable and thus transferable to becoming an entrepreneur, since they're already a feature of their daily life.

b. However, beware of the intricacy of the problem: there is no miracle solution

Entrepreneurship as a solution to youth exclusion (through unemployment) is not a new one, as Kevin Hempel points out. 'As early as 1995, the United Nations' "World Program of Action for Youth to the Year 2000 and Beyond" called for more opportunities for self-employment.'⁶⁵ Entrepreneurship has also been given pride of place in summits and conferences as recently as the Latin American and Caribbean Summit on Integration and Development (2008) and the Summit of the Americas (2009). If it is such a 'winning solution', then why have the socio-economic problems of youth outlined here not already been solved?

⁶⁵ *Global Youth Entrepreneurship Survey 2011*. The Prince's Youth Business International; p.25

⁶⁶ 'Don't Bank On Self-Employment' – Hempel, K. (2007); D+C Articles;
<http://www.dandc.eu/articles/171583/index.en.shtml>

Hempel presents three broad reasons for caution against getting carried away with the idea of a miracle solution. Firstly, there is a lot of risk involved in running one's own business. While this is not news and is sometimes even part of the attraction of entrepreneurship, it must also be taken seriously. The behind-the-scenes repeated failures of many self-employed business people are often regarded as a quaint footnote in the face of their eventual success. However, many of the entrepreneurial factors important for success (such as networking, experience in a work environment, personal savings) are found in higher quantities with adults than with youth, especially excluded youth. Quoting a study by Weller (2007), Hempel notes that in Ecuador and Chile youngsters were found to be twice as likely to give up on self-employment as adults. This is not to say youth cannot or do not succeed, but that a realistic appraisal of the rates of success is useful.

Secondly, as we can see from the demographic our study concerns itself with (that of excluded youth), those who come to entrepreneurship as a means of employment often do so because of a lack of other options. Having little or no formal education or work experience, and a poor social track record means that self-employment is a result of necessity in the industrializing world⁶⁷. This notion is supported by the fact that, according to a study by Listerri et al. (2006), over 90% of a sample group in Latin America (belonging to the two poorest socio-economic groups) had no other option available to them. In addition, approximately 40% moved into formal employment (or unemployment) over a three-year period. This not only re-asserts the previous caution, but also demonstrates that when faced with an alternative option of waged employment, a high percentage opted to take it. Therefore, youth are not discovering entrepreneurship out of desire, but because it is presented to them, which does not bode well for their long-term prospects in the field. Even in developed countries, the figures for youth have been at times underwhelming: 'An assessment of the evaluations from 13 entrepreneurship programs stated: "Most unemployed are looking for jobs rather than entrepreneurial opportunities." Positive impacts were found to be more likely among older and better educated workers.'⁶⁸

Thirdly, entrepreneurial activity requires many different skills. It has been outlined here that excluded youth are equipped with a plethora of abilities which are useful. On the other hand, there is a necessary assortment which they do not often possess. For example, advanced mathematical skills, such as accounting, are helpful, as well as risk aversion practices. The latter they may even struggle with because we have noted the risk-producing nature of self-employment. And while some risk is encouraged (excluded youth might handle the prospect better than the average conservative citizen), there are times when conservative behavior is needed and youngsters may struggle with this, and with recognizing the signs.

c. Youth-targeted measures that proved to be a failure

There are many different kinds of youth projects and initiatives that have proven ineffective, both in the developing world and the developed world. In fact, far too many to

⁶⁷ 'Don't Bank On Self-Employment' – Hempel, K. (2007); D+C Articles;
<http://www.dandc.eu/articles/171583/index.en.shtml>

⁶⁸ 'Don't Bank On Self-Employment' – Hempel, K. (2007); D+C Articles;
<http://www.dandc.eu/articles/171583/index.en.shtml>

list here. Instead, in order to provide a useful framework, a brief analysis of the universal failings will be given, which will serve to highlight broad trends and reasons for general failure of youth-targeted measures, flag up any regional patterns, and mitigate the likelihood of them being repeated. As our basis, we will take a seminal report by Francis Chigunta (2002), from which we can glean five fundamental areas:

Lack of Funding: Inadequate funding is an obvious death-knell to entrepreneurial programs or activities. This is because financial constraints limit what can be achieved and the thoroughness with which one can address one's target group(s). Especially in developing countries, scholarly literature demonstrates that, among other factors, support initiatives for youth enterprise fail as a result of funding issues⁶⁹.

Inflexible Approaches: With regards to administration and operational management of youth enterprise programs, a lack of flexibility is often detrimental. Adaptable styles have been shown to be positively correlated with successful outcomes.

Untrained Staff: Unprofessional staff with poor training cannot be sustained in such operations. In addition to training, it is necessary for staff to receive support and advice at regular intervals. This is especially consequential given the pastoral and (in some cases) *in loco parentis* role that entrepreneurial educators play. The most successful projects have adopted professionals to a high capability.

Unclear Objectives: The establishment of a clear objective and the drive to retain it is key in succeeding with entrepreneurial youth programs. Operations fail most frequently due to a confusion of mandate and the misguided act (or unintended consequence) of trying to do 'too much'. That is to say, letting one's operation become part social enterprise, part educational facility and part economic project. Such a 'multiplicity of objectives' is a common reason for failure.

Not Commercial-centric: Adopting an approach that is non-commercial is generally not conducive to a project's longevity. It is important, if operations are to be successful, that they not try and 'operate as "welfare" or social services.'⁷⁰ As harsh as this may first appear, youth are better served when there is a clear transfer of knowledge and skills, which they will later be able to use independently and in a cross-disciplinary manner.

Lack of Targeted Information: Youth entrepreneurs go through various stages on their journey, and these stages need specific educational support mechanisms above and beyond skills in order for youth to adapt. Needless to say, failure to do so can result in operational failure. Despite what we have seen about youth having a fairly positive view of entrepreneurship and wanting to be self-employed, the most important factor for pre-entrepreneurs is still awareness raising. For those who reach the stage of actually establishing a small business, these budding entrepreneurs require expansion skills; youth here often understand the machinations of day-to-day operating, but need to be taught new methods for growing their business. And finally, 'older' youth entrepreneurs (Chigunta states 26 years

⁶⁹ 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.vi

⁷⁰ 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.vi

and over⁷¹), who he defines as emergent entrepreneurs – here, the onus should be on transformation skills. This is usually a move from low- to high-markets and the sustainability of competitiveness and commercial viability⁷².

d. The ingredients in entrepreneurship most likely to boost youth resourcefulness

This part will address the reverse of the previous section and underline the key ingredients for success. To do so, an in-depth success story will be presented to illustrate key findings.

IMPRENDITORIALITA GIOVANILE 'IG' (ITALY)

This government majority-owned organization, first incorporated in Rome in 1994, is viewed overall as a good example of 'best practice' in Italy⁷³. Its main objective was to help foster and support the growth of youth enterprises in the south of the country, for those aged between 18 and 35. Chigunta notes four ways in which they worked towards this mandate:

1) They offered financial support for up to 60 per cent of capital costs, and these bursaries did not have to be repaid; 2) for a further 30 per cent of costs, loans were made available at favorable interest rates; 3) administrative costs were funded through three-year loans; 4) training courses and education were offered in tandem.

During its eighteen year history, it has received more than 6,000 business plans and given the green light to more than 2,000 start-ups. Over the first twelve years, this meant significant investment of over \$1.9bn and employment creation for approximately 26,000 people, in manufacturing and other sectors⁷⁴. IG is widely accepted as a success story, not only for the above figures, but also because it has significantly rejuvenated the economy and economic returns in South Italy. There has been an 80 per cent survival rate after five years of those firms who received funds, and, on average, these firms employed more than 10,000 workers and had an annual turnover of approximately \$826m⁷⁵.

To date, IG has expanded its operations into Central and North Italy, and is generating similar levels of job creation and overall effectiveness.

⁷¹ 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.14

⁷² 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.13-14

⁷³ 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.20

⁷⁴ 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis (2002); Oxford, Oxford University Press; pp.20

⁷⁵ These figures are taken from 'Youth Entrepreneurship: Meeting Key Challenges' – Chigunta, Francis, and so are reflective of IG until 2002 only. More recent data in English could not be located at the time of going to press.

III. Understanding entrepreneurship further: the best match for youth

So far, we have tried to provide a working definition of entrepreneurship and then seen how this could be a useful tool for engaging with the complexities of global youth exclusion. We have also made it clear that it is not a miracle solution, and thus highlighted the pitfalls as well as the positive aspects. In order to go even further, the ways in which it can correspond to the youth must be analyzed.

a. Creating a job or being their own boss; a great potential for youth integration.

Creating jobs and being self-employed are two categories which offer the possibilities of substantial returns in relation to youth integration. And when an organization concerned with youth enterprise can harness these goals, it can be a very successful combination.

The Philippines-based ERDA Tech Foundation is one such organization. Started in 1974 by Father Pierre Tritz, it evolved as dynamic response to the needs of excluded youth. This has been achieved through the complementary avenues of education, choosing a holistic approach to helping children (in context with their socio-familial situation), and capacity-building - but their goal has always been an emphasis on vocational training and entrepreneurship.

To this end the award-winning initiative has struck up long-term working relationships with major Filipino companies (such as the Jollibee Foundation) to provide the youth on their programs with on-the-job experience. This is in addition to general training and is extremely useful for future entrepreneurs, because it allows an insight into how employees should be treated (which is better understood when one has been an employee), and also the hard work and various elements that go into running a business.

According to Dolora Cardeño, a director at ERDA, some of their youth develop their enterprise skills by acquiring (with help from the Foundation) and running small mobile kiosks on the streets of Manila. For Cardeño, maintaining such a job would be much more difficult for youth without their training and internships which help them to increase their confidence in being their own boss, their interpersonal skills of interaction and also their belief that they can create and manage jobs for others through building a web of kiosks as their business.

b. Being a developer

In addition to creating jobs, excluded youth also want to become developers when they exit enterprise programs. From fieldwork in the Philippines, it was understood that for youth at the poorer end of the socio-economic chain, family and community are extremely important (in some cases, more so than for those higher up the socio-economic ladder). This is because they tend to share and live more closely. This phenomenon could doubtless be generalized to excluded youth on all continents. For this reason, being a developer and encouraging other members of their communities is a top priority for them.

Excluded youth have a plethora of hopes about what they can get out of entrepreneurship and how they can initiate a network with other youth. Spreading their ideas and their wealth, and giving back to their communities were constant themes heard while carrying out fieldwork in the Philippines. This is a fundamental role to be encouraged by the organizations which work with youth, because youth have access to their peers through means inaccessible to outsiders, such as word of mouth.

One youngster interviewed at an LP4Y center in Old Balara, Manila expressed just such views. Rachel is a 20 year-old ex-attendee of the Life Project 4 Youth program and was highly articulate about how it had changed her life, and how she was motivated for her story to influence her peers. Coming from a family of informal settlers in one of Manila's favela-like areas, she explained that before entering the LP4Y program she was just 'standing by', and not aiming to fulfill her potential. However, having graduated she is now firmly on the path she set for herself when she wrote down her life-project; she was proud to report that she had entered university and was also a part-time employee with dreams of starting her own media business.

"I know how to live hard and handle situations," she said. She also expressed interest in coaching other youngsters in her position and being a role-model. "It's easier," she added, speaking of joining the youth enterprise program. "You're not wasting time and you're earning money."

IV. The leverages to be used in addressing youth exclusion.

There are multiple ways to address such an intricate issue as youth exclusion. The entrepreneurial solution has its own specificities that deserve to be fully explored and experienced. Hence, one has to understand which ingredients in entrepreneurship appeal to this young public and understand their key-motives. This is a significant step; it makes it possible to go further and see what leverages the entrepreneurial solution offers.

The main difficulty in this approach to the problem is the broad nature of the public we are talking about. The reality of youth exclusion covers various categories: disabled youth, out of school youth, homeless youth, low-income youth, juvenile delinquents, former gang members ... etc. All of them carry a considerable amount of 'baggage' that has to be dealt with in a specific manner. The purpose here is not to assess all the know-how used to tackle this issue but to understand the complexity of the problem.

a. The true motives for youth entrepreneurship

When excluded youth likely to start their own business are asked what their motivation is, the answer is surprising: the desire for independence comes first. This is the case in both developing and industrialized countries and is well shared across age categories (from this perspective, youth and adults are quite the same). The desire to make the difference for society is often quoted as secondary, while making more money is often the last motive.

One might presume that the desire to create one's own job would be mainly driven by unemployment motives or lack of decent work. Yet opinion surveys carried out in France, South Africa, and Nigeria display this common feature: feeling independent and being an agent for community change are far more appealing concepts.

b. The business incubator: the most suitable framework

As previously demonstrated, excluded youth do possess the right skills that make them likely to undertake their own project. What is often missing is the right perception of these skills. Most of them are unaware of their resources and the opportunities that could be opened to them. A long history of violence and exclusion is often the main reason for a nearly inexistent self esteem and a deep lack of confidence in others. Social and economic poverty entails a massive scarcity in infrastructure and the necessary support to help the youth start their own business. These combined factors largely explain why it is so hard for this segment of the population to first dare to undertake something and then discover the appropriate tools with which to carry out their project.

Moreover, while one can acknowledge their ability to start their own business, their skills have to be sharpened and strengthened to transform them into true competencies. An incubator is typically a structure that provides them with a proper environment where they can develop themselves and benefit from the care of professionals/mentors.

The key-assumption that is developed here is that young people who are involved in a holistic entrepreneurial program, where they learn to commit to a project, to work in a socially integrated manner, and where people praise their value, are much less inclined to develop risky behaviors. It gives them a dream to fulfill, a goal to reach, and rights to assert.

To ensure that the above outcomes are reached, a program dedicated to youth entrepreneurship has to focus on the following points:

- Self confidence.
- Social relationships.
- Ability to trust others, including institutions.
- Ability to cooperate, to work in teams.
- Ability to handle deadlines, to take decisions in a complex environment, and fully bear the consequences.
- Ability to adapt to change, to a moving environment.
- Autonomy and resourcefulness.
- Ability to fulfill responsibilities.
- Understanding of priorities.

Many excluded youth were rejected by the system early on in life and nothing in their daily environment awakened these aptitudes. As a result, these are the elements that need to be developed most urgently if the young population of the developing world is to be lifted out of poverty.

A business incubator mainly focuses on restoring their self-esteem and including the close relatives in the process so that individuals do not have to make tough choices that would create a sharp discrepancy with their environment. An entrepreneurial program dedicated to excluded youth has a greater chance of success if the transition is smooth.

In fact, such programs mainly aim at teaching the youth labor rules and working behaviors, as opposed to the cultural or community behavior codes they have learned before. The reference environment of the family and community has to be included in the

economic development process. A deep understanding of the needs and origin of the youth is necessary to integrate them into a larger economic environment. Otherwise the contrast with their previous condition may be too extreme, and they may not always react positively.

The question is now: what gives the youth a significant boost in those entrepreneurship orientated programs? One key answer is learning concrete competences. This is often quoted as the best answer for out of school youth who were unable adapt to traditional schooling and for whom education-based insertion programs proved to be a failure. Indeed, school drop outs were often reluctant to fully integrate into the system because of an appalling socio-economic context and the existence of counter models, such as the securing perception of belonging to a gang and had often serious learning issues. Trying to get them back into the system is often pointless, as they have been marginalized for too long. They reach a stage where they lack the most basic discipline necessary for compliance with educational norms. Their ability to go back to a traditional school environment is limited.

By confronting them with concrete situations, the incubator is able to arouse their interest and prove to them that they can actually handle them well. The steps to achieving this result can be very simple and practical. As a start, a youth can be integrated in a small project and a small team. There, he can be given a modest but meaningful task. From this simple approach several missions and outcomes are expected; they range from cooperation with co-workers, organization and distribution of work, to money management. Each youth can find a specific task as a natural fit, develop his talent in it, and contribute to the overall cohesion of the team. This gives a greater sense of responsibility and above all another way to learn these necessary competencies. Some field actors reported quite evocative examples of youth who were hopeless at numbers and who were assigned to account management in a project. At the end of the day, they discovered that they could be truly competent in this kind of work and they became more self confident.

The other trick that gives a huge boost to the excluded youth is the introduction of positive role models. An incubator often associates to its programs successful entrepreneurs who share the same background as those excluded youths. Such encounters can be a deciding factor: the youth are stunned by the speaker's life story and the awareness that someone who experienced the same difficulties as they did might eventually find their way and truly succeed in the field they chose. Field actors acknowledge that they rely massively on this tool to boost excluded youth, and asserted that the method worked well in influencing them. All the opportunities that the incubator staff describe to them gain flesh and bones in the successful people they see standing in front of them. Then, the disadvantaged youths start believing in the existence of true opportunities for them, too.

c. The scope for youth entrepreneurship: what are we really talking about?

The question that remains now is what kind of entrepreneurial project we are talking about when it comes to excluded youth.

Entrepreneurship roughly consists in two things: creating one's own job, often to remedy a long-lasting unemployment situation, and thus belonging to the creation side, or business to consumer category; or being a developer, which basically consists in dreaming big, creating something sizable with a significant value added to sell at the end of the day (business to business side).

One should ask in which category of social entrepreneurship the youth might find their best expression. It clearly depends on what kind of public is targeted and the degree of exclusion, which depends on the young person. At risk categories will clearly not be able to undertake a business to business activity; the focus should be much more on small business creation, allowing them to earn their living. Thus projects of a limited scale are more appropriate in this instance.

However, in most cases, conclusions have to be mitigated. As we already mentioned, not all young people that enter the program create their own businesses. The entrepreneurial venture is a challenge in itself; it is demanding and inherently risky. There have been many cases of youngsters who ultimately opted for a paid job with stable earnings.

This leads us to the core point of the reflection: the aim of the entrepreneurial approach is not only to push the targeted youth towards the challenging process of business creation, but rather to give them a feeling of autonomy, of confidence in their resources, their environment, and the future. The goal is to achieve a successful transition to adulthood, resulting in individuals with a full set of responsibilities and the ability to handle them. Such individuals would be able to take control and change their own lives in a meaningful way.

The results of such an entrepreneurship incubator are job preparedness, business management knowledge and competencies, and various personal skills.

d. The bottlenecks of entrepreneurship to overcome

Implementing an entrepreneurship-based program for excluded youth is time consuming. The youth come with considerable baggage, especially the most at risk category. It is difficult for these young people to overcome the simplest constraints and handle them properly. Getting up early, managing daily hardships, gathering the required papers for administrative tasks are things that they cannot do easily. They find it almost impossible to plan anything, because the only horizon they have ever known is the present, in which they struggle hard just to survive. There are no such things as medium and long-term vision in their lives. This, in turn, entails deep rooted problematic behaviors that die hard.

Changing this mindset is a delicate challenge requiring true mentoring. This is the main challenge of the entrepreneurial approach: these youngsters who have grown up without any benchmarks are in great need of guidance. This is often the main reason why alternative solutions to remedy youth exclusion fail: these young people have never acquired the right standards, and thus they cannot achieve the basic things such programs expect of them. Some excluded youth programs in France showed the difficulty of including at risk categories in a broader society. In fact, attempts to have them take high school diploma after due preparation mainly failed. The same can be said about training in public institutions or firms: excluded youth could not stay in these programs through completion. In both cases, the same mechanism was at work: they lack the necessary benchmarks.

This backing prerequisite is precisely ensured by entrepreneurship-orientated programs. The focus is on the acquisition of the right standards and self-discipline. There, they have to learn to get up early, to organize their daily tasks, and realize things that are seen as trivial but are unfamiliar to them. This is the strength of entrepreneurship in addressing youth exclusion issue: it ensures that the basics are fully understood; only then can we talk about the next stage.

V. The challenges ahead

Thus far, we have taken a snapshot of what was going on inside the incubator and what kind of results the youth might expect from it. It was important to measure the significance of the entrepreneurial solution in addressing youth exclusion related issues. It also to some extent gave an idea of what was truly at stake when it comes to dealing with at risk populations, what kind of leverages were to be used to ensure that the transition to adulthood is smooth enough and achievable.

We can partially conclude that the entrepreneurial solution is a comprehensive approach that offers satisfactory elements to address the intricacy of the youth exclusion issue. It covers the essential elements that could help a youngster undertake a project that he values: personal development, competence acquisition, and basic management skills.

For those who succeed in creating a business, the whole question of feasibility remains. Starting a business for excluded and poor people is a particular challenge. They do not benefit from the usual conditions that other economic agents fully take advantage of. They cannot make the most of their opportunities unless some targeted easing procedures are implemented for them. Depending on the sector they choose to invest in and the size they plan to achieve, entrepreneurs may encounter very different problems.

We propose here to review the main challenges for business creation without necessarily detailing them, but explaining to what extent they might pose an even greater problem for excluded youth.

a. Securing finance: addressing funding scarcity.

At first, differences should be introduced between business to consumer and business to business approaches. The former is often impeded by lack of funding in the early stages, which seriously dampens the viability of the project. The latter can secure finance more easily, but encounters serious hardships on the development stage and needs strong mentoring to survive. It is growth-orientated and has a significant employment creation capacity.

As already mentioned, excluded youth has much to do with business to consumer category. Here, business creation is of a modest size and often made out of necessity, the aim is mainly to fulfill self-employment needs. Thus, the main difficulty they encounter is on the financing side.

Often located in slum dwellings or remote rural areas that are already challenged by long and heavy history of exclusion and poverty, young people are already affected by systemic disadvantage. In addition there is an incremental difficulty for this segment of the population: they are not considered trustworthy, both because of their lack of experience and because of their lack of collateral and banking securities. This overall picture which combines poverty, social exclusion, and the youth related lack of credibility leads to the conventional banking system refusing to provide them the required startup capital. Yet some avenues to secure financing might be opened:

Grant Financing: Could be targeted for people who cannot access bank loans. Though the free dimension of the approach is a cause for concern and might imply moral hazard issues.

Debt Financing: While no collateral is required, the eligible candidate must display strong motivation and ability to bring his project to full maturity, with proof of low default risk. It proposes low interest rates. Microcredit belongs to this category.

Equity Financing: This mainly relies on self-financing or resorts to relatives'/friends' contributions. The other solution is a government driven program that eases access to finance.

b. The discrepancy between the long-term vision and the daily hardships

Despite the limited availability of funds for financing projects and the administrative turmoil to go through, field actors often underline the human factor as the main impediment to business start-ups. ie: the survival rate of newly created businesses.

In a two year horizon, a creator can run into major difficulties to maintain his business. This has to do with a significant gap between his long-term vision and the paralyzing and numerous bottlenecks that he has to face on a daily basis. There can be all sorts of mishaps (a delay in the attribution of a license, a missed deadline, etc.). Some might be minor troubles but they can quickly appear huge and overwhelming to an inexperienced entrepreneur, a new arrival in a competitive and demanding field. This is often acknowledged as the loneliness of the entrepreneur, and it is especially hard for individuals that do not come from an entrepreneurial culture.

Here another advantage of the entrepreneurship incubator can be emphasized. It gathers a real community of business managers. A youngster who faces some unexpected hurdles can always exchange with his co-workers and a shared reflection can help him work out a solution.

To conclude, entrepreneurship offers some promising perspectives for excluded youth. If a program is correctly implemented and takes the deep needs of this specific public into account, young people can start developing themselves in a new and secure environment. There, they learn to be self-reliant, responsible, dedicated to a project that is meaningful to them. It gives them a goal to reach.

Yet, there should be no illusions about this solution. It has no miracle virtue, and we still lack the necessary program evaluations to fully assess the impact of such business incubators on excluded youth. A lot of questions remain unanswered regarding the success rate of these programs. However, returns from the field show evidence of significant improvement of behavior, attitudes and mindsets. There is clearly a lot to be explored in the entrepreneurial approach and a lot of hope for this marginalized segment of the population who is facing increasing difficulties to fend for oneself.

What we tried to show here is that business creation is something challenging in itself and undertaking it is not for everyone. It requires a solid mindset to face the upcoming daily

hardships and the lack of entrepreneurial culture in those excluded areas is an incremental difficulty. Access to financial, technical, advisory supports remains problematic for the major part of this young population. Business incubators and other youth entrepreneurship focused programs concern only a tiny part of this public. Only a few of the excluded youths benefit from these holistic and comprehensive programs. The majority are left to themselves and struggle hard to overcome all the difficulties we mentioned in this report.

Chapter 3: VOICES FROM THE FIELD

Introduction

This chapter aims to present effective programs proposing integration solutions for excluded youth around the world. We have collaborated with numerous professionals currently tackling the challenges discussed in this report and we wish to thank them for contributing to the eight case studies presented below.

Each case study explores how the project developed, the theories and objectives behind the adopted approach, and the strengths and weaknesses of the program in reality. They cover a range of sizes and target groups. Individually, we hope that they will serve as a useful reference for a wide range of both developing and experienced organizations working with excluded youth.

We have also attempted to draw together shared features of these case studies in order to suggest more global trends in the fight against youth exclusion. There are many shared dilemmas as well as many shared solutions and knowledge which is invaluable to all people working in the field. This analysis can be found in the conclusion.

I. Youth and Social Entrepreneurship:



a. Soeries du Mékong

i. BASIC INFORMATION

Name of your organization: Soeries du Mékong

Country and Place of your organization: Banteay Chmar, Cambodia

When did you start your project? In 2001

How did it start?

Soeries du Mékong is a social enterprise that was created in 2001 in Banteay Chmar, Cambodia, by Enfants du Mékong and Espoir en Soie in order to counter the rural exodus that threatens the lives of countryside dwellers. Indeed, Enfants du Mékong, a French NGO which sponsors children and youngsters to go to school, realized that most of the young women they were helping stopped studying before obtaining their high school diploma, due to a lack of parental support and also due to the fact that there were no economic opportunities in the region. The young women did not see a direct link between obtaining a high school diploma and upgrading their living conditions, because for them the only solution to escape poverty was leaving the countryside to go to the city or Thailand where they could find jobs in the informal sector. But working and living conditions there are very difficult, and

most of them risk becoming socially excluded, exploited and sinking into deeper poverty, far from their community.

What does your program consist of?

Soeries du Mékong was conceived as an answer to this rural exodus and the threat of social exclusion. The enterprise trains young women in the art of silk weaving, a traditional craft industry in Cambodia that risked disappearing under the Khmer Rouge regime. After a training period of six to twelve months during which the women not only learn silk weaving but also mathematics and Khmer, they are provided with their own loom and become at-home workers for Soeries du Mékong. The women receive orders from the enterprise and are paid for each scarf or piece of silk they make. But the training does not stop there; the weavers continue to be accompanied, they attend workshops about basic financial management and they are offered the possibility to save their money at an advantageous rate.

How many employees do you have? Are they local / foreigners?

To date, 70 weavers have been trained and employed by Soeries du Mékong in the region of Banteay Chmar. The staff and manager in Cambodia are native and thus the enterprise is entirely composed of Cambodians. Once a year they send an intern to Cambodia to work as a consultant in order to upgrade the projects and establish a long-term strategy for the enterprise.

How is the project financed?

Soeries du Mékong mainly receives capital from Enfants du Mékong. It aims to become financially autonomous by 2013, running on sales profits. The scarves and other pieces of clothing they make are sold mostly in France, but 10% is sold in the Cambodian market. The Cambodian entity made profits in 2011 and we hope to 'break-even' in France in 2012. The enterprise has a very strict charter that guarantees at least 30% of the profits are redistributed to the workers, and 10% is invested in local development projects. Its charter also protects the weavers and the community: minimum salary superior to the average salary in the region, social protection, respect of the environment, etc.

What values are promoted by your organization?

Soeries du Mékong promotes strong values of authenticity, transparency, amorality and high-standards. Authenticity is the respect of the traditional art and statecraft of silk weaving. It is very important to save this ancestral know-how and to teach these women the art of weaving, which is part of the Khmer culture and makes each piece of cloth a piece of art. This authenticity goes hand in hand with the will to promote the value of each woman through her work. Transparency is very important for the good functioning of the enterprise; the charter needs to be respected, and each worker should know and decide what is done with the profits. Amorality means that Soeries du Mékong should not judge the Khmer culture, the community or the women. They want to have a positive social impact on people's lives through their work, without judging them or their values. Finally, the all-encompassing value that drives forward the work of Soeries du Mékong is being demanding of its weavers and of itself. Soeries du Mékong asks each woman to produce a work close to perfection in terms of deadlines and quality – and cuts money from their salaries if these requirements are not met properly. Consequently, only the most deserving and motivated

women keep on working with Soeries du Mékong and benefiting from its advantageous salaries and social protection.

ii. YOUR TARGET

Do you work more with young men or women? Soeries du Mékong only targets women.

What age groups does your organization most work with? The young women are all aged about 18.

Do you deal with a higher number of drop outs/ juvenile delinquent/ orphans/ disabled/ street children / former gang members?

Soeries du Mékong targets young women aged around 18, who meet some poverty conditions (their family has no possessions other than a parcel of land) and, usually, are also school drop-outs.

In which areas do you most work?

The social enterprise works in the countryside with poor women who would otherwise probably leave their community to find a job in the city.

From your own experience what is the most important cause of youth exclusion?

In the countryside the youth is very integrated, but they have no future because the small parcel of land their family owns or rents to grow rice is not enough for every child. Moreover, many families build up large debts. Because of these factors, most of the young people in the countryside are forced to look for work opportunities in the city or in Thailand, where they have no social link and depend on the employer, which can impose very difficult working and living conditions. Thus, the cause of youth exclusion is both the absence of economic development in the rural areas and the lack of social link in the cities.

iii. YOUR PROGRAM

How many youth do you work with each year? About 10 young women are trained each year.

How many youth have passed through your program? Since Soeries du Mékong employs all the women who are trained, one cannot say that the youth have “passed through the program, since they are still accompanied by the enterprise. To this date 70 women have been trained and employed.

Are you selective in choosing participants? If so, what are your selection criteria?

The young women are recruited upon social requirements and upon their motivation to join the program. It is important that they don't consider the enterprise to be one more opportunity to try and make money; they need to be conscious of belonging to a project that can help their whole life, their community and their region. It is a difficult choice to make for some of them, because they are not used to working every day and to respecting the demanding requirements of the enterprise in terms of work quality and involvement.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

During the training period (6-12 months), the women receive \$15-20 per month at the beginning, and then between \$100 and \$300 for the most involved ones.

What is a typical day for the youngsters following your program?

The young women come to the center by foot or by bike, bringing their lunch, and study all day long. In the morning they learn mathematics and Khmer, and in the afternoon they are taught weaving. Once they can work independently, they receive orders from Soieries du Mékong. The women attend workshops to learn how to save their money – but this is very difficult since they are likely to spend it all for special occasions like marriages or the New Year festival.

What is the duration of your program?

6-12 months of training, then they are employed as long as they can work.

How does your NGO focus on integrating excluded youth?

Vocational training and economic opportunity through employment.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

60 out of 70 women have successfully finished their training period and are actually employed as weavers; they are therefore considered as “successful elements”.

On the whole, the women learn to be responsible: they are all responsible for the future of the enterprise as well as their own future. They are proud of their work and can gain self-confidence.

What is the drop-out rate of your program?

10 out of 70 women have stopped the program. Some just left the region to live with their husband's families, so they are not considered to have “failed”. But the others go to Thailand to find a job. These ones lacked motivation and were often in debt. They lacked the conscientiousness to belong to a thriving project that could help not only themselves but also their community. If they decide to come back, they are re-accepted once, but not twice, because the enterprise must not be considered as an alternative to a failure to find a job in the city.

Could you describe some area-specific problems that you face with the youth you rehabilitate.

Most of the weavers get married and pregnant relatively soon after the start of the program, which poses some difficulties because they need to interrupt their work – but most of them start working again after a few months. During their maternity leave Soieries du Mékong provides them with a monetary stipend. Another problem specific to the rural area is the likelihood that the family will build up debts. Added to the fact that the small parcels of land that cannot be split into enough parcels for all the children, these factors push youngsters to leave the countryside and look for economic opportunities in the cities and in Thailand.

Could you state and describe one solution that has been most effectively used by your organization to foster insertion / one solution that has been least effectively used by your organization to foster insertion?

Strong links are developed between women, who often work two by two at home on their loom afterward. Trips to temples or cities have been organized to foster the group inclusion. Soieries du Mékong really seeks to develop a sense of communal belonging, a sense that the economic activity brought by the enterprise will benefit everyone in the end. They witness how the women working for Soieries du Mékong are climbing the local social ladder, often marrying a richer man and gaining respect in the community.

On the other hand, the workshops the women attend to learn how to save their money have had little success, like the saving program provided by Soieries du Mékong. This is very difficult since they are likely to spend all their money on special occasions.

After leaving your program what is the most common path for participants?

Those who leave the program go to Thailand to work. Those who stay are employed full-time.

Has anyone you helped gone on to start their own business? (if so tell us the story)

Some women have another activity in parallel with Soieries du Mékong, a small business of buy and sell. There is one case when the young woman trained her own cousin to work at her home and created herself a business of raw materials.

Do you believe that entrepreneurship is a tool for youth integration? Why?

Soieries du Mékong believes that social entrepreneurship has a great potential to help excluded youth. They seek to become an economic model and solution to social ills. Entrepreneurship could also be an interesting opportunity for excluded youth, but in Cambodia they lack the mentality to become entrepreneurs, and, in general, excluded people with no education and qualification have far less chances to succeed than their rich and educated counterparts. The first obstacle to creating one's own business is the absence of financial means and professional support.

What are the future plans for your organization?

The future plan for Soieries du Mékong is to enlarge the enterprise, its production – extend the activity toward mixed materials – and the number of workers – train 10 women per year and employ 120 weavers in 2015. The goal is to become the reference brand in the luxury sector of scarves. The enterprise also wants to further develop further the savings of the women (there are no banks or saving structures in the region except for what Soieries du Mékong offers) and, in the longer term, provide some wise micro credit for local projects.

Soieries du Mékong has also inspired the program Enfants du Mékong Entreprendre: a project that aims to develop and finance local social enterprises.



b. Ndaam

Ndaam is a youth commercial organization based in Senegal that promotes entrepreneurship as a solution to youth exclusion. With a starting capital of only 20 Euros, six Senegalese youth were able to create an organization that helps approximately 300 youths per year. The organization's innovative solutions can be easily replicated in other developing countries and Ndaam thus presents an interesting case study. Youth commercial training and practice, along with participant motivation, are the principle ingredients of the program's success.

i. BASIC INFORMATION

Name of your organization : Ndaam, it means victory in Wolof and includes the initials of the founders of Senegal.

Country and Place of your organization: Dakar, Senegal

When did you start your project? 2003

How did it start?

Six Senegalese youth, who were working at a Canadian door-to-door sales group, decided to take the positive aspects of this commercial venture and create a youth entrepreneurial group with a social mission. With an initial capital of twenty Euros, the entrepreneurs started their own organization aimed at helping motivated youth achieve their goals.

What does your program consist of?

The Ndaam program is open to all Senegalese youth from all backgrounds, who are motivated to improve their lives. The program teaches essential entrepreneurial skills and provides real-life sales experience. The youth gain a salary from the amount of sales completed, which is intended to help them in achieving their professional goals or in creating their own business.

How many employees do you have? Are they local / foreigners?

The organization was created and is still managed by Senegalese. The number of workers and program participants varies over time. The organization has three agencies in Dakar with 50-70 youth working in each agency.

How is the project financed?

The project is completely auto-financed. The profits from sales are used to cover all costs and pay all wages.

What values are promoted by your organization?

Ndaam's slogan is "You do not have to be good to begin, but to be good you have to begin." Motivation is the key virtue. The organization looks for motivated, positive youth that desire to improve their lives. Another major value is solidarity between participants.

ii. YOUR TARGET

Do you work more with young men or women? In Ndaam programs, there is roughly a 50/50 gender ratio.

What age groups does your organization most work with?

The main age group is young people between 18 and 35 years of age.

Do you deal with a higher number of school drop-outs/ juvenile delinquent/ orphans/ disabled/ street children / former gang members?

Ndaam deals with a high number of drop-outs, with very few participants being juvenile delinquents, orphans, disabled, street children, or former gang members.

Do you work more with immigrants/refuges/local citizens?

Ndaam works mostly with local citizens.

In which areas do you mostly work?

Ndaam is located on the outskirts of the city of Dakar. The organization works in the zone between the city and its suburb.

From your own experience what is the most important cause of youth exclusion?

The most important cause of youth exclusion is an unsuitable education system. Youth either have a low level of formal education that prevents entry into society, or the youth have only scholastic and no professional experiences during their education.

iii. YOUR PROGRAM

How many youth do you work with each year?

There are approximately 250-300 youth in the Ndaam program per year.

How many youth have passed through your program?

There are no statistics on the total number of youth participants, but it is estimated to be above 1500.

Are you selective in choosing participants? If so, what are your selection criteria?

The program is not selective and chooses participants based upon their motivation.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

There is a salary for program participants, which is based on the amount of sales completed. Ndaam also helps program participants to save a portion of their earnings, in order to help achieve their future commercial projects.

What is a typical day for the youngsters following your program?

Each morning program participants receive commercial training – they learn about

entrepreneurship and other aspects of successful sales. In the afternoon, they go out into the field and sell products. They finally return to Ndaam's headquarters in the evening, return unsold products, and discuss the day's progress with program staff.

What is the duration of your program?

The program length varies based on the needs of participants. The average is two years, but participants can continue for five or six years in order to develop their own projects.

How does your NGO focus on integrating excluded youth?

Nddam focuses on entrepreneurial solutions but also provides training in the profession of sales and business.

What methods / tools do you use to foster this integration?

Ndaam uses commercial training and practical experience, in the field, to promote this integration.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

Ndaam believes that there is approximately a 50% success rate of participants. By success Ndaam means a successful entry into the job market or creation of one's own business.

What is the drop-out rate of your program?

Ndaam estimates that approximately 50% of youth leave the program before being able to create their own business or achieve their professional goal.

Could you describe some area-specific problems that you face with the youth you rehabilitate?

In the Senegalese context there are two major causes of youth exclusion, which can be applied to many developing countries. Firstly, there are many young people who have a very low level of education. They may know how to read and write, but they are not qualified for the workforce with their educational background. They are thus excluded from the formal job market and work in small, temporary jobs in the informal sector. Secondly, there are few internships and professional experiences offered to students who do pursue higher education. Businesses are thus reluctant to hire these students who have no professional experience

Could you state and describe one solution that has been most effectively used by your organization to foster insertion / one solution that has been least effectively used by your organization to foster insertion?

The most effective technique and solution has been the effort to help youth think about their future goals and about other program participants. Another statement of the program is "help others to achieve their goals and you will achieve your own." The youth in the program are coached and through the practical selling experience have the feeling of helping themselves to advance in the world. The paying of a salary has also been effective in helping participants to develop their own project in the future.

One less effective solution was to encourage program participants to save their earnings in a bank account. Program participants did not trust banks and preferred to leave their savings in the hands of trusted program staff.

Has anyone you helped gone on to start their own business?

Three stories

Idrissa – Idrissa arrived for an interview at Ndaam covered in sand and wearing shorts. He lived ten kilometers from Ndaam's office and had no money to pay for public transportation. He worked at Ndaam regularly but suddenly stopped coming to his job. Two months later he passed by the Ndaam office with his own taxi that he had bought thanks to his income and savings at Ndaam.

Tidiane – arrived at Ndaam with a 5-years' university degree, a master's equivalent. However, he was unable to find a job because he had no practical work experience. After three months of working at Ndaam, he gained this practical experience and was hired by a large bank to sell commercial products (EcoBanque). He was soon appointed head of client services at a new bank branch, thanks to the skills he learned at Ndaam.

Gora- This young man wanted to create his own tailor-clothing business. He had worked as an apprentice with a family member under very difficult conditions and was not paid. The salary he earned at Ndaam helped him to buy his first sewing machine within six months. He began his business while still at Ndaam, creating convenient bags for other Ndaam members for use during door-to-door sales operations.

Do you believe entrepreneurship is a tool for youth integration? Why?

Yes, entrepreneurship is a tool for youth integration in general and in the Senegalese context. In Senegal and other developing countries the majority of the population is young and there is so much still to be accomplished. Entrepreneurship allows youth to be actively involved in the improvement of society.

What are the main obstacles for business creation for the excluded youth you work with?

There are four main obstacles for business creation. First, the youth do not have the practical experience or coaching in management and other formal aspects to successfully create a business. Second, they lack financial assets and capital to create a business. Third, young people do not know how to successfully sell products and do business. Fourth, there are no programs to help follow and mentor the youth for 1-2 years after creating a business, which decreases success rates.

What are the future plans for your organization?

There are three major plans for Ndaam. First, the organization is working on consolidating the development of new business opportunities for participants. Ndaam participants visit 60,000 people daily and this creates major opportunities for marketing studies in cooperation with local industries. Second, Ndaam plans to work with product promotions to expand practical experiences for youth. Finally, in 2011, Ndaam started an organization Jeunesse Action Développement (Youth, Action, Development) to help **improve its social impact and the coaching of youth in the creation of their own businesses**. This organization will be the first part of Ndaam to use outside funding and can be followed at www.jad-senegal.org

II. Youth in conflict with the law



a.R2S Les Ulis' Local Mission

Leaving prison is always a crucial event, and one which is poorly understood by most people. If delinquent youths are not adequately prepared and are not supported during this time, they are likely to plunge back into a harmful or even criminal environment, which often leads to committing repeated offenses.

The project R2S ("Réussir Sa Sortie de Prison" – Make a success of one's coming out of prison) tries to respond to these issues and specifically targets young people. It aims at accompanying its participants, using professional insertion as a tool to narrow the gap between the inside and the outside worlds.

i. BASIC INFORMATION

Name of your organization: Les Ulis' Local Mission

Local missions for professional and social integration are often simply called "local missions". They are French public organizations whose functions are to welcome, inform, orient and help people to build a demonstrated professional project. They mostly have to help the youth to settle matters related to their social and professional integration.

Country and Place of your organization: Les Ulis, a "new city" developed 20 km south to Paris (France), in the department of Essonne. It is totally integrated within the Parisian agglomeration.

When and how did you start your project?

RS2 project was created after a call for projects, called "Experimentation - Youth", launched by the experimental funds of the High Commission for Youth. R2S project was then selected by Martin Hirsch, the High Commissioner at the time, and was originally an experimental program, in the evaluation stage. It started in November 2009 and has been evaluated for 3 years. Because of its success, it is now destined to be spread to other local missions.

What does your program consist of?

The program R2S aims to support the social and professional reinsertion of Les Ulis' young people, detained in the large prison of Fleury-Mérogis, in order to fight second offenses. Its methods consist of helping them to find a job or to follow an education program, thanks to a mentoring scheme provided jointly by different professionals.

How is the project financed?

As the Local Missions depend on the French administration, this program is financed by the French state.

What values are promoted by your organization?

This project consists of 3 main elements: equal opportunity, preparation for release from prison and prevention of second offenses.

ii. YOUR TARGET

Do you work more with young men or women? How old are the participants? In which area?

R2S program works with young men, between 18 and 25 years old, living in the department of Essonne, so mostly in suburban areas.

Do you deal with a high number of drop-outs/ juvenile delinquent/ orphans/ disabled/ street children / former gang members?

Participants of this program are juvenile delinquents. They are either convicted prisoners, close to being released, or people whose prison terms might be shortened, but all have served court sentences. They must volunteer, be legal citizens or residents of France and definitely motivated to take part in the project.

From your own experience what is the most important cause of youth exclusion?

Family context and situation, education level, health.

iii. YOUR PROGRAM

How many youths do you work with each year?

During the evaluating phase, 72 young people have participated in this program, in 6 groups of 12 people each, but this is going to be bigger in other local missions.

Their average age is 22 years old. A quarter of them have one or more children.

Regarding education, half of them have no school diploma, and one quarter have obtained a CAP or a BEP (secondary education professional diplomas). 85% have been through the French school system.

9/10 had already worked before their detention, and 70 (out of 72) had already been condemned once before.

49 of those young people had already been in jail before that last detention: their second offense rate (resulting in detention) consequently reaches 68%.

Are you selective in choosing participants? If so, what are your selection criteria?

People participating in this program are selected. A first stage of recruitment is selection interviews, followed by the meeting of a commission which chooses participants from among those pre-accepted people. This commission is made up of the people of the Local Mission and people from the Penitentiary Service for Insertion and Probation (Service pénitentiaire d'insertion et de probation – SPIP). The list of selected people is then submitted to the judge of sentence administration (Juge de l'Application des Peines – JAP) and to the prosecution, who validate the participation of people if their penal situation allows it. A clarification of their criminal record is then processed.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

No, but each step allows the young people to learn how to gather financial means.

What is the duration of your program?

The R2S program lasts 6 months: the first phase lasts 6 weeks and takes place in prison, the next steps last 4 months and take place in the outside world.

How does your NGO focus on integrating excluded youth?

The program focuses on providing a general aid on many aspects of life: giving information about financial possibilities, juridical situation, professional opportunities. It is also a time for participants a time to think about themselves and their own situation.

The core element of the whole program is giving back confidence in themselves, in other people and in their future.

What methods / tools do you use to foster this integration?

R2S program constitutes of 3 steps, the first during detention and the following two after release from prison.

The first step lasts 6 weeks and provides the same services to all the young men. They are collectively informed and individually followed. This step allows us to make a diagnosis of all the barriers to integration.

It aims to prepare the young men for their release, and to think about the following steps, from different aspects:

- ⤴ Financially, it allows the person to mobilize essential resources to follow up and succeed in their project: that is to achieve through interventions from an adviser from the Local Mission.
- ⤴ Personally, it gives the person time to think about their social and professional situation and helps them to define a strategy allowing them to overcome barriers to integration. This strategy is called: "Diagnostic Partagé" (Shared Diagnostics) and is provided by the association CRedy
- ⤴ It allows the person to better understand how their juridical situation is followed and to prepare, if relevant, the request forms to have their penalty reduced. This service is provided by the SPIP, through collective meetings and individual interviews.

At the end of these 6 weeks, the young people are released, either because their imprisonment is finished or because a reduction to their penalty has been approved by the magistrates.

The second stage lasts 8 weeks at most. During this compulsory period, all members take at least 2 weeks to sort out their administrative situation and to re-discover the reality of the outside world. Socialization and concrete professional training fill that time: indeed, locating the person in a concrete context of work allows us to test their capacity to adapt themselves, to respect rules, etc. It constitutes an essential step: the transition between detention and the outside world, and a preparation for the third step.

After these two weeks, the young people are oriented either to an extension of the second step or to a third step. The decision is taken by all the partners in order to guide them in the best possible way. The extension of the second step focuses on finding and preparing for internships and employment.

The third step lasts 8.5 weeks. At this stage, the person is working and at the same time continuing their education, including a preparation of the theoretical part of the driver's license exam (examen du Code de la Route).

These two final steps are adaptable depending on the situation of each participant. During these 3 steps, social services and professional advisers regularly give information sessions.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

Criteria for success are social and professional integration: it is measured by the young people's ability to reintegrate (job and/or education) and by their capacity to avoid second offenses.

The experimental program R2S seems to have encouraged social and professional insertion of the young prisoners. For 80% of them, access to an insertion solution is probably a major factor which has lowered the risk of second offense from 68% to 15%.

What is the drop-out rate of your program?

During the experimental phase, no one dropped out, but people whose request for reduction of detention term was refused have to wait till the end of their penalty to follow the 2 next steps of the program, which take place in the outside world.

Could you describe some area-specific problems that you face with the youth you rehabilitate?

One difficulty is to understand the individual personal psychological situations in relation to their own personal history: their family environment, their professional and extra-professional career, how they discovered sexuality, their previous penal history (personal and/or collateral), their physical and psychiatric history, their impulses, their addictions, their fears and anxieties.

Another main difficulty, which must be anticipated for each and every participant, is the gap they all have to cross: the gap between detention and the outside world.

Could you state and describe one solution that has been most effectively used by your organization to foster insertion?

The main idea of our program is coordinating and making different actors cooperate together: particularly, the Local Missions (designed to welcome, inform, orient, tend to and

help the young people of their district in general), the SPIPs (whose mission is avoiding second offenses) and diverse associations.

As everyone adds their own knowledge and capacities, the units begin to work together to provide information and to help the participants design their own future knowingly.

After leaving your program what is the most common path for participants?

From the perspective of professional insertion, 43 of 72 participants have reached a working situation in the R2S framework: 13 have signed an open-ended contract, 20 a temporary contract. We do not know the nature of the professional contracts of the remaining 10. 7 young participants have received additional education, sometimes alongside a job. In summary, 44 participants have found an insertion solution.

Out of 55 people who had been released, 14 have been imprisoned again (8 for second offense): the second offense rate is also 15%, which is still significant, but far less than the 68% witnessed at the beginning of the program.

Has anyone you helped gone on to start their own business?

No, but the sample is still very small. This kind of solution may be explored by participants in the future, but it is perhaps not really in the "spirit" of French people.

Indeed, according to the 2009 Eurobaromètre of entrepreneurship in Europe, the French entrepreneurship rate is slightly lower than the European mean. It also reveals that the French tend to go into business by necessity rather than opportunity. In addition, the proportion of highly-qualified entrepreneurs is higher in France than in most European countries, which supports the idea that low-qualified young people are not really likely to undertake such ventures, especially following release from prison.

What are the future plans for your organization?

This program is destined to be generalized in other regions. It will continue to encourage closer partnerships and cooperation between different services: local missions, associations and SPIPs.

III. Disabled Youth



a. Hear Us Program

i. BASIC INFORMATION

Name of your organization : Life Project 4 Youth (LP4Y) – Hear Us Program

Country and Place of your organization : Philippines- Mindanao (Iligan City)

When did you start your project? The Hear Us Program started in October 2010

How did it start?

In early 2010 we were contacted by Father Henri, who's been in the region for a number of years. He told us of the fate in store for the only specialized school for the deaf in the area which was threatened with closure for want of funds and a lack of viable projects for the young deaf students.

Here deafness is a shameful condition to be concealed. Without the means to communicate deaf people are often considered mentally lacking. Were it not for the energy and determination of Chay, a Filipino woman, most of these 30 young people would have had no schooling. "What's the point as they'll never get a job ..?"

After several meetings and with the support of a number of key Iligan personalities the LP4Y Management Committees decided to offer financial support to the School for the Deaf (12 children under the age of 17), beginning in June 2010 and until a specialized NGO could take over. Enfants du Mékong has now taken over the financial management and support of the school and will provide financial security through sponsorship programs. Realizing that the students aged 17 and above had no future beyond school, LP4Y looked into the idea of opening a computer in-putting center with them. The Hear Us! Program was launched in October 2010, working out of classrooms at LaSalle Academy.

What does your program consist of?

The Hear Us Program aims to provide social and professional integration for a group of around 20 deaf youths. The youths are trained in different subjects (English, history, geography, math, budgeting, IT, general knowledge). Each program of LP4Y tries to build up a little business with the youth in helping them to become independent. The Hear Us Program has its focus on a data encoding business. In short, the youth are now able to encode different documents in Excel, Word or Power Point for a company. They will then be financially independent and have their own business. As of today the encoding business is still in the implementation phase but has proved successful for the first clients.

How many workers do you have? Are they local / foreigners?

Two foreign volunteers are working in the Hear Us program for the moment and Filipino teachers.

How is the project financed?

The project is mostly financed by private donations coming from France, Belgium and Luxembourg and company such as the Air France Foundation.

What values are promoted by your organization?

- Teamwork: "I can't but together we can ". Help the Young people take their place in the community.
- 100% positive and value achievements
- Experiment; emphasize learning through experience
- Win-Win : make the Young people responsible for their own Life Project. Enable them through their own work to achieve autonomy.

ii. YOUR TARGET

Do you work more with young men or women?

The Hear Us team consists of an equal number of men and women.

What age groups does your organization most work with?

We work with Filipino youths. The youth in the Hear Us program are all deaf and aged between 17-28 years old. They are all quite very poor, excluded from their families and surroundings.

In which areas do you most work?

We work in Iligan on Mindanao Island. The city of Iligan stands on the border of the Autonomous Region of Muslim Mindanao (ARMM) on the North West coast of the largest southern island.

From your own experience what is the most important cause of youth exclusion?

For the deaf in Iligan, the most important cause of their exclusion is the ignorance of the families and people in general. For them the deaf are disabled and limited and will never be able to have a job or achieve anything in life. A very important step should be to inform them exactly about deafness. With our program we are most of all trying to show everyone that the deaf are not mentally lacking and that they can be as productive and intelligent as all those that can hear.

iii. YOUR PROGRAM

How many youths do you work with each year? The Hear Us Program is working with 20 youngsters. With a larger number we could not give to them the attention needed.

How many youths have passed through your program? 32

Are you selective in choosing participants? If so, what are your selection criteria?

Our selection criteria is of course the deafness, the age and extreme poverty but most of all their motivation. If they want to learn, participate and work on their Life Projects they are more than welcome to be part of the program.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

The youth are already getting a weekly allowance for their work in the program. With this money they have to pay their food and contribute to the house rent. We try to motivate and guide them to save some money for their future.

What is a typical day for the youngsters following your program?

From Monday to Friday the youths have trainings sessions in different topics.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:00	Business Training	Guidance	General Knowledge	Encoding	Business Training
1:15-5:15	Encoding	Encoding	English	Encoding	Debrief Planning of the Week
After training			Life Community Meeting	Sports	

Total in One Week:

4	WORK
4	LEARN
2	GUIDE

Since December 2011, the team is living together in the "Hear Us House" as a real community. This is an accelerator for their integration.

What is the duration of your program? Before the end of the 3rd year we plan to be financially sustainable. We are working on it! After ... the former can help the new.

What methods / tools do you use to foster this integration?

To integrate the excluded youth, our NGO focuses on entrepreneurial solutions :

- Give them an opportunity to earn their own money and to budget,
- Give them an opportunity to build up their own Life Project Plan,
- Give them an opportunity to feel equal to all the other hearing people,
- Give them self-confidence,
- Give them an opportunity to live together in a house as a real community and feel strong together,
- Give them an opportunity to develop teamwork through all kinds of activities,
- Open their minds to the world and to different cultures through different points of view.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

It is hard to answer because we are still at the beginning of the Program. But we can maybe measure the success by the attitude of the youngsters. They have become much more self confident over the months. They realized that they are as capable of achieving something as hearing people and that they are strong together. The testimony to success is also new youths that come every day and would like to join the program.

What is the drop-out rate of your program?

Some youth started the program and stopped after a few months. Typically because the parents were not happy to lose "the cleaning lady" of the family ...

Could you state and describe one solution that has been most effectively used by your organization to foster insertion?

To provide them with a job or at least give them the tools to acquire one. Through the work they are able to achieve independence and self confidence. Through that they can be equal members of society.

After leaving your program what is the most common path for participants?

Already 11 participants are gone. Seven of them have a decent job and salary as reviser in an after school center or waiter in a restaurant. Four are now sponsored and can continue their studies (college level). One is back on the family farm.

Has anyone you helped gone on to start their own business? (if so tell us the story)

Not yet. It's too soon. First they must improve their communication and work among the other.

Do you believe entrepreneurship is a tool for youth integration? Why?

Yes I am convinced that entrepreneurship is a tool for youth integration. Most of the youth we are working with are, because of different reasons, excluded from society. Because of the poverty they have a very low school level, no dreams or plans for the future. Their self confidence is almost inexistent. Entrepreneurship is a way to build up an adequate and made-to-measure job for them. They can transform their weaknesses into tools and strength.

What are the main obstacles for business creation for the excluded youth you work with?

Maybe the prejudices coming from the population with regard to the deaf. Most people do still not believe in what we are doing. But mentalities are beginning to change in the small town where we are located. The early success are examples for other.

What are the future plans for your organization?

The plans of the Program are to build up the encoding business and also help and support the youths to find their ways and build a real deaf community that can help more deaf Youths. Not all of them will work in that business. To give them enough support and guidance so that they can be independent!



b. Arpejeh

i. BASIC INFORMATION

Name of your organization: ARPEJEH: Accompagner la réalisation des projets d'études de Jeunes Elèves Etudiants Handicapés

Country and Place of your organization: France, Paris

When did you start your project? April 2008.

How did it start?

SFR, a French Company, wanted to know why they couldn't find any highly qualified, disabled students. One reason was the limited options available to pupils at the end of middle school. ARPEJEH was born out of the union of 5 companies that decided to follow

these students from middle school to the end of their studies, and to expand their choices by meeting professionals in the field.

What does your program consist in?

Arpejeh aims to promote professional training and the hiring of disabled youth. Arpejeh has 4 objectives:

1. Bring together public and private professionals to meet disabled youth
2. Inform disabled teenagers
3. Facilitate the relationship between young disabled and professionals
4. Accompany the disabled students

How many workers do you have? There are 5 workers.

How is the project financed? We are an association of companies. They contribute yearly to support us.

What values are promoted by your organization? Meeting between young disabled pupils and professionals, experience in the field, pooling of resources.

ii. YOUR TARGET

Do you work more with young men or women? Both

What age groups does your organization most work with? From 15 to 25 years old

In which areas do you most work?

We work in Ile de France (around Paris) and in Rhone Alpes (around Lyon).

From your own experience what is the most important cause of youth exclusion?

Discrimination, fear of differences and prejudice

iii. YOUR PROGRAM

How many youth do you work with each year? Around 1,000

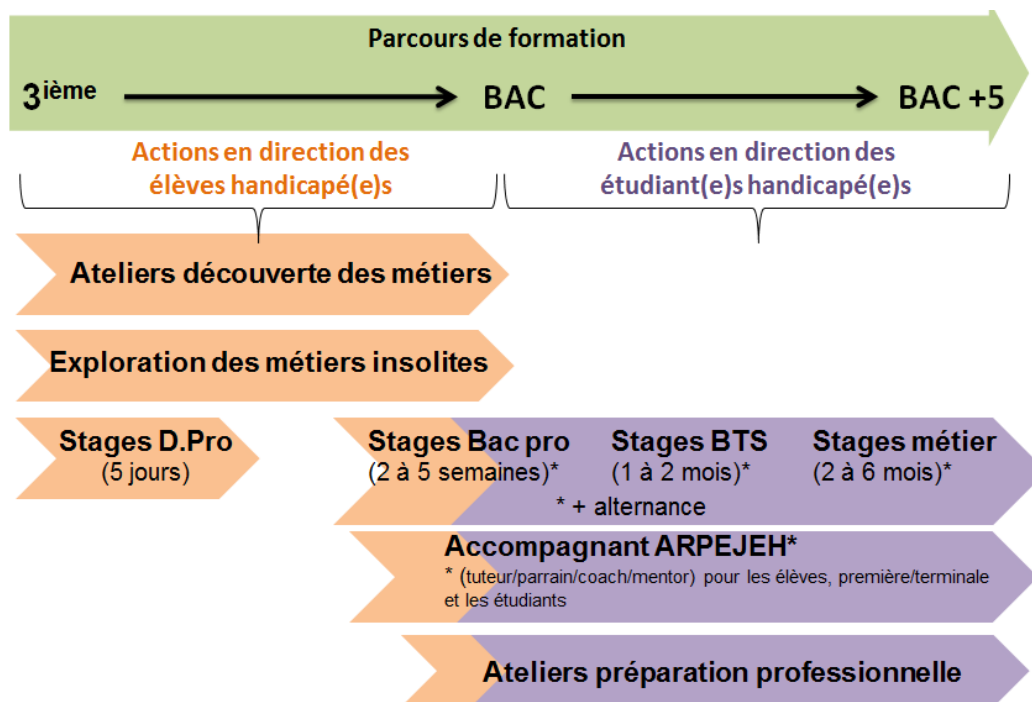
How many youth have passed through your program? Around 3,000

Are you selective in choosing participants? If so, what are your selection criteria?

For some actions, we have to select participants: for internship for instance, some pupils are not prepared and would not be able to handle a field experience on their own. So we try to select taking into account their abilities and their wishes.

Do you give a monthly stipend (or monetary incentive) to participants in your program? No

The different steps of the program:



Tout au long de l'année, les actions ci-dessous sont aussi proposées :

- aux jeunes : des temps d'échange, des ateliers de construction du projet professionnel, des sorties (ARPEJEH au stade de France, ARPEJEH en Jazz)
- aux enseignants et conseillers psychologues Education Nationale : les jeudis de ARPEJEH

IV. Youth and Education:



a. Passerelles Numériques

i. BASIC INFORMATION

Name of your organization: Passerelles Numériques

Country and Place of your organization: Cebu, Philippines

When did you start your project? Passerelles Numériques was founded in Cambodia in 2005 as a sister organization of Enfants du Mékong.

How did it start?

Passerelles Numériques began in Cambodia, training under-privileged youth to become professionals in ICT by developing their technical skills. The aim was to provide professional training for successful insertion in the job-market.

They are now present in the Philippines and in Vietnam. In the Philippines they work in close partnership with the CEBU university and businesses (ACCENTURE mainly).

What does your program consist in?

The program offers education in ICT. We work with high-schools in the provinces, and organize information sessions. Students are tested in mathematics, logic and English tests to identify the best profiles for ICT training. Then the selected students have interviews with Passerelles Numériques and the final step is a visit to their families to check the extent of their need (Passerelles Numériques has a set of criteria to identify the poorest families).

The approach taken is really pragmatic: there is a big demand in CEBU for ICT jobs (calling centers, etc) and there are a lot of unemployed poor young people, so Passerelles Numériques sees its job as trying to facilitate the interaction between those two groups.

How many workers do you have? Are they local / foreigners?

Passerelles Numériques has a majority of Filipino nationals among its staff. These are at times supplemented by volunteers from Europe, who only come for short and very well-defined missions.

How is the project financed?

Accenture France is the chief funder of this program. They also have approximately 15 business partners in the Philippines.

What values are promoted by your organization?

Everyday life at the center is very strict and well-organized. Discipline and excellence are the key values.

ii. YOUR TARGET:

Do you work more with young men or women? 50-50 girls and boys.

What age groups does your organization most work with? High-school age youngsters: 15 to 20 years old.

Do you deal with a high number of drop-outs / juvenile delinquent / orphans / disabled / street children / former gang members?

Relatively few of the youths are drop-outs/ juvenile delinquent/ orphans/ disabled/ street children or former gang members.

Do you work more with immigrants/ refugees/ local citizens?

Mainly with local citizens.

In which areas do you most work? Urban / suburban/ rural

Mainly with rural youth in the provinces, but also some urban/ suburban youth.

From your own experience what is the most important cause of youth exclusion?

Unemployment, poverty and lack of education.

iii. YOUR PROGRAM

How many youth do you work with each year? Each batch is composed of approximately 45 youngsters.

How many youth have passed through your program?

Approximately 109 young people have successfully completed the course of training.

Are you selective in choosing participants? If so, what are your selection criteria?

The students who want to apply have to be high-school graduates.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

Yes, and it is tightly controlled by Passerelles Numériques.

What is a typical day for the youngsters following your program?

For the first year and a half, the students sleep at the Passerelles Numériques center and go to the university during the day. In the evening, they receive additional study hours and Accenture provides training in business life.

For the last year and a half, the students live outside of the Passerelles Numériques center in a boarding school and have an internship 4 days a week and 1 day at the university.

What is the duration of your program?

3 years training (with the scholarship paid for by Passerelles Numériques).

To integrate the excluded youth does your NGO focus on entrepreneurial solutions/ vocational training / educational training / holistic training?

Vocational training / Educational training

What methods / tools do you use to foster this integration? Education / cultural activities (music, theatre, etc)/ sports/ housing/ health

Passerelles Numériques focuses on education.

iv. THE RESULTS**What is the success rate of your program? What are your criteria for success?**

Passerelles Numériques has a low dropout rate. We also get good feedback from our youngsters. As ANGELINA C YGRUBAY, a student at Passerelles Numériques, wrote: 'A good memory from Passerelles Numériques is that people are approachable, and the integration weekend brought many opportunities.'

What is the drop-out rate of your program?

1st batch (who graduated in March 2012) = 25 students; 1 dropout

2nd Batch= 45 students; 5 dropouts

3rd Batch= 45 students; 0 dropouts

Could you describe some area-specific problems that you face with the youth you rehabilitate.

They come from the poorest families and don't have enough money to support them during their studies.

Could you state and describe one solution that has been most effectively used by your organization to foster insertion / one solution that has been least effectively used by your organization to foster insertion?

Passerelles Numériques notes that boys are often very good technicians while girls are better at skills like communication, so we try and cater for this. On the negative side, there are still dropouts.

After leaving your program, what is the most common path for participants?

The students say that they want to study very hard to get a job and uplift their families from poverty.

Has anyone you helped gone on to start their own business? (if so tell us the story)

The first batch of students graduated in March 2012, so we will have to wait for long-term feedback.

What are the future plans for your organization?

For Passerelles Numériques, the objective in the long-run would be for the ICT companies to take charge of these programs in order to train their future employees.

V. Youth and Sports:



a.Sports dans la Ville

i. BASIC INFORMATION

Name of your organization: Sport dans la Ville

Country and Place of your organization : Lyon, France, and surrounding area.

When did you start your project? 1998

How did it start?

The two founders of Sport dans la Ville started by doing volunteer work to help a national association creating tennis programs in underprivileged areas. They discovered the strength of inclusion through sport. In 1998, they created Sport dans la Ville in order to work with more youth using football and basket-ball as our main sport activities.

What does your program consist of?

Sport dans la Ville has 20 regional sports centres which every week provide 2800 young people between the ages of 7 and 20 with free sports facilities. We run holiday camps in France and international exchanges with the United States, Brazil and India. We also provide three programmes specifically linked to professional integration/development and entrepreneurship: Jobs dans la Ville, Entrepreneurs dans la Ville, and L dans la Ville.

How many paid employees do you have? Are they local / foreigners?

We currently have a permanent team of 28 staff in 8 central departments, the majority of whom are French. Our board of directors has 13 members, one of whom is a permanent advisor. We also have a team of 'educators' consisting of 20 site managers and more than 50 sports instructors.

How is the project financed?

In 2011, Sport dans la Ville received 62% of its resources from private funding. This includes money raised from donations, sponsorship, use of the facilities and fundraising events. A further 26% came from public grants and 12% from other sources.

What values are promoted by your organization?

Through sports instruction and our professional insertion initiatives we promote key values for the successful professional integration of young people: punctuality, reliability, courtesy, self respect and respect for others.

ii. YOUR TARGET**Do you work more with young men or women?**

We work with both boys and girls of all ages but we have a special program for girls aged 12 and up, called L dans la Ville. The project uses similar tools to the others but specifically helps girls of this age fulfil their personal development and help with their progression towards professional life.

What age groups does your organization most work with? 7 to 30 year-olds**In which areas do you most work?**

We work in underprivileged communities, located in suburban areas surrounding Lyon, Grenoble and Saint-Etienne. We will start working in the areas surrounding Paris in 2012.

From your own experience what is the most important cause of youth exclusion?

The main cause of youth exclusion appears to us to be the lack of an appropriate education environment. Most of the youth we work with have difficult family circumstances, (unemployment, single parent, parents with no diploma and/or non French-speakers, drug abuse...).

They also face scarce educational facilities outside their families: schools are overwhelmed by the concentration of pupils with serious social difficulties and correlated needs, and there is a lack of associations providing efficient action.

Consequently, there is a real lack of social and professional prospects and very little knowledge about the job market, university and qualification systems, and the requirements for getting a job. This creates "school drop-outs", unemployment, and disintegration.

iii. YOUR PROGRAM**How many youth do you work with each year?**

There are around 2,800 registered users of the 20 sports centres. Around 450 people took part in the professional programmes last year.

How many youth have passed through your program?

Between 8,000 and 10,000 youths have passed through our programmes since 1998.

Are you selective in choosing participants? If so, what are your selection criteria?

All of our programmes work indiscriminately with young people in the targeted areas.

Only Entrepreneurs dans la Ville has a selection process: Candidates submit a dossier of their desired project/business which is followed by an interview. There are no criteria regarding level of qualification and candidates are selected based on their personality and motivation to be involved in the programme.

Do you give a monthly stipend (or monetary incentive) to participants in your program?

No

What is a typical day for the youngsters following your program?

Our activities vary according to the age of the participant and the programme they are following. Here are some examples:

Free sports sessions are held every Wednesday and Saturday for ages 6 to 20.

Youth members of our Job dans la Ville programme participate in professional workshops and business discoveries every month. They also receive advice and guidance during monthly meetings with a professional mentor or a coach from Sport dans la Ville.

Participants in Entrepreneurs dans la Ville follow a 4 month course on creating a business and designing a business plan.

To integrate the excluded youth does your NGO focus on—entrepreneurial solutions/ vocational training / educational training / holistic training ?

Originally our work focused on integration through sport. We have since diversified and now provide educational training – with our Apprenti'Bus learning resource for example and both vocational training and entrepreneurial solutions with Jobs dans la Ville and Entrepreneurs dans la Ville.

What methods / tools do you use to foster this integration? Education / cultural activities (music, theatre... etc)/ sports/ housing/ health

One key method is regular participation in a fun, active environment at our sports centres.

Our international exchanges are an important cultural tool that allow shared experiences and personal development in a new environment.

Strong collaboration between the teams in charge of sport / educational / professional inclusion activities is also a requirement to allow a good follow-up.

We also created a permanent facility in 2007, called Campus. Campus combines sport pitches, classrooms, and an incubator for Entrepreneurs dans la Ville. It became a centre which brings together the youth from the different programmes.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

2,800 young people make regular use of our sport centres, which we consider a big success.

In 2010 72% of young people who followed the Entrepreneurs dans la Ville programme started the creation of their own business.

What is the drop-out rate of your program?

The drop-out rate of our programs is very low on a 1-year basis (around 5-10%). From one year to the other, around 15% of the youth from our sport activities are new members, and 30% of Job dans la Ville. For Job dans la Ville, many youth get a job or a qualification and feel that our follow-up is less necessary.

Could you describe some area-specific problems that you face with the youth you rehabilitate?

One of the main difficulties we have with the youth is the problems they experience in maintaining a long-term effort in a professional environment. Some of them can achieve successful short-term job experience (1 week, 1 month), but are not able to fulfil the professional requirements in the long-term. This is why we follow some youth for several years, until they succeed in becoming truly professional.

Could you state and describe one solution that has been most effectively used by your organization to foster insertion / one solution that has been least effectively used by your organization to foster insertion?

Our association strongly believes in the need to create a direct contact between the youth and the professional environment. As a result, we lead several actions to create the bridge between the youth and corporations: visiting company head offices and factories; direct dialogues between professionals and the youths; mentoring by the employees from our partner companies and job fairs.

This effectively enables the youth to understand the requirements of the labour market (qualifications, know-how, rules, and perspectives) and gives them the will to get a qualification, and the chance to get a job.

After leaving your program what is the most common path for participants?

Most of the participants leaving our Job dans la Ville programme get a qualification and are hired on a professional training contract (part time at work, part time at school). After this experience, they go on the job market.

Has anyone you helped gone on to start their own business?

Entrepreneurs dans la Ville is a programme dedicated to entrepreneurship. Since its creation in 2007, 87 participants have been trained as entrepreneurs, 40 of them created their own businesses, and 90 jobs were created.

Do you believe entrepreneurship is a tool for youth integration? Why?

We strongly believe that entrepreneurship can be a great tool for youth integration. For many young people, it is a way to create their own job, when they face unemployment and difficulties accessing and progressing within the job market. Many of them have talents, strong will, commercial competencies, and are motivated to take the risk of creating their businesses. They become great role models for other excluded youth.

What are the main obstacles for business creation for the excluded youth you work with?

The two main obstacles faced by the potential entrepreneurs are probably:

- First, the lack of confirmed competencies: young people may lack the professional or educational competencies necessary for creating a company. Most of the participants are aged between 28 and 35, rather than from 20 to 28.
- Second, funding difficulties. Young people generally do not have the time to raise even small amounts of money. Their precarious social position may lead them to postpone business creation or to opt for projects with low-investment needs.

What are the future plans for your organization?

Our main perspective for the next 3 years is to become a national association with operations in the largest French metropolitan areas (Paris, Lille, Lyon, Marseille).

b.Magic Bus India Foundation**i. BASIC INFORMATION**

Name of your organization: Magic Bus India Foundation

Country and Place of your organization: India, Mumbai

When did you start your project?

Magic Bus is a non-profit organisation working with 200,000 children from marginalised communities across India. We started our work in 1999 and are on course to have 1 million children in our programme by 2015 to impact the ability of young people to move out of poverty.

Magic Bus is a Section 25 Not-for-Profit Company registered in Mumbai, India. With a unique Sport for Development (S4D) programme, we work towards empowering children and youth in areas of Education, Gender, Health, Leadership and Livelihood, promoting the concept of Right to Play.

How did it start?

It started when Matthew Spacie, Founder and CEO of Magic Bus, took children from the slums and streets of Mumbai into a bus with friends and took them into the green backland or the

beach for a day. The bus took the children to a place they had never seen before and would never reach given the place and circumstances they live in – for them this was a magic journey. They had a day full of fun and positive experiences. This was when Matthew started understanding the power of the outdoors, sports and experiential learning. Now, over a decade later, Magic Bus runs a proven programme curriculum working with children from the age of 6 to 15+ in the fields of education, health, gender, leadership and sustainable livelihoods. There are 200,000 children currently in the programme across 7 states. More than 7,000 volunteer youth mentors coming from the same deprived communities deliver the sessions weekly, 40 times a year.

What does your program consist of?

We use a structured programme with sporting activities and games. The programme is designed to represent real-life situations and challenges. Using this, we enable children to understand their challenges and create solutions that involve the whole community.

All programmes are delivered in partnership with fellow NGOs, the government, community leaders and businesses to ensure sustainability. Our Connect programme provides leadership skills to our volunteer coaches, linking them to job opportunities, training courses, skill-building forums and networks that allow them to expand their career options.

How many employees do you have? Are they local / foreigners?

Magic Bus is an indigenous grassroots organization. We have more than 600 staff in India of which more than 500 work as trainers in the programme delivery; many of them were former underprivileged youngsters who have graduated from the programme themselves.

How is the project financed?

Grants, social investments and own revenue generating social business models (Magic Bus Enterprise is 100% owned by the charity).

What values are promoted by your organization?

Magic Bus empowers young people to bring about change to their own lives, their communities and society at large. Our holistic programme rests on 5 pillars: Fun, Safety, Participation, Experiential Learning and Mentoring.

Magic Bus follows entrepreneurial principles such as scalability, efficiency and independence. When entering a new state programmatically, local fundraising structures are set up in parallel to take over full financial responsibility within 3-5 years. International fundraising is needed and understood to incubate new and autonomous local structures.

ii. YOUR TARGET

Do you work more with young men or women?

According to Magic Bus, Gender Sensitivity implies the understanding that boys and girls have equal rights, capacities and potential that can be actualized given equal opportunities. Generally, girls are not given adequate opportunities or exposure to the available spectrum of life. Many girls, especially in India, are required to take care of household chores and siblings and thus lose out on important time during their childhood to explore their capacities

and abilities. Magic Bus provides a space for boys and girls to play together and thereby creates a possibility of dissolving the stereotypical gender-based differences regarding skills and competencies.

Some achievements to address gender issues by Magic Bus are highlighted below:

- I. 96% of the Magic Bus children are comfortable playing with the opposite sex and 92% children have friends of the opposite gender.
- II. 84 % have played team games together and 63% have been part of mixed gender groups in charge of community activities.
- III. 91% Magic Bus children acknowledge both males and females have equal leadership ability while 87% children believe girls and boys have equal capacity to excel in sports.
- IV. 77% Magic Bus children acknowledge that domestic violence is not acceptable.

What age groups does your organization most work with?

Our programmes primarily target 6-15+ year-olds. We simultaneously train young volunteers from the same community as coaches who then become mentors to the younger children. We work in partnership with the community, conducting rallies, group discussions and parents' meetings. In our connect programme we work with the youth aged 15+ to foster employability.

Do you deal with a high number of drop-outs/ juvenile delinquent/ orphans/ disabled/ street children / former gang members?

Yes, the majority of our kids come from the backgrounds of drop-outs/ juvenile delinquent/ orphans/ disabled/ street children / former gang members

In which areas do you mostly work?

In all of the given categories, Magic Bus works presently in 7 states operating more than 20 regional community offices, we aim to reach 1 million children by 2015 in 10 states – a critical mass to bring about visible societal change.

From your own experience what is the most important cause of youth exclusion?

It's poverty, and poverty exists because of the lack of opportunities to develop and make informed, effective decisions. This is a result of lacking education and access to the existing societal and economic infrastructure.

iii. YOUR PROGRAM

How many youths do you work with each year? 200,000 by the end of 2011. 1 million by 2015

How many youths have passed through your program?

Thousands. Because our curriculum lasts for 5-9 yrs most of the young people we started working with are still in the programme.

Are you selective in choosing participants? If so, what are your selection criteria?

We work with the underprivileged communities and parents to get their commitment to send their children and contribute in kind

Do you give a monthly stipend (or monetary incentive) to participants in your program?

Not yet, would be interesting to think about a micro credit concept

What is a typical day for the youngsters following your program?

The session begins with a warm-up where the development goal is introduced through songs and interactive ice-breaking activities. This is followed by the main activity where the development goal is reinforced using sport (football, handball, cricket etc.) and activity-based learning. The last part of the session is a review linked to the development goal. Here, children are encouraged to reflect upon what they did in the activity and then draw parallels to real life. The CSC only facilitates this discussion, which is essentially driven by the children.

Element	Content	Nature of activities
Warm-up	Development goal is introduced.	Songs and interactive activities.
Main Activity	Development goal is reinforced using activity-based learning.	Using cones, markers, balls and different sports such as football, handball, cricket etc.
Review	Linked to the development goal, children are encouraged to discuss based on what they did in the Main Activity, and then draw parallels to real life.	Discussion facilitated by the Youth Mentor (YM) or the Community Sports Coach (CSC)

Magic Bus conducts around 40 different sessions oriented to address the issues related to education, gender, health, leadership, livelihood and the right to play over a year. Magic Bus also regularly interacts with the community in various ways by conducting rallies, group discussions, parent meetings, community sports tournaments, cleanliness drives and other activities crafted for local needs.

What is the duration of your program? 5-9 years

How does your NGO focus on integrating excluded youth?

As a means to develop the youth, Magic Bus feels that it is best to provide entrepreneurial solutions combined with educational training and holistic training.

What methods / tools do you use to foster this integration?

Magic bus uses education and sports blended with concerns of health development for its participants to have a holistic development.

iv. THE RESULTS

What is the success rate of your program? What are your criteria for success?

A good indicator of the success rate of the Magic Bus program is that :

- We have created change for 200,000 children and 6,000 youth leaders. 400 of our staff members are from villages and slums
- Health: 7 in 10 Magic Bus children improve their health, fitness and nutrition levels
- Gender: 4 in 10 Magic Bus children are girls. 40% of the volunteer mentors are women
- Education: 7 in 10 Magic Bus children who have dropped out, re-enroll and stay in school

- Livelihood: 85% of Magic Bus youth enroll in our employability programme Connect. 90% of these youth are in continued education.

Magic Bus operations were confined to Mumbai in the first 9 years of its existence. We had some 20,000 children and youth with us, when we decided to fuel up the journey into other parts of the country. That was the birth of the National Programme in 2008. Within two years, we entered the states of Andhra Pradesh and Delhi/NCR, our outreach shot up to 150,000. In 2008, Magic Bus became the technical advisors to UNICEF on International Inspiration, a programme that brings together the governments of the UK (UK Sport) and India (Ministry for Youth Affairs and Sport) to take Sport for Development (S4D) to communities across the country. The pilot stage of the project was immense learning as we saw Magic Bus training the trainers in three new locations in states of Maharashtra (Chandrapur), Andhra Pradesh (Medak) and Delhi/NCR. We also conducted training for municipal schools teachers in Mumbai in partnership with UNICEF and the Municipal Corporation of Greater Mumbai (MCGM) (also known as Brihan Mumbai Municipal Corporation (BMC)).

What is the drop-out rate of your program?

Due to the innovative means of youth involvement there is almost no or negligible reporting on drop-out rates and therefore, it would not be a good idea to suggest a number on this rare case.

Could you describe some area-specific problems that you face with the youth you rehabilitate.

When children enroll into our programme, they often come with inhibitions and are unable to express themselves, especially girls. They are used to doing what they are told and so naturally look to the mentors to make decisions. However, Magic Bus creates a platform where children are given the space to think and express thoughts for themselves around how the programme should evolve, and form their own boundaries that they adhere to. They are encouraged to become peer leaders and facilitate the involvement of new participants. The process of review in Magic Bus has emerged from the children's intense need to share their experience and their demand for a space for such expression. It is from this interaction and continued involvement of the children that the essence of the programme has evolved.

Could you state and describe one solution that has been most effectively used by your organization to foster insertion / one solution that has been least effectively used by your organization to foster insertion?

Through a series of sequential activities and games designed as metaphors and analogies for specific life situations, Magic Bus staff and volunteers enable children and youth to understand their issues and challenges and then create solutions that involve the whole community. This is supplemented by activities involving the local community, thus, creating conducive environments for all stakeholders so that they can participate and contribute to achieve desired outcomes.

After leaving your program what is the most common path for participants?

Most of the participants take up the following path after the program at Magic Bus :

- Register for the Magic Bus connect programme
- Go into higher education

- Start professional career/first job, often also within the Magic Bus organizational structures

Has anyone you helped gone on to start their own business? (if so tell us the story)

Komal is a 16-year-old girl from the old city of Hyderabad. She belongs to the section of society where both her parents work as a daily wage laborers to sustain their family. Apart from herself and her parents, Komal has two younger sisters Puja and Punam. While Komal and Puja left their studies after untimely death of their elder brother, their youngest sister Punam manages to regularly go to school.

Komal underwent seven-day Community Sports Coach (CSC) training at Magic Bus. She takes sports for development sessions with 27 kids every Sunday. In addition to household chores, now she has something extra and interesting to do. Though her being a volunteer doesn't contribute to her family's finances, she has a new found interest in sports and play, something that she missed during her childhood. Her sisters also attend the sessions regularly. Komal says, "Magic Bus has brought back the joy of playing. It was long back that we sisters played happily. My confidence has increased and I feel I can become a good sports teacher. I want to work with Magic Bus".

Do you believe entrepreneurship is a tool for youth integration? Why?

Magic Bus's experience has shown that it is necessary to build the ability of the youth to make conscious decisions about their careers. The measure of this is in the livelihood options the youth are aware of and their ability to stay in a particular job for a minimum of six months. In order to enable this, Magic Bus instituted Connect in 2009. This programme has now emerged as the mandatory exit route for those who have been with Magic Bus. It seeks to link the youth with job opportunities, training courses, skill-building forums and other people and networks that will allow them to explore career options for themselves.

Some highlights:

- 49% children feel that the guidance and counseling as well as the soft skills they learn at Magic Bus will help them to get a job.
- 51% Magic Bus children now believe that they can build a career that is related to sports in some way. It is significant that 40% among these children are girls.
- 13 youths were referred to training and skill building courses based on their interest, like English speaking (personality development), computer, garment designing, interview skills etc.
- 9 youths were referred and placed in jobs like Elan Studio, garment manufacturing and salesman (Reliance Fresh). 5 youths from among 9 have started to contribute to the family and are involved in the decision making within the family.

What are the future plans for your organization?

The National Programme sets the Magic Bus journey to a new level. With Mission One Million, we have envisioned a growth plan of reaching out to 1,000,000 children and youth in 10 states of India, through over 2,500 staff and 30,000 volunteers by 2015. Towards this, Magic Bus is currently working in the states of Maharashtra, Andhra Pradesh, Delhi, Orissa and Karnataka.

The above chapter shows how we can begin to reflect on the success of existing programs in the field of youth exclusion. They are not intended to be comprehensive, and indeed only scratch the surface of the analysis needed to work towards new solutions and practices. We hope that this chapter has shown the relevance of cross-organization comparison and the necessity of hearing and learning from active professional voices if, together, we are to tackle youth exclusion.

Conclusion

It is important to pay attention to the voices of people actually working with youth around the world. The comments seen in the case studies of this chapter are illustrative of many of the issues discussed earlier in the report, which may seem theoretical or generalized. In this context we can see the real impact of the causes of youth exclusion and the difficulties that the majority of professionals face in attempting to surmount them.

An extensive quantitative study of organizations working with excluded youth would be a very useful resource and help to provide a 'global image' of the current situation. However, this qualitative study allows for complex and nuanced responses which give the reader a comprehensive understanding of the organizations, their opinions, and the dilemmas they face.

Rather than sticking to a direct comparison of the responses to each of our questions, the discussion below draws together the reoccurring ideas from all sections.

i. SOLIDARITY BETWEEN PARTICIPANTS AND THE COMMUNITY.

Several of our studies refer to the need to create an awareness of community among excluded young people. The comments suggest that programs are more successful when they can be shown to benefit not only the individual youth but also their family and the area that they live in.

It seems that one way to mimic this is to build strong relationships and a sort of small community between participants. By working together, particularly in shared enterprises in which the success of the project depends on a good level of participation and motivation by all, young people experience responsibility. They witness directly the effect of their contribution and feel, perhaps for the first time, a sense of belonging and importance. It is thought that they then associate these experiences with wider 'real-life' responsibilities in their community.

Community links are also important to ensure the support of the participants' families. Parents are more likely to encourage their child's participation if they believe that the family as a whole may benefit. Financial contribution is seen by families as particularly important.

The short term benefit of a monthly stipend to program participants can help with acceptance of the program, and in certain circumstances may be necessary to allow young people to attend. However, the comments on the importance of a stipend are not conclusive. It does not seem to be the most important incentive in most projects and to work effectively, has to sit in a wider frame-work of long-term community benefits.

ii. FEMALE ROLES AND SPECIFIC CHALLENGES

The majority of our case study organizations have felt the need to specifically tackle challenges that female youth face, even when this was not an initial focus of the program. This is because their causes of exclusion become all too evident when running programs that

require regular attendance and participation. The principle difficulty mentioned is pregnancy and child-care, which, due to the time-commitment they require, may limit or prevent active engagement.

Social views of female family roles can also be disruptive to any initiative that takes place outside the family home, as can popular beliefs, often shared by the young participants, about the limited potential of young, working women.

It is important not to over generalize, given the variety of countries and cultures represented in the responses and the highly varied roles of women in these different societies. What should be noted, however, is that young women, in all countries, are increasingly treated by youth organizations as a particular group that requires a specialized response. This may lead to wider debates about reinforcing gender roles, but it seems to be the on-the-ground approach that works.

iii. FUNDING AND SAVING

A major impediment to the success of the entrepreneurial projects mentioned has been the difficulty of securing of initial funding for the projects of young entrepreneurs.

Many projects appear to struggle to convince financial partners that new initiatives by young people are sound investments. What is alarming is that we are not talking about prolonged, expensive support but simply the means to get projects 'off the ground'. Naturally this obstacle is disheartening to young people and, as mentioned, may lead them towards low-investment, low-risk business ideas rather than more ambitious projects with a potential to drive real social change.

A related difficulty, mentioned multiple times, is saving money. This can be due to external factors, like limited savings options provided by banks for young people. It has also been linked to a popular mistrust of banks. However, a more general cause, which transcends countries and socio-economic groups, seems to be the difficulty of getting young people to think about their future and to focus on long-term plans.

iv. CONTINUED, REGULAR PARTICIPATION

Although none of these organizations have high drop-out rates, they all acknowledge that finding, or creating, participants with sustained motivation and an acceptable work-ethic is very challenging.

Young people may not wish to quit the programs, but for a variety of personal and situational reasons may fail to fulfill the time commitments. This can be due to genuine problems that they encounter, related perhaps to child care or illness. It could also be linked to their childhood experiences in an excluded environment; they may not be accustomed to routine or long-periods of concentration and they may come from a community with high unemployment.

Some comments mention initial successes, which then regress due to a lack of long-term commitment. It is understandable that young people may expect quick rewards for their

efforts and that often this is not the reality. Therefore, most programs emphasize the importance of long term 'follow-up' and support. Although this creates a stronger demand on the organization's resources and may limit the number of participants that they can accept, it seems that this is a compromise some are willing to make in order to ensure genuine sustainability and professionalism.

v. LOCAL EDUCATION SYSTEMS

These have been criticized by our contributors for two main reasons. Firstly, in some countries an unacceptable level of non school-finishers or 'drop-outs' places enormous strain on local communities. Secondly, some argue that the education provided is not appropriate to situations that young people face when they leave school. A lack of vocational training and basic business skills is said to effectively exclude young people from the formal job market even though they may have academic qualifications.

Almost all of these programs involve an element of 're-education'. Some focus on what might be considered academic skills, but these have to be linked to the 'real-world' and be directly beneficial to young people. Others emphasize pragmatic, hands-on skills and learning from experience.

Discussions about how education fits with reducing youth exclusion can be controversial. It is difficult to directly prove a direct link between a certain educative approach and positive results. What we can note from the case studies included is a tendency to tackle 'education' outside of a formal school environment. We are also tending to focus on the existing, natural skills and capabilities of excluded young people rather than attempting to build entirely new ones through high academic standards.

vi. SELF ASSESSMENT AND THINKING ABOUT PERSONAL FUTURE

Holistic approaches are present in many of our case studies. People working with excluded youth are aware that the nature of their exclusion can touch every aspect of their life. It is not sufficient to provide young people with certain knowledge and skills, they must also be able to think for themselves and make wise decisions for their personal future. This is why some programs include elements of self-assessment, which help young participants to think about their future.

There is a difficult balance to be found between encouraging ambition and major changes, and being realistic about the options available to excluded young people. Most important is the need to encourage periods of reflection by the young individual so that they set appropriate and achievable targets. One method used by some of our case studies is the use of role-models and mentors. The young person receives inspiration but also sound, personal guidance and advice.

vii. COORDINATION OF SUPPORT NETWORKS

This is an element that is only briefly mentioned in some case studies. It should be an important focus of these organizations in the future. The idea is that each program should look for existing support structures in the community – be they governmental programs, health networks, businesses or other NGO's and volunteer organizations.

Tackling youth exclusion requires efforts from all areas of society and organizations working in the field cannot succeed in isolation. If a successful model of inclusion is created, it is important to look for ways to expand and adopt this model to new areas and new target groups. Even in the most difficult environments there will be some existing local networks which should help to achieve this.

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- Frédéric Van-Heems
- Hélène Renaud
- François de Malartic
- Olivier Frady
- Laure Delaporte
- Jean-Marc Delaporte

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- Louis Bertrand

Cover photo :

- Ginalyn Tabale, a young entrepreneur of Tondo, Manila, The Philippines



International Manifesto for the Insertion of Young Adults in Danger

I sign,

I am committed,

Every day, worldwide, numerous Young Adults, aged 15 to 24, join the ranks of those living below the extreme poverty threshold and in exclusion (1.5\$/day). In 2012 they are 550 million, 89% of whom live in developing countries, as well as 60 million living in developed countries. Since 2000, the number of people suffering from hunger has been growing constantly. Over the next 12 years the number of these Young Adults who receive no share of the benefits of progress will exceed the shocking figure of 1 billion.

Challenges are numerous: demographic growth, economic globalization, productivity leading to shrinking labor needs, loss of family values, disparity between education and employment needs, lack of investment focused on Young Adults or growing disinterest for Young excluded Adults.

Action is urgently required.

We acknowledge that the Young are the future of our world,
We believe in the importance of a successful bridge into the adult world,
We recognize their energy, their dynamism, and their ability to innovate.

Therefore, let us unite to give them access to their future!

We know these Young Adults can pull through when given the encouragement of a positive look, when they gain confidence in themselves and in others, when learning opportunities are brought within reach, when they are free from hunger and alienation, when they are allowed to make mistakes.

Therefore, let us act for and on behalf of all Young Adults throughout the world!

It is our belief that the duty of acting for and on behalf of Young Adults lies not just with governments, schools or ONGs, but with each one of us. We can all make the commitment to be available for the Young Adults, every day, wherever we may be.

We believe that there is not a unique solution to the insertion of Young Adults in danger, but as many solutions as there are circumstances in the world. By sharing our experiences, pooling our resources, uniting our knowledge, we can act together for the cause of Young Adults who are today excluded. Thus they will tomorrow, be able to hold their place and be the entrepreneurs of greater freedom in the world.

Together, let us commit, let us act with and for the Young Adults.



Manifeste international pour l'Insertion des Jeunes en danger

Je signe,

Je m'engage,

Chaque jour, dans le monde, des Jeunes entre 15 et 24 ans rejoignent les rangs des grands exclus, vivant en-dessous du seuil de pauvreté de 1,5€/jour. Ils sont 550 millions en 2012, dont 89% dans les pays en développement mais aussi 60 millions dans les pays développés. Depuis, 2000 le nombre de ceux qui souffrent de la faim n'a cessé d'augmenter. D'ici 12 ans, le nombre de Jeunes, rejetés du partage des fruits du progrès, dépassera le nombre impensable de 1 milliard.

Selon les situations, les défis sont multiples et variables : croissance démographique, mondialisation, destruction d'emplois, perte des valeurs familiales, inadéquation de l'éducation aux besoins professionnels, manque d'investissement pour la jeunesse, désintérêt grandissant pour la jeunesse exclue ...

Il y a urgence à se mobiliser

Nous avons compris que les Jeunes sont le futur de notre monde.

Nous croyons que ce passage est déterminant pour l'entrée dans la vie adulte.

Nous constatons combien ils sont capables d'énergie, de dynamisme et d'innovation.

Alors, unissons-nous pour les ouvrir à leur avenir.

Les Jeunes sont capables de résilience lorsqu'on pose sur eux un regard positif, lorsqu'ils gagnent en confiance en eux et les autres, lorsque les apprentissages leurs sont possibles, lorsqu'ils sont libérés de la faim ou des aliénations, lorsqu'on leur reconnaît le droit à l'erreur.

Ensemble, agissons pour et avec tous les Jeunes du monde.

Nous affirmons qu'agir pour et avec les Jeunes est le devoir de chacun, pas uniquement des gouvernements, du système éducatif et social ou des ONG. Etre disponible pour les Jeunes est un engagement volontaire, chaque jour, là où nous nous trouvons.

Nous croyons qu'il n'y a pas une unique solution pour l'insertion des Jeunes en danger mais autant de solutions que de situations dans le monde. En partageant nos expériences, en unissant nos énergies, en rassemblant nos savoirs faire, nous pourrions agir ensemble avec les Jeunes. Ainsi, demain ils pourront prendre leur place et entreprendre, pour plus de libertés.

Ensemble, engageons-nous avec les Jeunes du monde.



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