



Pacific
Community
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du Pacifique

The upscaled Youth@Work model: Expanded and new components to support all Pacific Youth

Produced by the Human Rights and Social Development division, Pacific Community

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Noumea, New Caledonia, 2021

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Acronyms

CROP	Council of Regional Organisations of the Pacific
DFAT	Department of Foreign Affairs and Trade, Australia
DRR/M	disaster risk reduction and management
OECD	Organisation for Economic Cooperation and Development
EVAW	ending violence against women
FRDP	Framework for Resilient Development in the Pacific
GEM	Geoscience, Energy and Maritime (SPC division)
GESI	gender equality and social inclusion
GFC	global financial crisis
HRSD	Human Rights and Social Development (SPC division)
ILO	International Labour Organization
NEET	not in employment, education or training
NYC	National Youth Council
PICTS	Pacific Island countries and territories
PIFS	Pacific Islands Forum Secretariat
PacREF	Pacific Regional Education Framework
PYC	Pacific Youth Council
S.A.M.O.A.	Small Island Developing States (SIDS) Accelerated Modalities of Action
SDG	Sustainable Development Goal
SDP	Social Development Programme
SOPY	State of the Pacific Youth
SPC	Pacific Community
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
VAWG	violence against women and girls
YUR	youth unemployment rate
YPWD	young people with disabilities

Preface

The Pacific Community (SPC) is the principal scientific and technical organisation in the Pacific region, proudly supporting development since 1947. It is an inter-governmental development organisation owned and governed by 26 country and territory members, including all 22 Pacific Island countries and territories (PICTs). SPC is also one of nine member agencies of the Council of Regional Organisations of the Pacific (CROP).

In pursuit of sustainable development to benefit Pacific people, SPC works across more than 25 sectors. SPC is renowned for its knowledge and innovation in such areas as fisheries science, public health surveillance, geoinformatics and conservation of plant genetic resources for food and agriculture. Much of SPC's focus is on major cross-cutting issues, such as climate change, disaster risk management, food security, energy security, gender equality, youth development, human rights, culture preservation, data dissemination, health and education. Using a multisector approach in responding to members' development priorities, SPC draws on skills and capabilities from around the region and internationally to support the empowerment of Pacific communities and the sharing of expertise and skills between countries and territories. SPC works with all members, at all levels, to deliver integrated services that advance PICTs' progress towards addressing their development challenges, achieving their aspirations, and producing genuine and lasting improvement in people's lives.

One of SPC's specific areas of focus is youth development. This work is currently delivered through its Human Rights and Social Development (HRSD) division whose goal is "to advance human rights, gender equality and social inclusion for all Pacific people, grounded in cultural values and principles, and people-centred approaches". HRSD works with governments, regional organisations, civil society and other SPC divisions to build capacity, collaboration, knowledge and practice around human rights, gender equality, social inclusion and cultural development. HRSD plays a critical role in youth development and until 2017 hosted the Secretariat for the Pacific Youth Council under its Social Development Programme.

Within the Pacific region, **youth face social exclusion**. While youth participation and achievement in education has increased, youth unemployment rates in the Pacific region are double the global average (SPC 2015). Young people also face a number of mental, sexual and reproductive health issues. For both women and youth, social exclusion limits access to economic opportunities and causes them to be disproportionately impacted by climate change and natural disasters.

In line with the Pacific Youth Development Framework (PYDF), HRSD is committed to addressing youth social exclusion and unemployment in the Pacific region. The Youth@Work programme was implemented in the Solomon Islands in 2012 by the Social Development Programme (SDP). SDP has since merged with the Regional Rights Resource Team (RRRT) to form HRSD. Youth@Work was a practical response to the growing issue and key national development priority of addressing youth unemployment. The programme provided internships combined with training in work-related skills and key development issues, together with mentoring support. It aimed to fill a critical gap in youth employment by placing young people, many of whom had been pushed out of formal schooling, into career pathways that lead to paid work or to starting their own business.

As the programme was handed over to the Solomon Islands government in 2019, the Social Development Programme developed this upscaled Youth@Work model, building on the good practices and learnings from the original Youth@Work programme, with additional components to support youth that are not in education, employment or training. The proposed upscaled Youth@Work model seeks to meet the following four outcome areas specified in the PYDF:

1. More young people secure decent employment
2. Young people's health status is improved
3. Governance structures empower young people to increase their influence in decision-making processes
4. More young people participate in environmental action

This document provides an overview of the different components of the proposed upscaled Youth@Work model. It highlights the interlinkages between the different components within a broader theory of change aimed at enabling youth empowerment and development in our region. As a model, it aims to promote a flexible approach that can be adapted by PICT governments to suit their national contexts and build on successful youth employment strategies and programmes in their countries. It recognises the interlinkages across the different components, but also acknowledges that these components could be developed independently depending on the scale and scope of application across and within PICTs. Youth@Work also addresses the minimal investment in youth and offers an innovative and creative approach to mobilising technical and financial assistance for youth development.

While this model was initiated under SDP, with the merger of SDP and RRRT in 2020, Youth@Work is now aligned with the objectives of the new HRSD division.

This document was prepared by the former SDP team under the leadership of Leituala Kuiniselani Toelupe Tago Elisara and we acknowledge their dedication and hard work with utmost gratitude. We also acknowledge the financial support provided by the Government of New Zealand through the Ministry of Foreign Affairs and Trade for the development of the model.

We acknowledge with gratitude Afioga Faumuina Laila Lafaele Lupo, the consultant who put together the Youth@Work Upscaled Model for SDP.

Background

Global outlook

Youth unemployment has become an escalating global phenomenon affecting developing and developed countries alike (Bennett 2012). The global youth unemployment rate, estimated at nearly 13% in 2015, is at a level that is difficult for governments to adequately respond to. This creates serious disadvantages for young people and results in long-term structural problems for societies. The rate is triple that of adult unemployment. Outside this data, many more youth are involuntarily under-employed relative to their training or education (Azzopardi, P. & Clarke, D 2019). This is a spin-off effect of the poor macro-economic conditions following the 2007–2008 global financial crisis, and the over-saturation of skilled employees. One way to address youth unemployment in the Pacific is through a comprehensive strategy that includes skills and training programmes for employment, continuous upgrading and mentoring and leadership support.

Although there are many factors that contribute to unemployment, the global financial crisis has been the key contributor to the global phenomenon now exacerbated by COVID-19 (Vychytilova 2018). Economic activity is key to the development and sustenance of employment levels. According to the International Monetary Fund (IMF), when economic activity is strong, there is more production, and more people are needed to produce greater amounts of goods and services. And when economic activity is weak, companies reduce their workforce, and unemployment rises (Brooks and Pradhan 2015). Additionally, lack of experience and underdeveloped skills place youth at the greatest risk of unemployment, particularly in times of insecurity, such as the current global pandemic.

High unemployment is a serious, global dilemma that creates severe flow-on effects to other social and economic areas, including health, education, housing and trade. The sharp rise in unemployment of youth in the past decade has numerous short- and long-term consequences for individuals and society at large. The London School of Economics estimated that the cost of youth unemployment in the UK is approximately GBP 90 million per week, based on benefit expenditure (2007).¹

The Organisation for Economic Co-operation and Development (OECD) expects that the global employment crisis will exacerbate inequality (2015). Unemployment leads to a depreciation of skills and knowledge, limits professional experiences, and creates a long-term income gap whereby earning differentiation can exceed 20% of lifetime gains. Youth unemployment can increase the chance of unemployment and under-employment later in life, as well as the potential for intergenerational poverty and social exclusion. Additionally, states with high levels of unemployment may face a 'brain-drain' in the form of reduced numbers of skilled, knowledgeable and promising young professionals, thus hampering the economic growth of the country further still. Unemployment also endangers health and is linked to an increased risk of mental health issues, stress-related illness, lower life expectancy, and even suicide.

Regional context

Youth unemployment and lack of decent work constitute arguably the most significant problem facing young men and even more young women in the Pacific region. With a regional average of 23% compared to the global average of 13%, youth unemployment is indeed a critical development challenge for the Pacific. PICT economies are simply not generating the quality and quantity of work opportunities required to meet the demands of young educated people. Simultaneously, young people could be better prepared for job seeking and entering the world of work. While creative solutions from all parties are required, it is critically important that youth employment is a central component of national development strategies. The issue is complex and requires holistic solutions to address both demand and supply.

Understanding the full scope of the issue of youth unemployment is difficult. In the region, there are significant data gaps that undermine a fuller understanding of the problem. While there is enough data available to identify

¹ Reference: LSE. 2007. The Cost of Exclusion: Counting the Cost of youth disadvantage in the UK. <https://intouniversity.org>: Accessed 29th July 2021.

youth unemployment as a serious challenge and the barriers encountered in the transition from education to work, there is not enough data to monitor progress. Going forward, PICTs need to invest in developing indicators and monitoring frameworks to track and measure progress (Azzopardi, P. & Clarke, D 2019).

Pacific youth unemployment rates and youth not in education, employment or training

Many young people in the Pacific fall under the category of youth not in education, employment or training (NEET). In the Pacific, the youth unemployment rate (YUR) stands at an alarming 23% and young people are over five times less likely to secure jobs than older workers. National rates range from 63.7% in Tuvalu, 58.5% in the Republic of the Marshall Islands (RMI), and 8.9% in Vanuatu. While some of the high numbers accurately reflect employment on the ground, sub-regional differences are not necessarily representative due to the use of different monitoring methodologies. In gathering this data, Tuvalu, RMI, Kiribati, Nauru and Federated States of Micronesia (FSM) all applied the same measures of employment based on 2012 International Labour Organization standards (Azzopardi, P. & Clarke, D 2019). Applying this definition in other PICTs would give higher total unemployment rates.

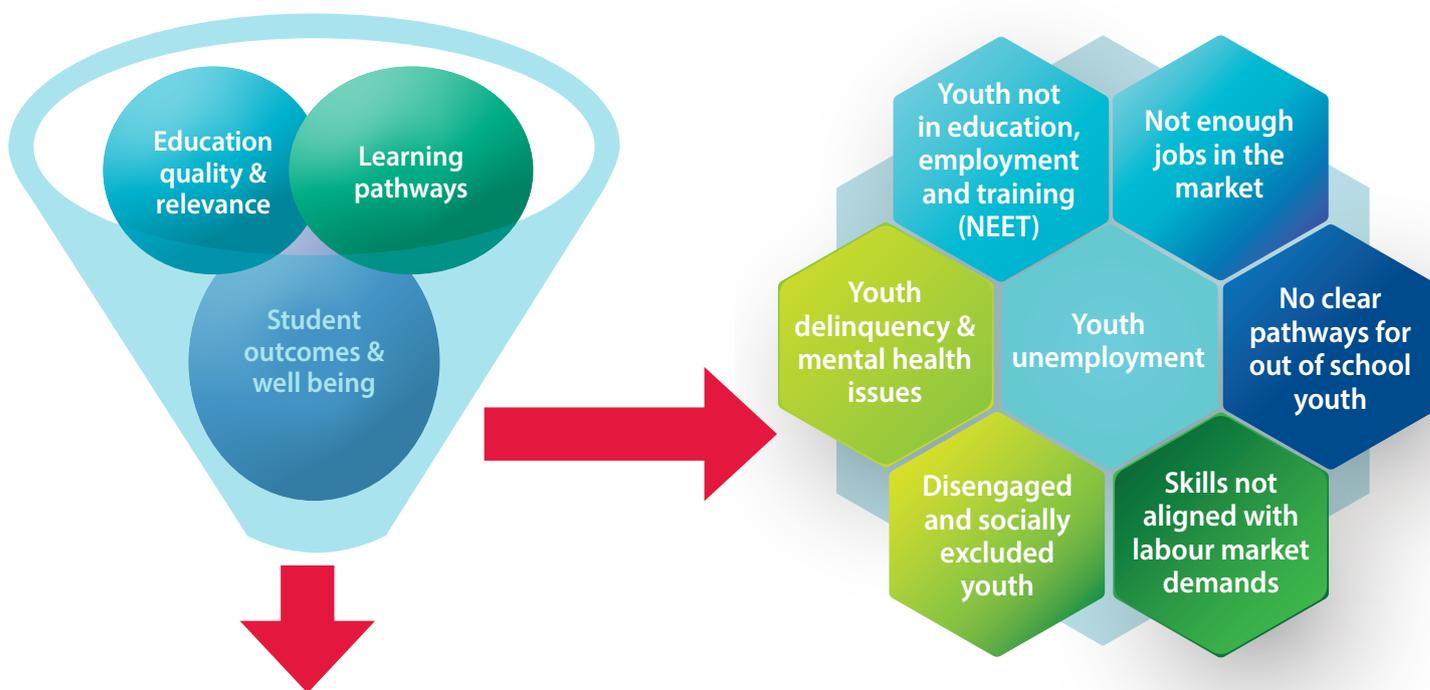
The State of the Pacific Youth Report (SOPY) 2017, a UNFPA initiative produced in close collaboration with SPC and other regional and international partners, identified typical risk factors for becoming a youth NEET that are relevant to the Pacific region, such as: gender (e.g. discrimination against women), low employability and lack of appropriate skills (e.g. lack of skills, no previous work experience, new skills needs, skills mismatch), low educational attainment (e.g. early school leaving), poor socioeconomic conditions (e.g. poverty), and health status and disability. In addition, data on youth unemployment by sex are limited and only available in the SOPY for some Pacific Island countries. SPC has gathered data on youth unemployment by sex through the Youth@Work Programme, however it has not yet been published. This data indicates a pattern of female youth disadvantage in the labour market.

The table below shows higher levels of unemployment for females in Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea (PNG), Samoa, Tonga and Tokelau. Unemployment rates for girls/women and boys/men are at similar levels in the Cook Islands, Marshall Islands, the Solomon Islands and Vanuatu. In FSM and RMI the male YUR is higher than that for females. In all PICTs the youth labour force participation rate is higher for males than females.

Table 1: Youth unemployment by sex (SOPY 2017)

PICT	Youth unemployment rate (m/f): %	Youth labour force participation (m/f): %
Cook Islands	15.6m/15.3f	56.2m/45.1f
Fiji	14.8m/25.4f	57.7m/41.3f
Kiribati	47.6m/61.8f	58.0m/49.2f
Marshall Islands	12.2m/10.4f	41.4m/31.3f
Micronesia	50.0m/50.0f	39.3/22.0f
Nauru	40.7m/54.4f	63.0m/35.5f
Niue	5.8m/11.9f	54.0m/47.2f
Palau	12.9m/10.5f	54.0m/30.8f
Papua New Guinea	9.7m/2.1f	56.7m/58.6f
Samoa	3.1m/20.2f	39.3m/16.5f
Solomon Islands	45.8m/46.1f	56.7m/41.8f
Tonga	4.7m/2.7f	32.2m/19.2f
Tokelau	14.9m/30.4f	-
Tuvalu	-	61.9m/52.4f
Vanuatu	2.2m/2.6f	60.0m/49.2f

Pacific education outcomes and linkages with youth challenges



YOUTH DEVELOPMENT CHALLENGES

The diagram above depicts how failures in the education system translate to challenges for young people, particularly in accessing pathways to employment after they leave school and go on to higher education. The left-hand funnel illustrates key priorities for education in the Pacific from the Pacific Regional Education Framework 2018–2030 (PacREF). These include:

- 1 education quality and relevance
- 2 learning pathways
- 3 student outcomes and wellbeing

The diagram on the right illustrates the current youth challenges in the region. According to the analysis and recommendations in PacREF 2018–2030, if the three key priorities are addressed properly then youth challenges will be minimised.

The proposed upscaled Youth@Work model can be a strategy linking to and contributing to the achievement of these educational priorities.

SOPY 2017 also recognises these challenges in the education system and includes the following three recommendations:

i. Improve the relevance of education to preparation for work and life.

Consider the development of regional/national policy frameworks on skills development relating to life skills, lifelong learning, health and wellbeing, employability and employment (including core work skills) and active citizenship. Focus more strongly on developing and assessing skills and competencies. Areas for increased investment include: school health and nutrition (SHN) education, comprehensive sexuality education (CSE), technical and vocational skills and entrepreneurship education, citizenship education, and life skills education. Continue to support technical and vocational education and training (TVET) development across the region. Redouble efforts. Build the evidence base. Improve the provision of TVET information to young people.

ii. Expand opportunities for young people to learn.

Develop a multiple pathways approach to education. Invest in developing an enabling environment for a multiple pathways approach to enhancing opportunities for adolescents and youth. This includes second chance education opportunities. The policy framework would include the major pathways such as general education, TVET, workplace training, nongovernmental organizations (NGOs) and non-formal education (NFE). Local partners such as Chambers of Commerce should also be included. It is important to specify how different education and training providers, employers, unions, and other stakeholders will collaborate. This includes details of cooperation mechanisms together with clearly specified roles and responsibilities. It would also provide directions for collaboration in key activities such as curriculum development.

iii. Identify and address disadvantages in adolescent and youth education at all levels arising from disability.

Efforts need to be redoubled to bring about measurable positive outcomes for those youth with disabilities. Better data and increased financing are required.

Introduction

The Youth@Work programme began in 2012 in Solomon Islands as a practical response to the growing issue of youth unemployment, a key national development priority for the Solomon Islands Government (SIG). SIG's youth policy framework includes a focus on improved youth training and active involvement of youth in sustainable development. The programme, implemented by youth for youth, aimed to improve the skills and abilities of youth participants to find a job or start their own enterprise. The programme provided internships combined with training in work-related skills and key development issues, together with mentoring support. The programme aimed to fill a critical gap in youth employment by placing young people, many of whom had been pushed out of formal schooling, into career pathways that could lead to paid work or to starting their own business. It was implemented and managed by SPC until 2019 and funded by a range of donor partners, including the Australian Department of Foreign Affairs and Trade (DFAT), Plan International Australia, the UK-based Queen Elizabeth Diamond Jubilee Trust through the Queen's Young Leaders Programme, and the United Nations Development Programme (UNDP).

Since its inception, Youth@Work has grown significantly, both programmatically and geographically, and continues to evolve in response to youth employment challenges in the Solomon Islands. Opportunities for expansion across development sectors have been explored to meet the programme's objectives. This adaptive process has led to a range of innovations, to provide alternatives to formal job placements for increasing numbers of young people keen to join the programme, and to respond to the challenge of sourcing sufficient placements for participants in the internship stream.

With the limited opportunities for workplace internships, additional components were created to cater to the large number of young people coming through the programme seeking employment/work experience. The initial Youth@Work programme components included:

- the Young Entrepreneur Council (YEC), which provides basic 'start your business' training, provision of materials to assist with small business start-ups, and more recently, sub-activities including the hosting of a monthly Youth Market and the publication of Youth of Solomon Islands (YOSI) Magazine;
- ICT internships in Honiara with the government's ICT support unit;
- previously, the NCD (non-communicable disease) Warriors initiative;
- a focus on integrating young people with disabilities (YPWD) – Youth@Work Plus (funded by Plan International Australia); and
- a focus on integrating young people who have been recently incarcerated (YRI) – Youth@Work Choice (funded as part of the Queen's Young Leaders Grant).

Youth@Work has expanded beyond the initial Honiara focus. It operated in Choiseul Province from 2014 to 2016, completing work in 25 villages, and later moved to Western Province. The programme is also operating in Auki, Malaita province. The provincial component of the programme focuses more on youth entrepreneurship, due to the lack of formal jobs in rural areas and the need to provide options for income generation opportunities to curb the drift to urban centres for work.

Strong relationships have been built with the national government, provincial government, the Chamber of Commerce, and public, private and NGO sector employers.

A 2015 programme evaluation identified numerous benefits of the programme for youth participants, including:

- improved attitudes and motivation, increased willingness to learn, and development of a work ethic;
- increased confidence and willingness to ask questions and take initiative, and pride in their abilities;
- enhanced understanding of their role in their communities and inclination to contribute positively to their communities (there was a community service component to the programme);
- enhanced life skills (e.g. around communication and hygiene), and work-related skills (e.g. preparing a CV, applying for a job, punctuality, teamwork, as well as specific technical skills linked to their placements or running their businesses, such as the development of work plans); and
- employment (a good proportion of youth found work when their internship ended).

Following the evaluation, the programme was adapted in 2016 to strengthen the alignment of the core programme components of internships and entrepreneurship. This included transitioning the delivery of the programme to SIG, which was completed in December 2019.

The proposed upscaled Youth@Work model not only expands the current components of the Solomons Islands Youth@Work programme – internships and entrepreneurship – but also includes new elements to support youth that are not in education, employment or training, in order to create pathways for all youth in the Pacific. These include a focus on social entrepreneurship and micro-qualifications, linkages to labour mobility schemes, peer-to-peer learning through volunteer exchanges, and social innovation hubs for cross-learning, training and information. The components of the proposed new model will be explained in detail in the next section. Together, the components comprise a proposed strategy for consideration as a practical solution to the youth unemployment challenge in the Pacific.

Upscaling Youth@Work

The impetus to upscale and replicate Youth@Work

The impetus to upscale Youth@Work is driven by the need for continuous improvement and to apply creativity and innovation to youth development; the motivation is also to connect the programme to other regional initiatives to leverage opportunities and maximise outcomes and results for youth. The recommendations from the 2015 evaluation of the Youth@Work programme focused on ways to sustain, support and expand the programme, including possible replication to other provinces and elsewhere in the Pacific. The upscaling of the programme takes on board some of these recommendations:

- 1 Strengthen and better resource the youth training and mentorship components. Provide all youth with enhanced follow-up services, including mentoring support for youth who have established new businesses, and access to further work-related training resources.
- 2 Identify strategies to enhance the participant's experience of programme quality, benefits and outcomes – e.g. lessening the number of participants, increasing (where legally possible) the length of placements and mentoring support.
- 3 Consider dedicated investigations and planning with respect to increasing the involvement of women and other disadvantaged youth cohorts – e.g. young people with a disability, juveniles.
- 4 Identify strategies to build programme sustainability. Regularly monitor the progress made towards national ownership. This includes the active engagement of SIG and representatives from other relevant local sectors, and integration of the programme activities with national priorities and management structures.

- 5 Build a good practice youth employment model through increasing linkages with other employment programmes. If the programme's goal is to reduce youth unemployment, then further activities and partnerships concerned with job creation are essential in the long run.
- 6 Strengthen methods to monitor and evaluate the positive employment outcomes generated by the programme.

In addition, the impetus to upscale the programme is also informed by the evidence generated and lessons learned over the years of programme implementation in the Solomon Islands, Niue and Vanuatu. The following feedback has been taken into consideration:

- ✓ The programme needs to build on national policies and strategies for youth.
- ✓ Building supportive systems for youth initiatives, such as family and community support groups to provide shadow support, and business associations for regular and ongoing mentorship.
- ✓ When piloting or implementing the programme it needs to engage government leadership and participation from the start.
- ✓ The voice of youth is important in embedding lessons from their perspective towards adapting the model to ensure relevance and responsiveness.
- ✓ Leveraging efforts for high impact interventions is important to maximise opportunities and resources.
- ✓ Building strategic partnerships as an important resource mobilisation and investment strategy for programme sustainability.
- ✓ Applying innovation and creativity as a strategy for programme sustainability and promoting youth talents and capabilities.
- ✓ Ownership at all levels is critical for sustained investments and leadership in programme delivery.
- ✓ Nurturing and fostering home-grown Pacific talent and solutions is key to ensuring sustainability of initiatives.

Youth@Work – Creating pathways for Pacific youth



The upscaled Youth@Work model provides a more holistic and interconnected approach with the following characteristics:

- **Creation of pathways for youth:** It enables the creation of pathways for youth, particularly those youth who are not in education, employment or training (NEET).
- **Youth-led development:** It recognises the value of the contribution of young people to development and their knowledge in addressing youth challenges themselves.
- **Leverage to upscale:** It leverages existing initiatives across various sectors.
- **Economic empowerment through social enterprises that safeguard Pacific cultural heritage and the environment:** It expands the focus on entrepreneurship to social enterprise, based on business models that deliver sustainable and meaningful change within Pacific communities, measured by the success of social, cultural and environmental impact, and which are also profitable and sustainable.
- **Social innovation:** It recognises the creativity and innovation youth bring to the table and that the approach needs to be adaptive and innovative to allow for their ongoing input.
- **Evidence-based:** It is informed by practice, and monitoring, evaluation, adaptation and learning for continuous improvement.
- **Youth voice and youth leadership:** It provides a platform for youth to exercise leadership along with other youth and to have a voice in the development process. It nurtures capabilities to lead the Pacific into the future. It allows cross-cultural learning between youth of the Pacific, enabling a critical mass of leaders who are grounded in their cultural orientation and also well versed on regional and global issues and the development landscape.
- **Value-adding:** It builds on synergies with other programmes, adding value to existing initiatives targeting other populations of youth in the region, by creating diverse platforms that youth can engage in for learning through sharing knowledge and expertise.
- **Culturally appropriate and relevant:** It is culturally appropriate and relevant to the Pacific context.
- **Socially inclusive:** It seeks to embed specific strategies and actions into the wider programme to ensure equal opportunities for the most disadvantaged youth, including young women and youth with disabilities, to access, participate and gain benefits from this programme.

The upscaled Youth@Work model not only responds to the outcome areas identified for youth in the PYDF, but the approach is also aligned with the Framework's strategic approaches for working with youth. The key features of these strategic approaches are presented in an abridged format below:

❖ An inclusive rights-based approach to position youth as equal partners

Effective participation is integral to a rights-based framework and to positive youth development. Effective youth participation involves young people in governance, management, design and delivery of initiatives in a way that genuinely gives young people decision-making power. It is based on an agenda that avoids tokenism but it is about a partnership where all parties have the mandate to express their views and make decisions. The quality and effectiveness of participation activities are at least as important as the amount of activity. Effective youth participation takes time, resources and skill.

❖ A targeted approach to complement and enhance mainstream efforts

Not all young people within any one country are the same in terms of their potential to make a successful youth transition. Their opportunities differ according to their household assets, the type and quality of services they have and have had access to, whether they are male or female, where they live, what education level they have, what ethnic or religious group they belong to, and how healthy they are. A concerning and significant proportion of the Pacific youth population is marginalised from mainstream and national development efforts, creating development burden, and hindering the region's progress. A targeted approach will include a focus on networking – linking groups of young people representing key populations to national youth structures and to development opportunities, development partners and governments and/or administrations. Such an approach will also provide an opportunity for young people from key youth populations to lead their own development initiatives.

❖ An evidence-based approach to provide incentives to increase and focus investments in youth development

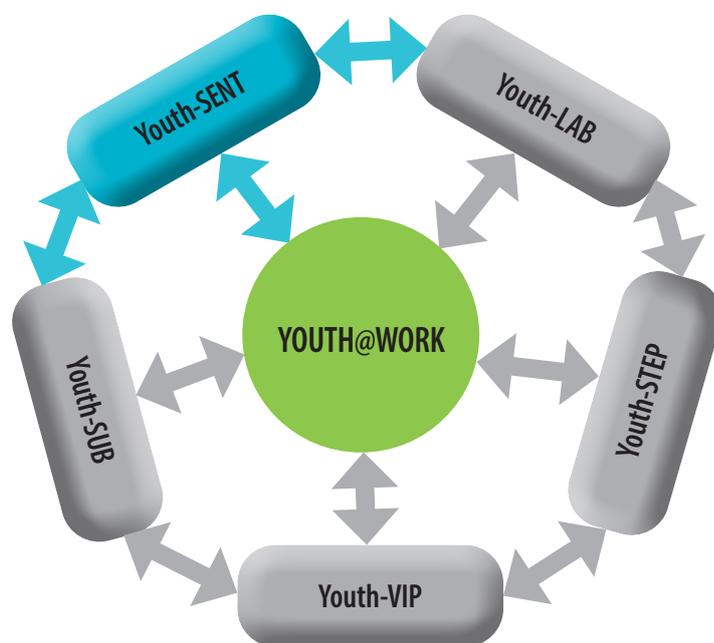
There are major gaps in the available data on young people in the Pacific, posing one of the biggest challenges to promoting their rights. The lack of data equates to a lack of evidence that would provide the incentive to invest. As a result, important youth issues can sometimes be side-lined in favour of issues with clearer evidence bases. Evidence of the youth situation is essential for future programming and strategic development. Government and development partner stakeholders have identified the need for and requested guidance on how to measure and monitor the situation of youth.

❖ An integrated approach to introduce youth objectives across sectors

Youth issues are often treated as stand-alone issues, unconnected to other issues, and often without addressing root causes. Youth issues are rarely single-sector issues; rather, they are most often about jobs and industries, social and natural environments, health systems, education systems, and national security. It is more cost-effective to bring a youth focus to sectors where there are already resources, expertise and programming traction, rather than setting up stand-alone programmes outside of these sectors. In addition, the sheer scale of need demands increased integration across development agendas. A youth-integrated approach enhances results in various sectors by ensuring that programme outcomes have both economic and social outcomes that benefit young people and communities as a whole.

Components of the upscaled Youth@Work model

Component 1: Youth Social Entrepreneurship (Youth-SENT)



The Youth Social Entrepreneurship (Youth-SENT) component cultivates business models that promote meaningful change within Pacific communities, measured by the success of social, cultural and environmental impact, as well as profitability and sustainability. Youth-SENT is built on the learnings of the initial Youth@Work programme’s entrepreneurship component. These lessons revealed that a majority of young people who chose the entrepreneurship pathway adopted ideas that lacked market opportunities within the community or duplicated the same business idea as other youth from the same community. However, a few young people whose ventures responded to the social problems within the community were successful and able to sustain their businesses.

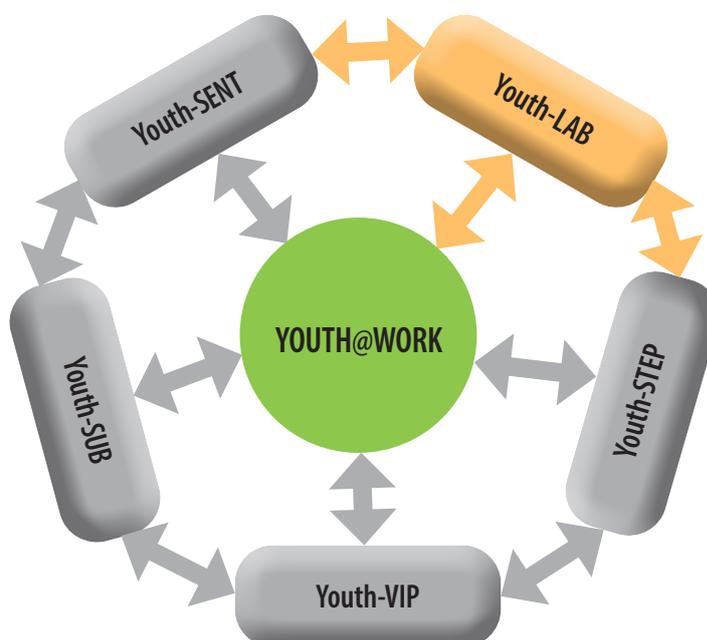
In the Youth-SENT component, young people will be encouraged to focus on, but will not to be limited to, the following areas for their social enterprises that link to regional development priorities:

- creative and cultural industries development;
- climate change and environmental action, including promoting climate-smart agricultural practices; and
- promotion of healthy living and wellbeing.

As young people engage in social entrepreneurial activities they not only focus on generating an income for themselves, but also take part in initiatives that contribute to the sustainable development of their communities. Youth will be encouraged to innovate in ways that respond to important issues in their communities, such as climate change adaptation, food security and healthy living.

The key objective of this component is to develop income-generating initiatives for youth that also contribute to social, cultural and economic development in their communities and the Pacific region.

Component 2: Youth Labour Mobility (Youth-LAB)



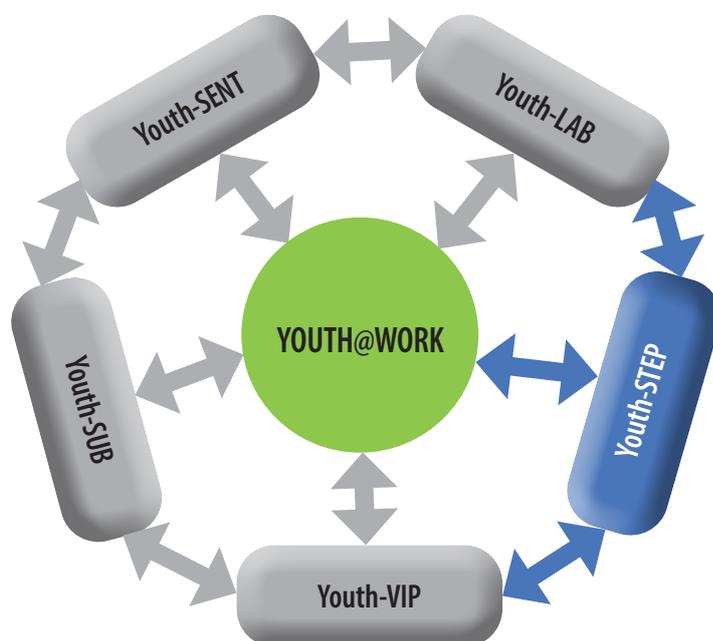
The Youth Labour Mobility (Youth-LAB) component of the upscaled Youth@Work model links Youth@Work to broader labour market policies and strategies and aims to coordinate with other labour market interventions, such as the Seasonal Worker Programme (SWP) and the Recognised Seasonal Employer (RSE) scheme. The Youth-LAB component of the upscaled Youth@Work model recognises that the Pacific is not able to absorb the increasing supply of unemployed youth, and that opportunities, such as New Zealand’s RSE scheme, Australia’s SWP, and other Pacific labour mobility programmes are promising initiatives that benefit many Pacific people. The Youth@Work programme has shown promising outcomes in preparing youth to enter the workforce; the labour mobility schemes seeking to source “work-ready” workers from the Pacific region is a natural progression for youth seeking employment. Youth@Work will develop a process to link Youth-SENT to labour mobility, as a way to generate capital to finance social enterprises and to re-integrate youth into their communities at the end of their labour mobility placements. Youth@Work will maximise the synergies across these programmes, but more importantly, it will also explore avenues for the sustainability of this approach towards addressing youth unemployment in the Pacific.

Furthermore, in order to ensure youth are engaged in these opportunities, Youth-LAB will focus on the following objectives:

- development of national databases for youth, capturing skills, particularly of those NEET;
- formalising youth engagement in the labour mobility programmes led by governments;
- development of targeted training to aid the delivery of social enterprises before and following participation in labour mobility schemes; and
- enabling youth to generate the capital they require to fund their social enterprise initiatives.

The key objective of this component is to facilitate youth engagement in the labour mobility programmes as one of the career pathways for youth engaged in the Youth-SENT and Youth-STEP components.

Component 3: Youth Skills, Training for Employment (Youth-STEP)



The Youth Skills, Training for Employment (Youth-STEP) component acknowledges how the diversities among youth impact their potential transition from education to employment or from secondary education to tertiary education. Their opportunities differ according to their household assets, the type and quality of services they have access to, whether they are male or female, where they live, what education level they have, what ethnic or religious group they belong to, and how healthy they are.

According to the PYDF, a concerning and significant proportion of the Pacific youth population fall under the category of NEET. These young people are marginalised from mainstream and national development efforts, creating development burden, and hindering the region's progress. Other key populations include young people discriminated against because of their sexuality, rural youth, and young people with disabilities. While there have been some successful targeted youth initiatives, few have been taken to scale to address the demand that exists. Greater impact will take place with a stronger focus on and inclusion of key populations of young people.

Related to the challenges posed by the increasing percentages of youth NEET in the Pacific and limited job opportunities in the market, there is also a disconnect between skills training and labour market and/or industry needs. This requires the provision of education and training opportunities towards creating pathways that will enable youth NEET to either enter university, take up formal technical and vocational training, or secure employment at the end of Youth-STEP. An opportunity exists through SPC's Educational Quality and Assessment Programme (EQAP) to help elevate the trainings that Youth@Work currently offers young people. The pathways include support for youth NEET who, upon completion of the trainings provided through EQAP, decide to pursue internship or employment opportunities. It is important to note that the upscaled Youth@Work model builds on SPC's integrated programming to maximise this new opportunity through EQAP to advance the outcomes for the Youth-STEP component. This creates pathways that are flexible and allow youth NEET to choose preferred options given their varying situations.

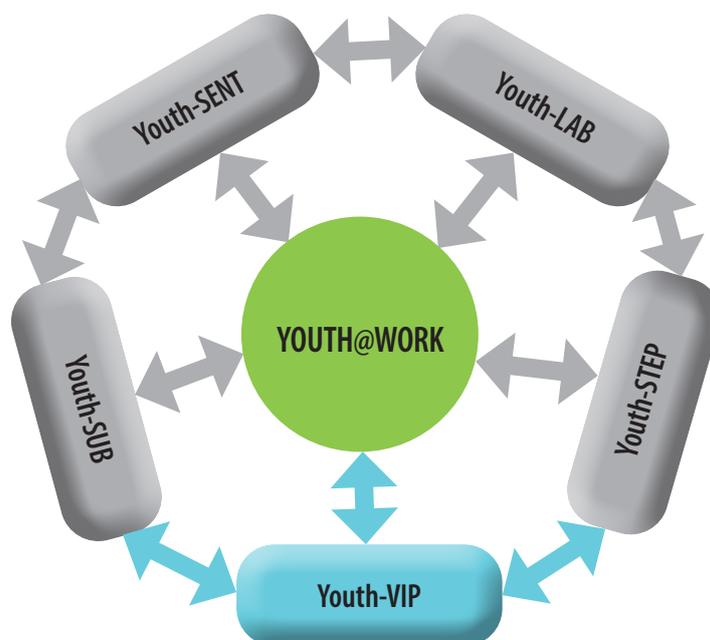
Youth-STEP and micro-qualifications

In 2018, EQAP embarked on an initiative to develop mechanisms to quality-assure and recognise short courses as micro-qualifications. This development was in response to requests from organisations who are conducting short courses and now wish to have them formally accredited. Through EQAP, the SPC initiative on accreditation

of short courses as micro-qualifications fills an important gap in the enhancement of the quality of education and training, as the service is not yet currently provided by the national quality assurance agencies in the region. Subsequently, the accreditation of short courses as micro-qualifications is now established and will add value to trainings offered within the region, including those that will be delivered through Youth@Work. It will mean that employers can recognise the skills and certification of workers; training attended by participants will contribute to their qualifications and will create pathways for other qualifications; and training financiers will get value for their investments. The key objective of this component is to enable pathways for youth in the labour market through targeted skills-building and capacity development informed by a labour market analysis.

Whilst full qualifications are generic and cover a wide range of skills, micro-qualifications are narrow in focus, and cover a few specific skills. Some distinctive features of a micro-qualification are: the training can be aligned to identified needs, such as those identified by industries; there is a provision for on-the-job training; the training leads to a recognised award and enhances qualifications of participants; and the micro-qualification could provide pathways to other qualifications. Micro-qualifications exist to meet the needs of learners, industry, society and the economy. Thus, they need to be current, relevant and fit for purpose.

Component 4: Youth Volunteers in the Pacific (Youth-ViP)



The Youth Volunteers in the Pacific (Youth-ViP) component has two parts: The first is the Youth Intra-island Cooperation and the second is the Youth Inter-island Cooperation. Both will enable a platform that promotes the building, sharing and transfer of knowledge and skills within PICTs and across the region targeting youth. This component of the new model will see true regionalism in practice and the application of a transformative approach to preparing the next generation of Pacific leaders. The proposed approach will explore the re-orientation of existing youth exchange programmes to develop one for Pacific youth that fosters the co-creation of ideas and services by young people themselves. Delivered using an “Island-to-Island” model of south-south cooperation, the programme seeks to promote youth leading the way in transforming the lives of other youth and Pacific communities in general.

A significant observation that has been made over time is that across the Pacific and other regions, the benefits for individuals as well as volunteer-sending countries such as the United States, Australia and New Zealand has been tremendous in terms of learning, professional exposure and capacity development. Individuals engaged in these volunteer programmes have gained personally and professionally from these experiences; but their countries of origin have equally benefitted from being able to maximise the utilisation of these skills for their

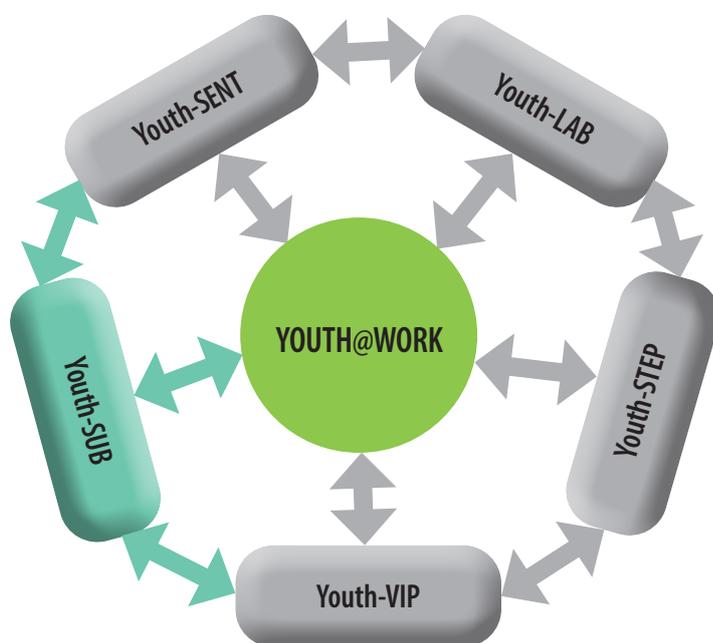
own development purposes. The upscaled Youth@Work model proposes the creation of a Pacific Youth-ViP programme to provide similar learning and professional development opportunities for youth to work across the region as well as in neighbouring countries, and to help prepare the next generation of leaders in the Pacific region.

The key objective of this component is to prime future Pacific leaders through a Pacific youth volunteer programme that will engage this generation and future generations of youth in a new way of learning, grounded in Pacific philosophies, values and orientation. The Youth-ViP adopts a transformational approach that will utilise youth as agents of change working with their own peers, within and across PICTs in the true spirit of Pacific regionalism, expanding on the Blue Pacific Narrative from a youth lens and youth perspective.

The Youth-ViP will mobilise youth to share and work with youth within their country and across other Pacific countries, particularly those who are often marginalised or socially excluded. This engagement will not only ensure that youth learn from each other, but also generate dialogue that promotes innovation and creativity to address some of the pertinent development challenges Pacific communities face today. The Youth-ViP programme aims to:

- develop youth leadership and local talent within and across the Pacific region;
- enable youth-peer mentoring opportunities led by youth;
- promote cross-cultural learning across the Pacific through youth; and
- address social and environmental challenges faced by communities and help them build resilience.

Component 5: Youth Social Innovation Hub (Youth-SUB)



The Youth Social Innovation Hub (Youth-SUB) component proposes a sub-regional modality for social innovation that capitalises on the creativity of young people to innovate and test new concepts to support the delivery of Youth@Work across the Pacific region. This Hub would complement any national youth hub that countries establish. From systems innovation through to unlocking the assets and potential of youth via opportunities for shadowing and mentorship, the Youth-SUB will drive youth social innovation with the purpose of ensuring youth have access to information, knowledge, resources and networks to enable pathways to sustainable development. All of this cannot be done by any one organisation or group alone and the Youth-SUB will help build the conditions and capability for youth-led social innovation to happen at scale. This includes the hosting

of sub-regional and regional peer-to-peer learning events, the production of research and documentation of learnings on innovative good practices in relation to addressing youth challenges and interests in the field of employment, and the development of tools to support youth integration and mainstreaming into the public and private sectors.

At the heart of Youth-SUB is the fundamental belief that youth themselves are best placed to understand their issues and therefore the best innovations come from working alongside those who face the very challenges we are trying to find solutions for. The main objective of the Youth-SUB is to ensure Pacific youth have access to resources, opportunities and support that are context-relevant to empower them to lead and co-create Pacific development at all levels.

Financing Youth@Work in the Pacific

Pacific Youth Development Trust Fund

The upscaled Youth@Work model proposes the development of a Pacific Youth Development Trust Fund. The Trust Fund is founded on the principles of self-determination and self-sufficiency for resilience-building in the Pacific. The rationale for creating this Trust Fund is that, to date, investment in youth development is still very minimal and accessing funding for youth development initiatives is a real challenge in the region.

This idea will need to be explored further, but the creation of a Trust Fund for youth will not only help address the funding gaps in relation to youth work, but it also has the potential to open up greater opportunities to foster a sustainable future for the Pacific that minimises dependence on foreign aid. The Trust Fund will therefore unlock the potential of PICTs to be self-sufficient and to build resilience at all levels, not only to counter the impacts of climate change, but to help the region address any major setbacks as a result of ongoing and future global financial crises. An initial proposal to potential donors, if successful, will help SPC and its members set up the structure for the Trust Fund over three years. This will include the region-wide consultations on the creation of this Trust Fund as a mechanism to not only grow investments in and for Pacific youth, but one that will contribute toward the region's financial resilience today, tomorrow and beyond.

Theory of change

The new approach to Youth@Work provides a more holistic and interconnected approach that will enable the creation of pathways for youth, particularly those who are not in education, employment or training (NEET). It recognises the value of the contribution of young people to sustainable development and their ability to address youth challenges themselves.

The approach Youth@Work follows, recognises the creativity and innovation young people bring to the table, and provides a platform for peer-to-peer exchange among youth to have a voice and actively participate in the development process. It nurtures capabilities to lead the Pacific into the future and allows cross-cultural learning between youth of the Pacific, enabling a critical mass of seasoned leaders who are grounded in their cultural orientation but also well versed in regional and global issues and the development landscape. The work is evidence-based, contextualised and culturally appropriate, and seeks to create pathways and an enabling environment for youth NEET to obtain the assets, skills and opportunities they require for income generation and sustainable livelihoods.

The Youth@Work model seeks to build on synergies with other programmes, adding value to existing initiatives targeting other populations of youth in the region, creating diverse platforms that youth can engage in for learning through sharing knowledge and expertise.

The Youth@Work upscaled model's theory of change looks closely at how and why change happens in relation to access to social and economic opportunities, and sustainable development for youth. It indicates a range of strategies linked to the five components of the model that should produce the desired changes in the long term. It allows stakeholders to be clearer about the objectives of such programmes and what processes and steps are required to deliver these outcomes.

It also allows stakeholders to discuss any critical and/or implicit assumptions that people may have regarding what makes youth socio-economic empowerment programmes succeed.

Assumptions

- Governments and other stakeholders have the will to commit resources to implement the strategies and activities planned under the Youth@Work upscaled model.
- Improved youth disaggregated data will be available to inform the policies and strategies.
- Decision-makers will have the skills and know-how to use data to inform their law, policy and programme decisions.
- Young people will be motivated to pursue the relevant strategies, which will ensure effective implementation and sustainable change.
- Improved institutional strengthening of government will generate more opportunities and resources for youth development.
- Better coordination and collaboration of all regional stakeholders and development partners will ensure successful implementation of the upscaled Youth@Work model.
- A youth-integrated approach enhances results in various sectors by ensuring that programme outcomes have both economic and social aspects that benefit young people and communities as a whole.
- There are income generation opportunities available for young people in countries.

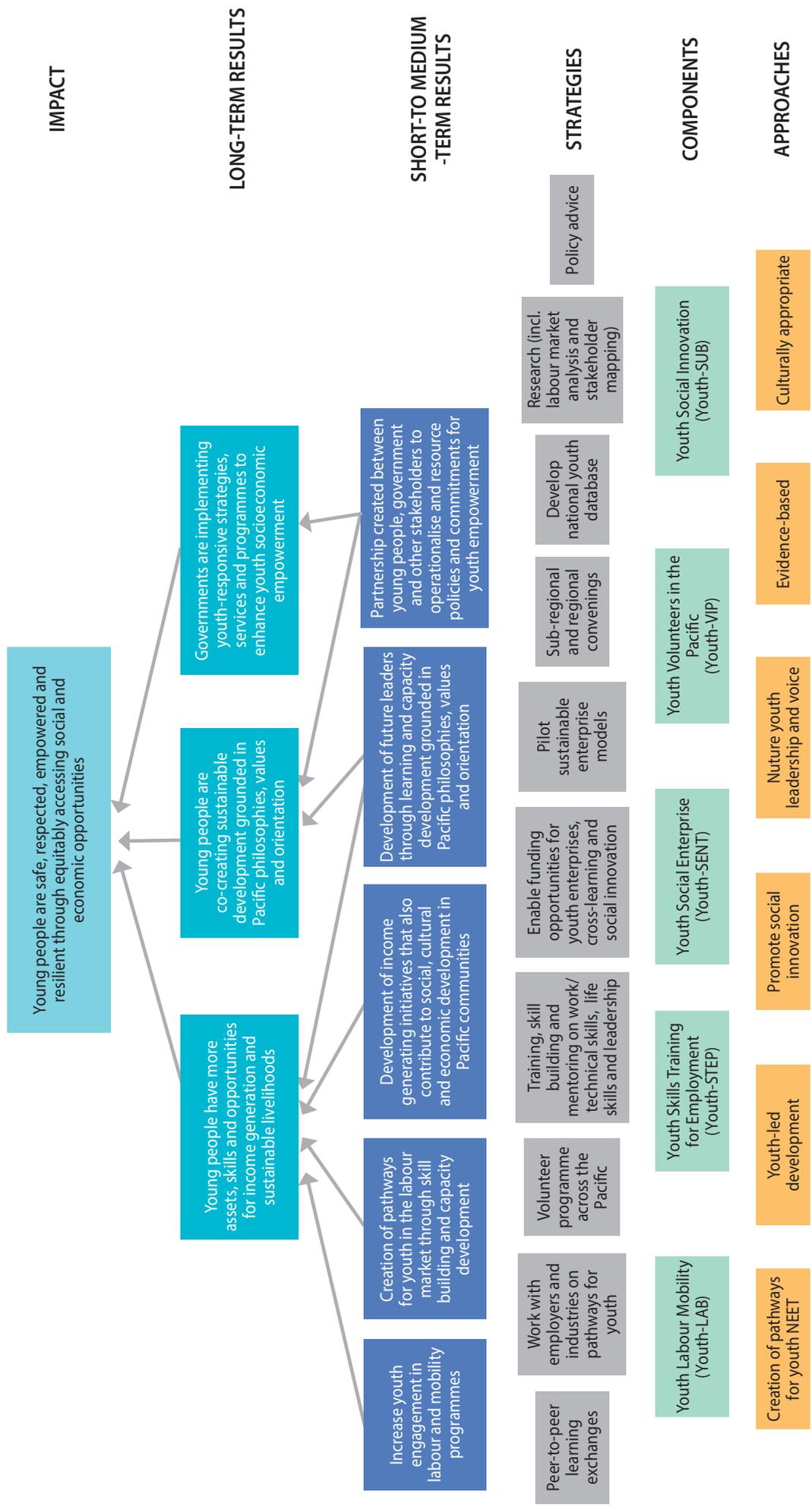


Figure 1: Youth@Work theory of change

Youth@Work end-to-end processes for each component

Purpose

The main purpose of this section is to:

- illustrate the logical flow of activities, relationships and linkages across the different sections and activities of each component;
- identify gaps that needs addressing to minimise disruptions to plans and outcomes; and
- capture and transfer key lessons learned from experience into good practice.

Objectives

The main objectives of this section are:

- document and illuminate the end-to-end process for each component; and
- clarify roles and responsibilities of different stakeholders and partners.

Rationale for the end-to-end processes

The end-to-end processes are for the five components of the Youth@Work model described in part 1 of this document. The processes identify the key steps for implementing the different components and provide a guide for applying the whole model or the individual components. The aim is to offer a basic structure that organisations can adapt and contextualise depending on their situation and needs. These end-to-end processes are therefore subject to the various contexts of the PICTs and allow flexibility on the part of the countries to design and deliver the programme as they see fit, in alignment with the infrastructure available for youth development in their country.

Youth Social Enterprise (Youth-SENT) process

Part 1: Recruitment and selection

- a. Stakeholder mapping, identifying business trainers and training manuals and mentoring support.
- b. Calls for expressions of interests for the programme using the criteria that has been developed.
- c. Screening process for young people interested in the programme.

Part 2: Orientation and community services mapping

- a. Participation in orientation and generic youth development training.
- b. Community mapping exercise identifying needs and gaps for social enterprises.
- c. Development of concept notes for the proposed social enterprises.

Part 3: Social enterprise development training

- a. Participation in business development and business management training including technical skills training and development of business plan for social enterprise.
- b. Following training – two options:
 1. provision of seed funding for social enterprise, or
 2. engagement in labour mobility to earn capital for the business venture (see end-to-end process for Youth-LAB).

Part 4: Implementation of social enterprise

- a. Initiate social enterprise.
- b. Connect youth with mentor for support.
- c. Conduct monitoring and evaluation for social enterprise implementation.

Part 5: Engagement in learning platforms

- a. Facilitate the engagement of youth in learning platforms to promote social innovation.
- b. Convening of sub-regional and regional learning events on Youth-SENT through the work of the Youth Social Innovation Hub (Youth-SUB).
- c. Implement feasible marketing strategies for their businesses, including a national Youth Market, through Youth-SUB to promote youth social enterprises.
- d. Support inter-island and intra-island exchange to share learning and knowledge with marginalised youth (See end-to-end process for Youth-ViP).

YOUTH-SENT: Step-by-step action plan

Diagram box number	Description	Responsibility
1a. SPC/Y@W to develop the Youth-Sent concept and share with government for their agreement	SPC/Y@W to develop the Youth-Sent concept in consultation with Government and key stakeholders.	SPC/Y@W
2a. Review the Youth-Sent concept and agree to be a partner	SPC/Y@W at the completion of concept development, share and consult with Government and key stakeholders.	SPC/Y@W Government Stakeholders
3a. Develop an MOU to formalise the partnership with Government	Upon agreement from Government and key stakeholders to the Youth-Sent concept, SPC/Y@W to develop the MOU in consultation with Government.	SPC/Y@W Government
4a. Both parties sign the MOU	SPC/Y@W and Government to sign the MOU.	SPC/Y@W Government
5a. Develop the Youth-Sent implementation plan including key stakeholders	SPC/Y@W to develop the Youth-Sent implementation plan.	SPC/Y@W Government
6a. Share the plan with Government for their review and agreement	SPC/Y@W to share the implementation with Government.	SPC/Y@W Government
7a. Advise SPC/Y@W of agreement to the implementation plan	Government to advise SPC/Y@W of their agreement to the Youth-Sent implementation plan.	Government SPC/Y@W
8a. Convene a meeting of all the stakeholders	SPC/Y@W to convene a meeting of all identified stakeholders. Send out meeting invitations.	SPC/Y@W Stakeholders
9a. Receive letter of invitation and confirm participation	Stakeholders receive the invitation to attend the meeting, and send confirmation of attendance to SPC/Y@W.	Stakeholders SPC/Y@W
10a. Send out information pack to stakeholders	SPC/Y@W to send information pack to the stakeholders that have agreed and confirmed participation at the Youth-Sent pilot.	SPC/Y@W Stakeholders
11a. Receive information pack and confirm presence at the meeting	Stakeholders receive information pack from SPC/Y@W, and confirm participation.	Stakeholders SPC/Y@W
12a. Organise meeting logistics and requirements	SPC/Y@W to organise logistics of the inaugural stakeholders' Youth-Sent meeting.	SPC/Y@W
13a. Host the Youth-Sent	SPC/Y@W and Government to jointly host the Youth-Sent meeting.	SPC/Y@W Government
14a. Agree on the implementation plan, roles and responsibilities	Get stakeholder to agree to the implementation plan, as well as to their roles and responsibilities in the Youth-Sent pilot.	SPC/Y@W Government Stakeholders
15a. Implementation commences	In collaboration and partnership with Government and the stakeholder group, start the implementation of the Youth-Sent pilot.	SPC/Y@W Government Stakeholders

Youth Labour Mobility (Youth-LAB) process

Part 1: Advocating for engagement with the Youth@Work Labour Mobility pilot programme

- a. Consultations with governments discussing the Youth-LAB component.
- b. Development of national database for youth, capturing skills, particularly of those NEET.
- c. Identify roles and responsibilities for each party.
- d. Link the Youth-SENT with Youth-LAB.

Part 2: Formalising youth engagement in the labour mobility programmes led by governments

- a. Sign agreements between SPC and the Youth-LAB pilot countries. The agreements will reflect the roles and responsibilities of all the parties involved.
- b. Populate and update the database with those who have trained on Youth-SENT and have been successful for Youth-LAB.
- c. Recruit youth engaged in the Youth-SENT for the Youth-LAB.
- d. Young people recruited from Youth-SENT to revisit their business plans and lay out a savings plan whilst abroad for the establishment of their business to follow.

Part 3: Development of targeted training to aid the delivery of social enterprises before and following participation in labour mobility schemes

- a. Conduct a scoping exercise to determine required skills.
- b. Conduct trainings according to information obtained.

Part 4: Generating capital to fund youth social enterprise initiatives

- a. Facilitate the engagement of youth in the Youth-LAB.
- b. Facilitate follow-up on the state of their savings plan and their well-being whilst abroad.
- c. Facilitate Youth-LAB participants' reintegration in their communities and provide mentoring support.
- d. Assist with business establishment.

Youth@Work Labour Mobility Approval End-2-End Process

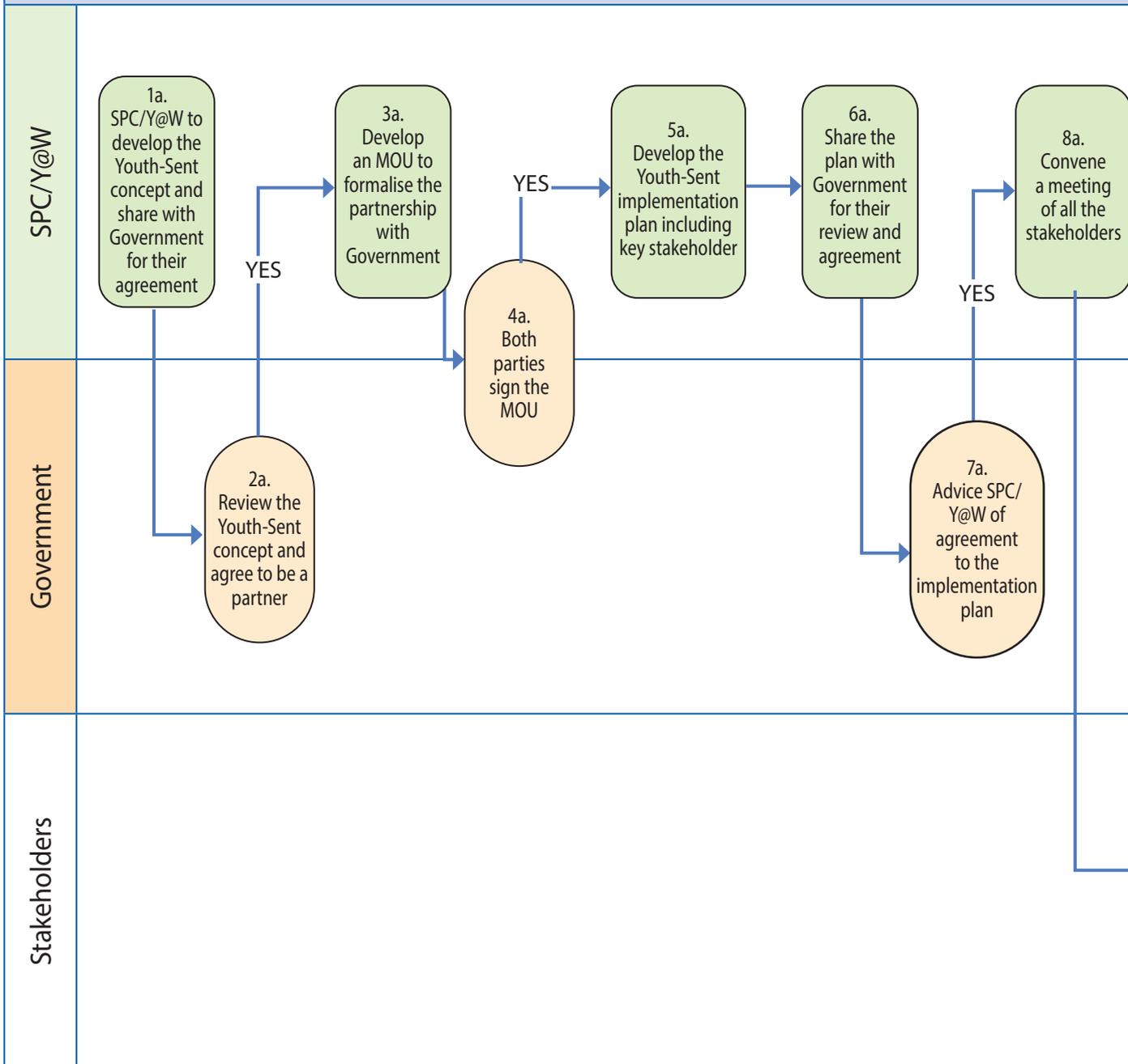
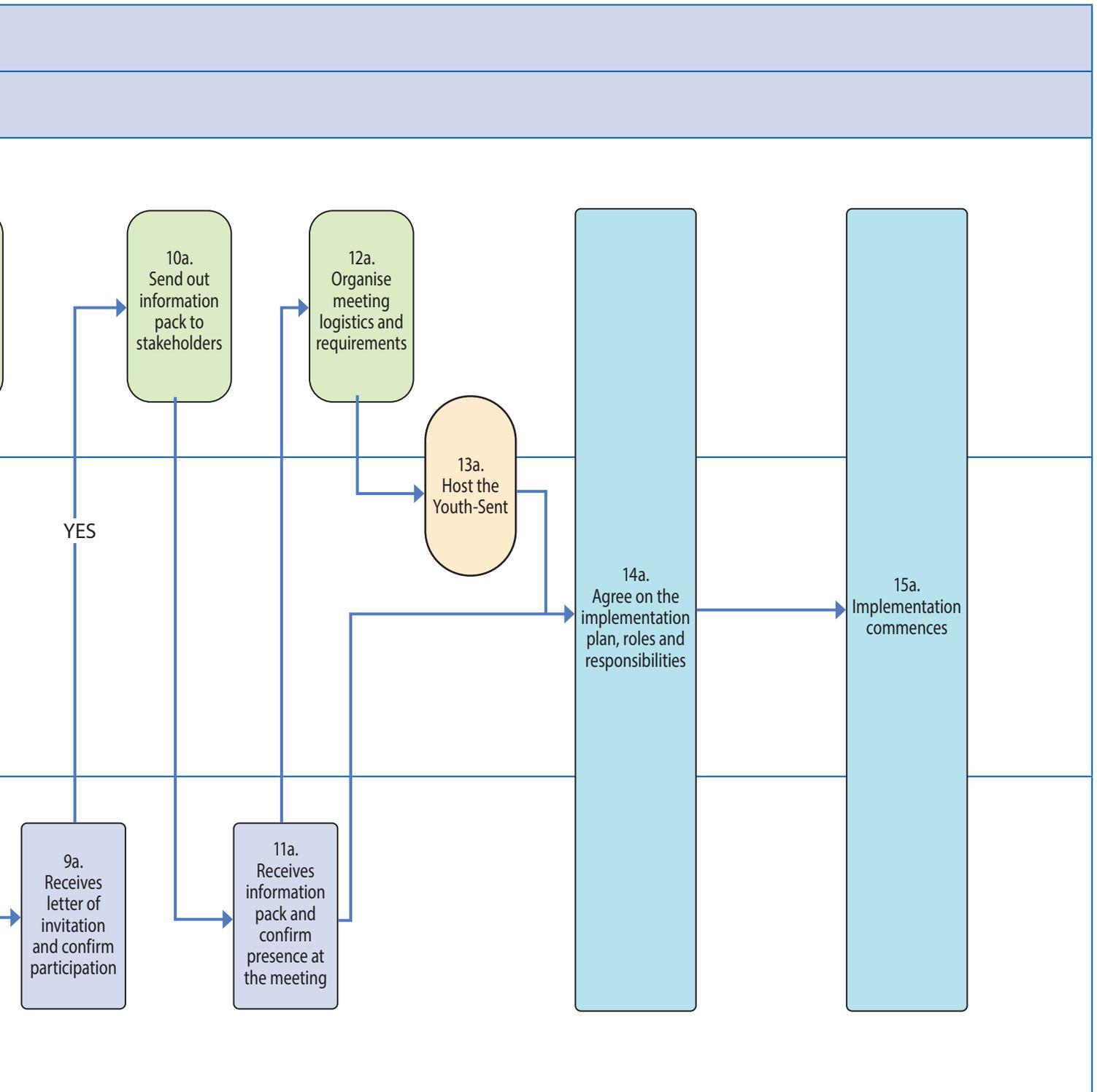


Figure 2: Approval process for Youth Social Enterprise



Youth@Work Labour Mobility Approval End-2-End Process

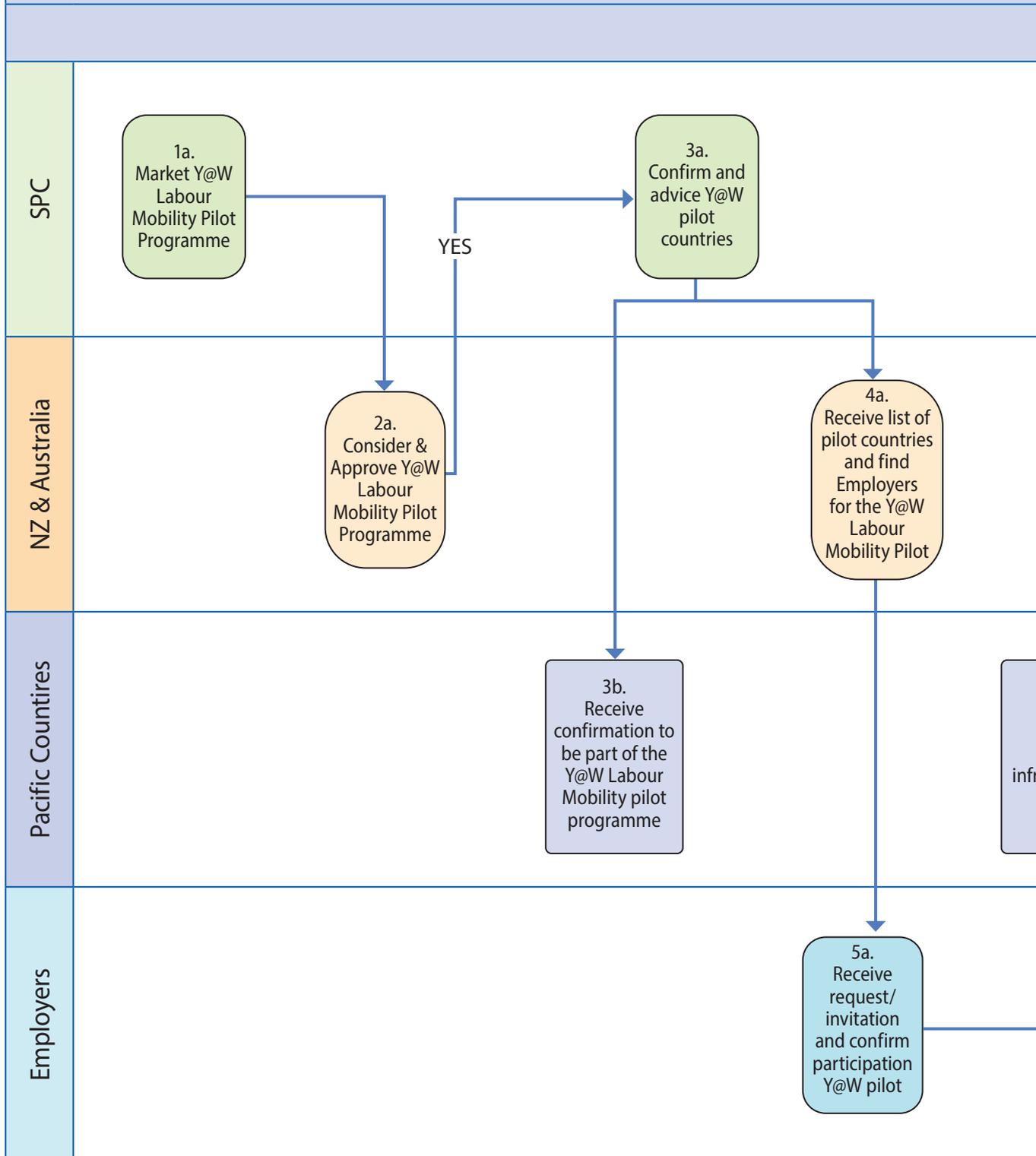
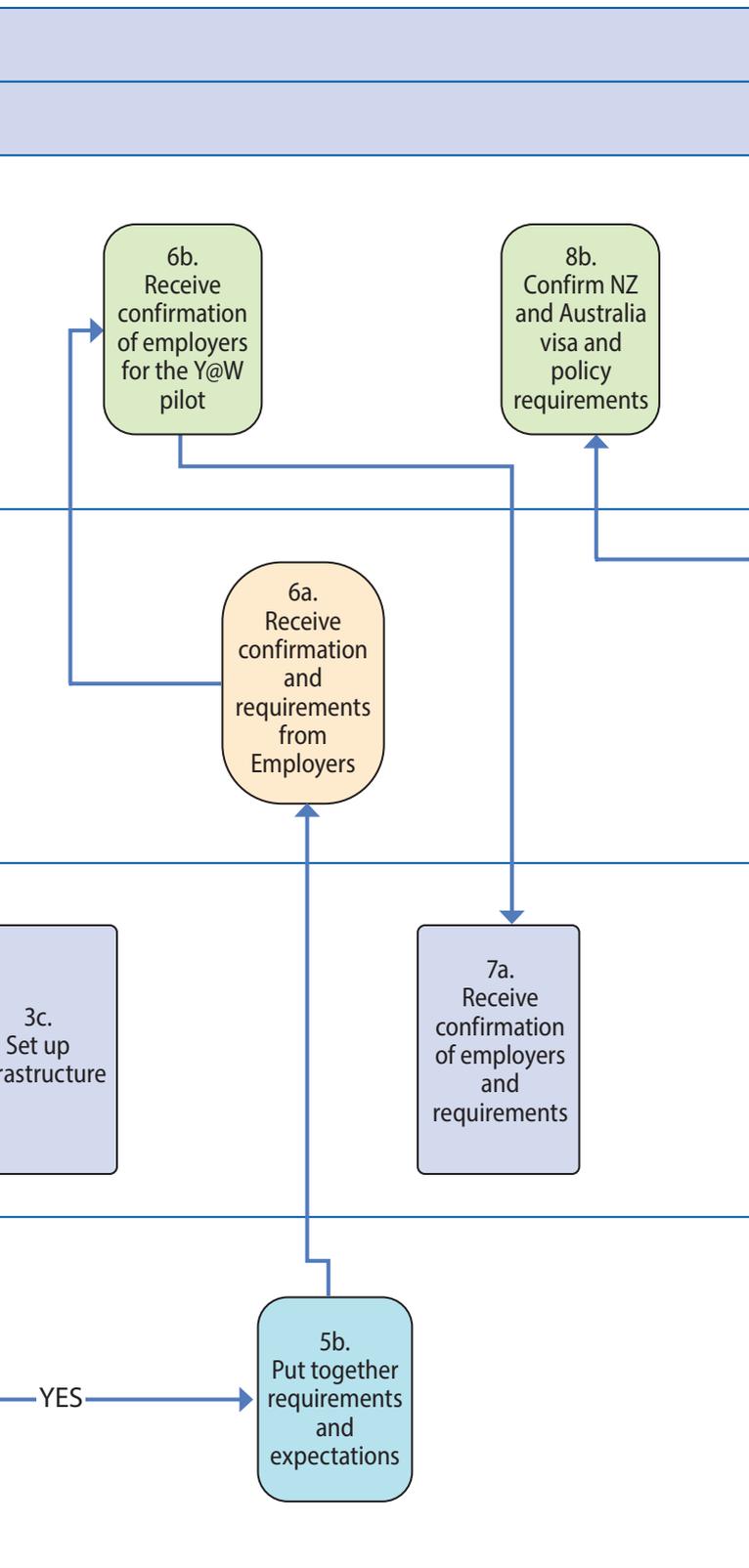


Figure 3: Approval process for Youth Labour Mobility



YOUTH-LAB: Step-by-step action plan

Diagram box number	Description	Responsibility
1a. Market Y@W Labour Mobility pilot programme	Encourage Australia and New Zealand to be part of the programme.	SPC Director – Human Rights and Social Development Programme
2a. Consider and approve Y@W Labour Mobility pilot programme	Australia and New Zealand to consider the Y@W programme to be part of their current RSE and SWP labour mobility programmes respectively.	Australian Government New Zealand Government
3a. Confirm and advise Y@W pilot countries	Upon receiving confirmation from Australia and New Zealand, SPC will advise the selected Pacific countries of the Y@W Labour Mobility pilot.	SPC Director – Human Rights and Social Development Programme
3b. Receive confirmation to be part of the Y@W Labour Mobility pilot programme	Selected Pacific states upon advice from SPC will start preparing for the Y@W Labour Mobility pilot.	Pacific states SPC
3c. Set up infrastructure	Setting up necessary systems, processes and services to govern and administer labour mobility arrangements.	Pacific states governments Public servants – • Labour • Passports Health authorities Community leaders
4a. Receive list of pilot countries and find employers for the Y@W Labour Mobility pilot	Australia and New Zealand governments to promote the Y@W Labour Mobility programme to potential employers.	Australian Government New Zealand Government Labour mobility employers
5a. Receive request/invitation and confirm participation in Y@W pilot	Labour mobility employers to confirm participation in the Y@W Labour Mobility pilot.	Employers Australian Government New Zealand Government
5b. Put together requirements and expectations	Labour mobility employers to put together profile of workers, and requirements and expectations.	Employers Australian Government New Zealand Government
6a. Receive confirmation and requirements from employers	Australia and New Zealand governments to convey the employers' requirements and expectations to SPC.	Australia Government New Zealand Government
6b. Receive confirmation of employers for the Y@W pilot	Convey employers' requirements and expectations to Pacific states.	SPC Pacific states
7a. Receive confirmation of employers and requirements	Upon receiving employers' requirements from SPC, Pacific states will put together profiles of potential workers, selection processes, pre-departure training programme and other requirements.	Pacific states governments
8a. Confirm visa and policy requirements	Australian and New Zealand governments to confirm and convey their respective visa and policy requirements to SPC.	Australian Government New Zealand Government
8b. Confirm New Zealand and Australia visa and policy requirements	Australia and New Zealand to confirm visa and policy requirements in relation to labour mobility.	Australian Government New Zealand Government
9a. Advise Pacific states of visa and policy requirements	SPC to receive labour mobility visa and policy requirements and convey to Pacific states.	SPC Pacific states
9b. Implement visa and policy requirements	Pacific states to implement visa and policy requirements of Australia and New Zealand.	Pacific states Australia posts New Zealand posts

Youth Skills Training and Education Programme (Youth-STEP) process

Part 1: Recruitment and selection

1. Conduct labour market and a skills training needs analysis.
2. Call for expressions of interests for the programme using the criteria which has been developed.
3. Screening process for young people interested in the programme.

Part 2: Orientation and training needs analysis

4. Participation in orientation and generic youth development training.
5. Conducting training needs analysis with industry groups and prospective employers.
6. Assessment of training needs to determine either of the following options:
 - a. Explore opportunities through training institutions including Australia Pacific Training Centre (APTC) and others;
 - b. Develop targeted Youth-STEP.

Part 3: Development of targeted Youth-STEP and the corresponding micro-qualifications

7. Development of skills training programmes, where relevant.
8. Delivery of skills trainings.
9. Monitoring and evaluation of Youth-STEP.

Part 4: Profiling and employment engagement

10. Development of database and profiling of youth engaged in Youth-STEP.
11. Negotiate partnerships with interested employers and industries whose needs correspond with the skills trainings offered for both employment and internship.
12. Develop a tracking mechanism or conduct tracer studies for Youth-STEP graduates.
13. Conduct refresher trainings, mentoring and upskilling.

Youth@Work Youth-STEP End-2-End Process

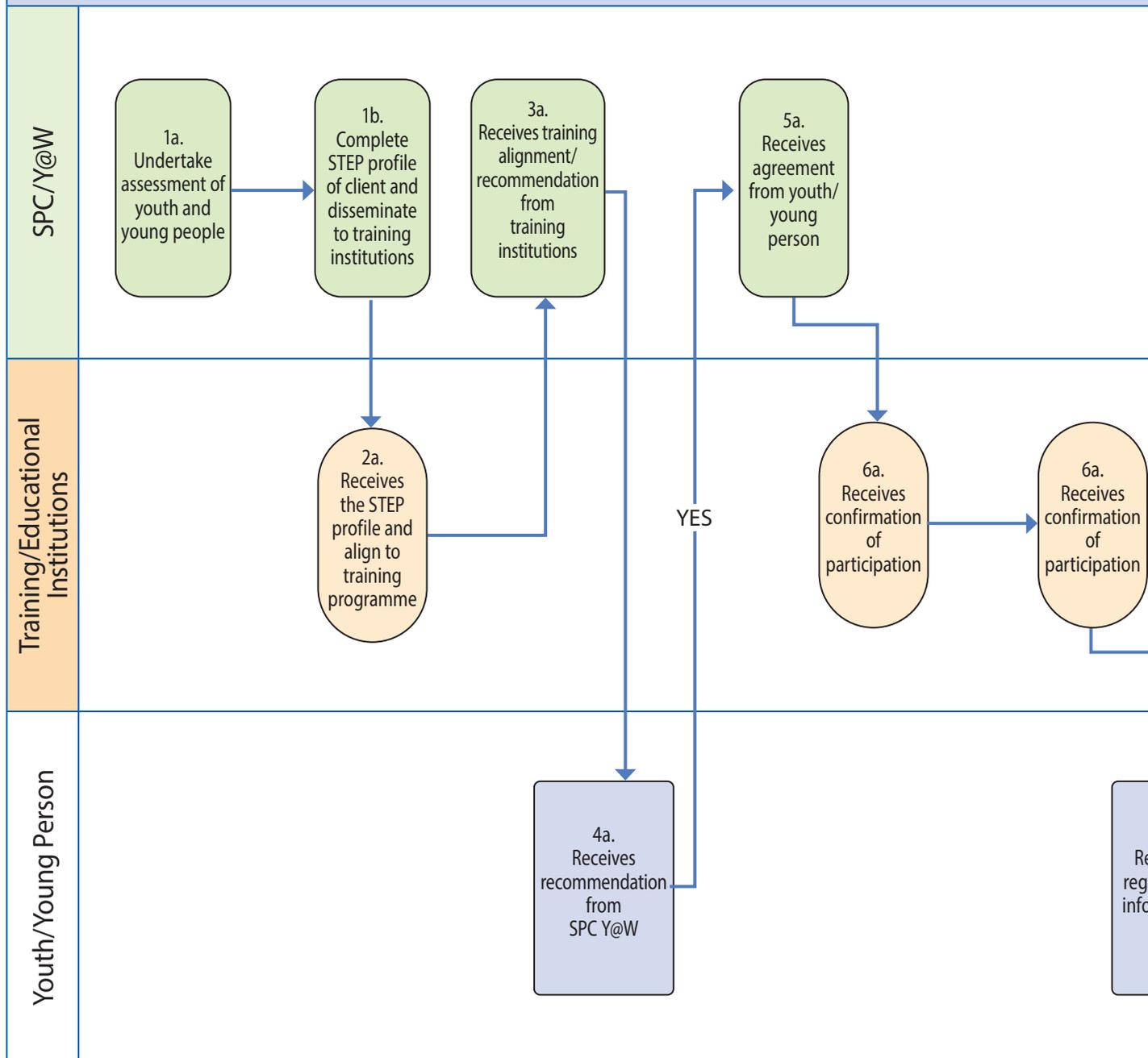
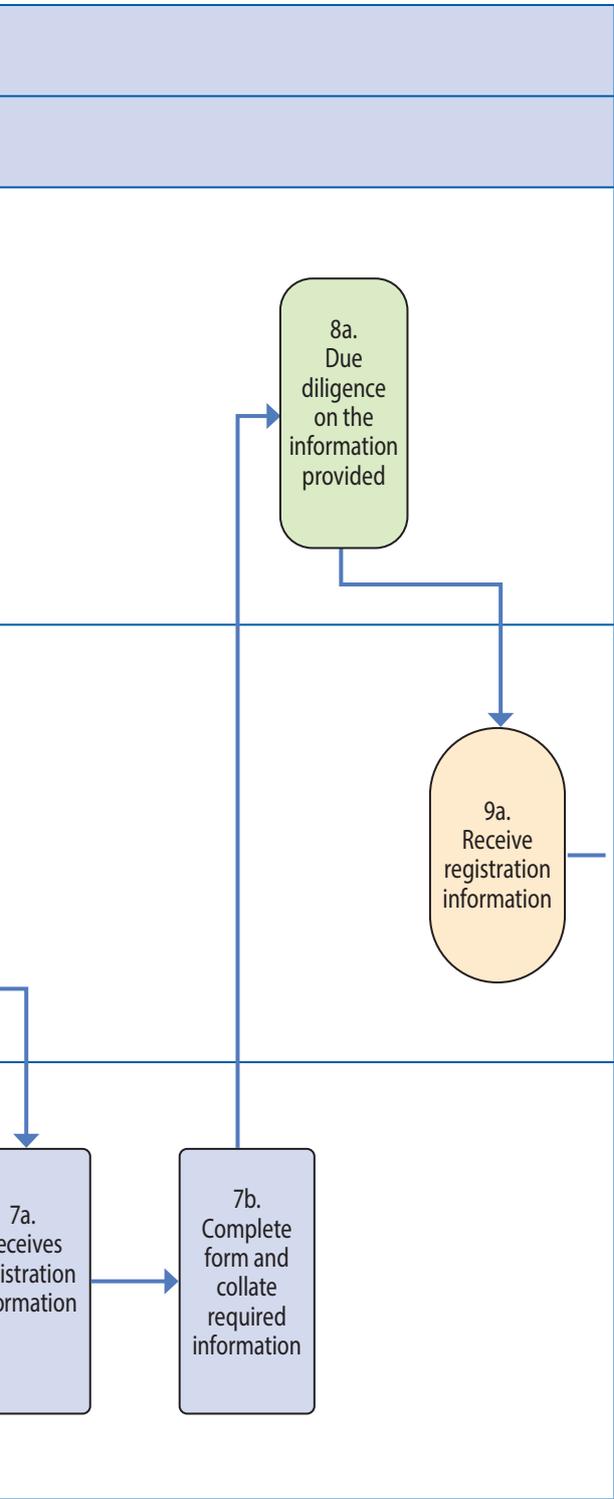


Figure 4: Approval process for Youth Skills, Training for Employment



YOUTH-STEP: Step-by-step action plan

Diagram box number	Description	Responsibility
1a. Undertake assessment of youth and young people	Interview the youth/young person to determine their employment pathway.	SPC/Youth@Work Youth/Young Person
1b. Complete STEP profile of client and disseminate to training institution	From the information provided by the youth/young person, SPC/Y@W to put together the profile.	SPC/Youth@Work
2a. Receive the STEP profile and align to training programme	Training/Educational institution receives the youth/young person's profile from SPC/Y@W.	SPC/Youth@Work Training/Educational institution
3a. Receive training alignment/ recommendation from training institutions	From the profile received from SPC/Y@W, training/educational institution to align to relevant courses/training and make recommendation.	SPC/Youth@Work Training/Educational institution
4a. Receive recommendation from SPC Y@W	Youth/Young person receives confirmation advice from SPC/Y@W.	SPC/Youth@Work Youth/Young person
5a. Receive agreement from youth/ young person	SPC/Y@W receives agreement from the youth/young person to the training/ education pathway from training/ education Institution.	SPC/Youth@Work Youth/Young person
6a. Receive confirmation of participation	Training/Education institution receives confirmation of participation by youth/ young person.	SPC/Youth@Work Youth/Young person Training/Educational institution
6b. Send registration pack to the youth/young person via SPC/Y@W	Put together a registration pack and send it to SPC/Y@W to make available to the youth/young person.	SPC/Youth@Work Youth/Young person Training/Educational institution
7a. Receives registration pack for the youth/young person	SPC/Y@W receives registration pack from the training/education institution for the youth/young person.	SPC/Youth@Work Youth/Young person Training/Educational institution
8a. Receives registration information	Youth/Young person receives the registration pack from SPC/Y@W.	SPC/Youth@Work Youth/Young person
8b. Complete form and collate required information	Youth/Young person upon receiving the information from SPC/Y@W will complete the forms and pull together other requested information. SPC/Y@W to provide support in this process.	SPC/Youth@Work Youth/Young person
9a. Due diligence on the information provided	SPC/Y@W to undertake due diligence on the information provided by the youth/young person for accuracy and correctness. This is done in collaboration with the youth/young person.	SPC/Youth@Work Youth/Young person
10a. Receive registration information	Training/Education institution receives the completed registration information from SPC/Y@W.	SPC/Youth@Work Training/Educational institution
10b. Meet with youth/young person and SPC/Y@W	Training/Education institution to call a meeting with the youth/young person and SPC/Y@W to go through the registration information.	SPC/Youth@Work Youth/Young person Training/Educational institution

Diagram box number	Description	Responsibility
10c. Meet with training/education institution	Youth/Young person and SPC/Y@W to meet with training/education institution to discuss, confirm and agree to the pathway put in place.	SPC/Youth@Work Youth/Young person Training/Educational institution
11a. Confirm training pathway for the youth/young person	Pathway put in place for the youth/young person to implement.	SPC/Youth@Work Youth/Young Person Training/Educational institution

Youth Volunteers in the Pacific (Youth-ViP) process

Part 1: Set up Youth-ViP programme structure

1. Develop structure for the establishment of a Youth-ViP including a sustainable financial model.
2. Conduct a feasibility study of required skills in all PICTs.

Part 2: Database development and registration of youth

3. Develop a regional level database for youth capturing their skills and qualifications.
4. Identify, register and populate national database with youth who are interested in volunteer work.
5. Match countries' identified needs with the interested youth.
6. Recruitment and selection.

Part 3: Orientation and mobilisation of Youth-ViP

7. Participation in orientation and generic youth development training.
8. Participation in cross-cultural training.
9. Participation in leadership and life skills training.
10. Development of work plans for participating youth volunteers.

Part 4: Deployment of Youth-ViP through intra-Island or inter-Island cooperation

11. Requests are received internally or outside PICTs.
12. Identification of potential Youth-ViP depending on the terms of reference and capacity and skill sets available.
13. MOU signed for Youth-ViP, including work plan for youth volunteers.
14. Monitoring and evaluation of Youth-ViP.

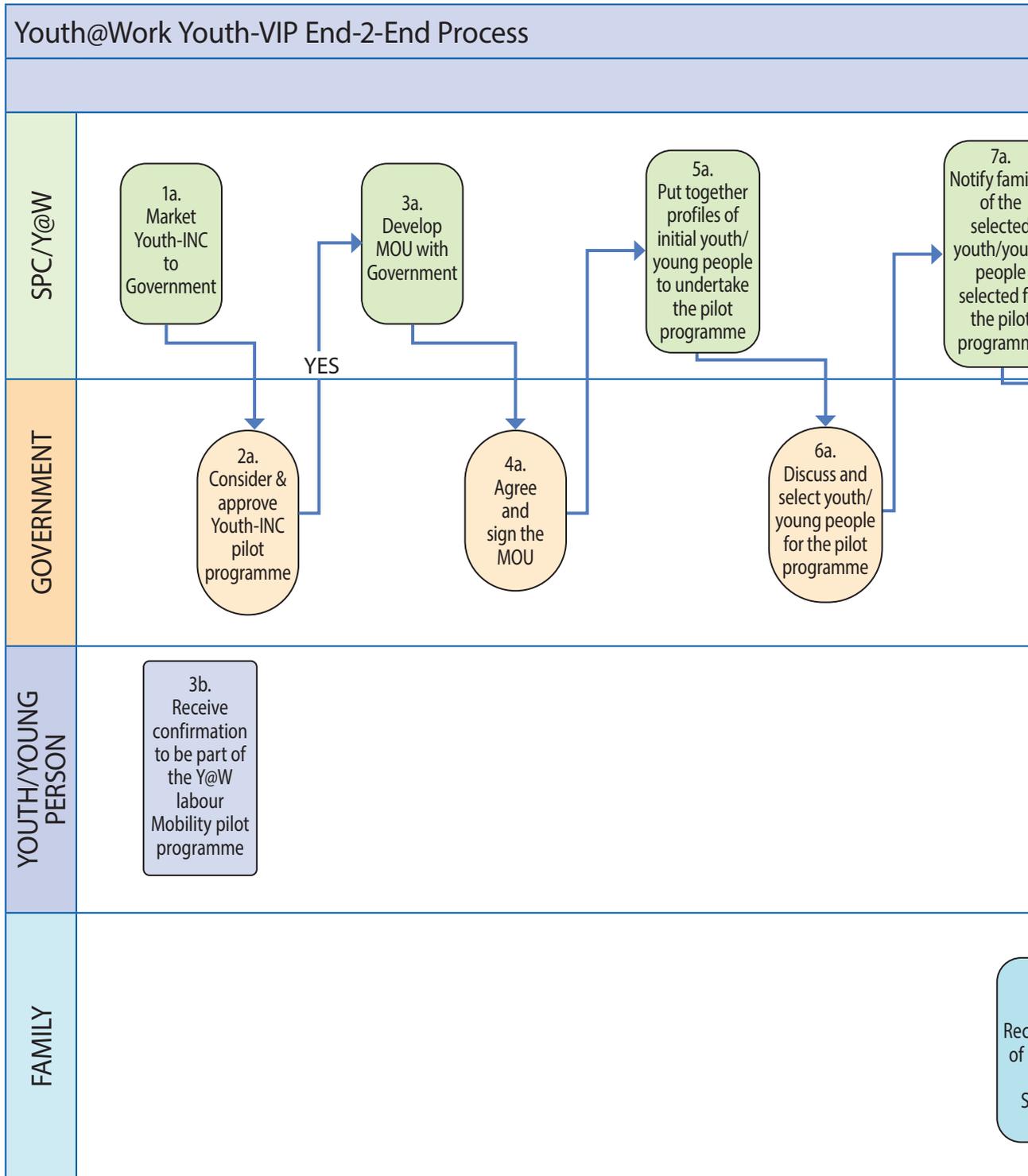
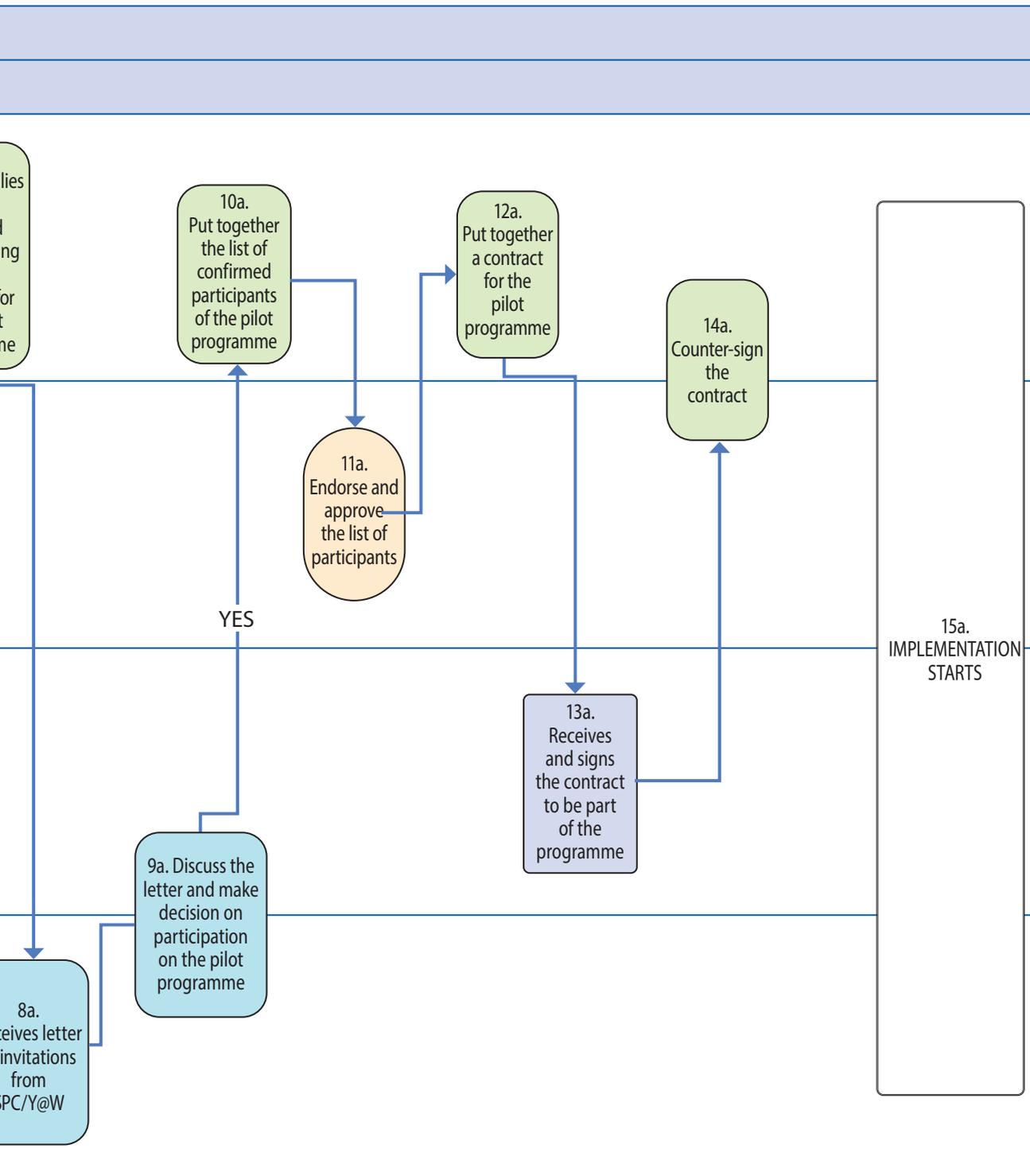


Figure 5: Approval process for Youth Volunteers in the Pacific



YOUTH-ViP Step-by-step action plan

Diagram box number	Description	Responsibility
1a. Market Youth-ViP to Government	Discuss the benefits of the programme with Government, and encourage buy-in.	SPC/Youth@Work Government
2a. Consider and approve Youth-ViP pilot programme	Government to confirm participation and role to play.	SPC/Youth@Work Government
3a. Develop MOU with Government	SPC/Y@W to put together a Memorandum of Understanding with Government outlining arrangements, requirements and roles and responsibilities.	SPC/Youth@Work Government
4a. Agree and sign the MOU	MOU to be consulted, amended, agreed and signed by both parties, providing the mandate to commence the pilot programme.	SPC/Youth@Work Government
5a. Put together profiles of initial youth/young people to undertake the pilot programme	SPC/Y@W to develop selection process/criteria to select the participants of the programme and put together profiles of the selected participants.	SPC/Youth@Work Government
6a. Discuss and select youth/young people for the pilot programme	SPC/Y@W and Government to assess the profiles of the selected participants and select the final list to be invited to be part of the programme.	SPC/Youth@Work Government
7a. Notify families of the selected youth/young people selected for the pilot programme	A joint invitation letter from SPC/Y@W and Government to the participant advising them of their selection in the programme.	SPC/Youth@Work Government Youth/Young person and family
8a. Receive letter of invitation from SPC/Y@W	Youth/Young person and family receive the invitation, discuss the details and make a collective decision to be part of the programme.	Youth/Young person and family
9a. Discuss the letter and make decision on participation on the pilot programme		
10a. Put together the list of confirmed participants of the pilot programme	Compile the final list of participants who have accepted to be part of the programme. Both SPC/Y@W and Government to endorse the final list of participants.	SPC/Youth@Work Government
11a. Endorse and approve the list of participants		
12a. Put together a contract for the pilot programme	SPC/Y@W to develop the contract outlining expectations, roles and responsibilities to be part of the programme.	SPC/Youth@Work
13a. Receive and sign the contract to be part of the programme	The contract is sent to the youth/young person to sign.	Youth/Young person and family
14a. Countersign the contract	SPC Y@W to countersign the contract.	SPC/Youth@Work

Youth Social Innovation Hub (Youth-SUB) process

The Youth-SUB will be designed and piloted in Micronesia. The design and pilot will determine the development process for this component of the model. However, outlined below are suggestions for the development and approval process for the Youth-SUB component.

Part 1: Set up Youth-SUB structure

1. Promote the Youth-SUB idea with the government and interested parties, including the chambers of commerce and youth organisations.
2. Mobilise funding support.
3. Physical set-up of Youth-SUB and recruit staff. It is anticipated that staff will be youth themselves.
4. Register interested stakeholders who are willing to support the Hub by sharing their skill set and other resources.
5. Collate information from across government and private sector on youth employment barriers and opportunities.
6. Collaborate with youth and other stakeholders to develop Youth-SUB programme and services to be offered.

Part 2: Recruitment and orientation for youth innovators

7. Recruit interested youth to operate the Youth Hub. It is intended that youth will be incubators and innovators who will participate in some socially innovative incubation or business ideas processes.
8. Orientation on the Hub operation, criteria, logistical support, etc.
9. Link the young people with mentors/successful youth entrepreneurs and employees/employers for regular sessions to develop and test ideas.
10. Signing of MOU between the youth and mentors or between the youth and the programme implementor with regards to roles and responsibilities.

Part 3: Youth-SUB programme

11. Promote Youth-SUB cross-learning opportunities.
12. Host sub-regional and regional learning events.
13. Establish research and resource development agenda for the centre.
14. Collate information on employment opportunities and barriers for youth who access the Hub.
15. Establish priority areas of focus for Youth@Work in the sub-region to meet the employment and training needs of youth NEET.
16. Set up peer-to-peer learning events.

Youth@Work Youth-SUB End-2-End Process

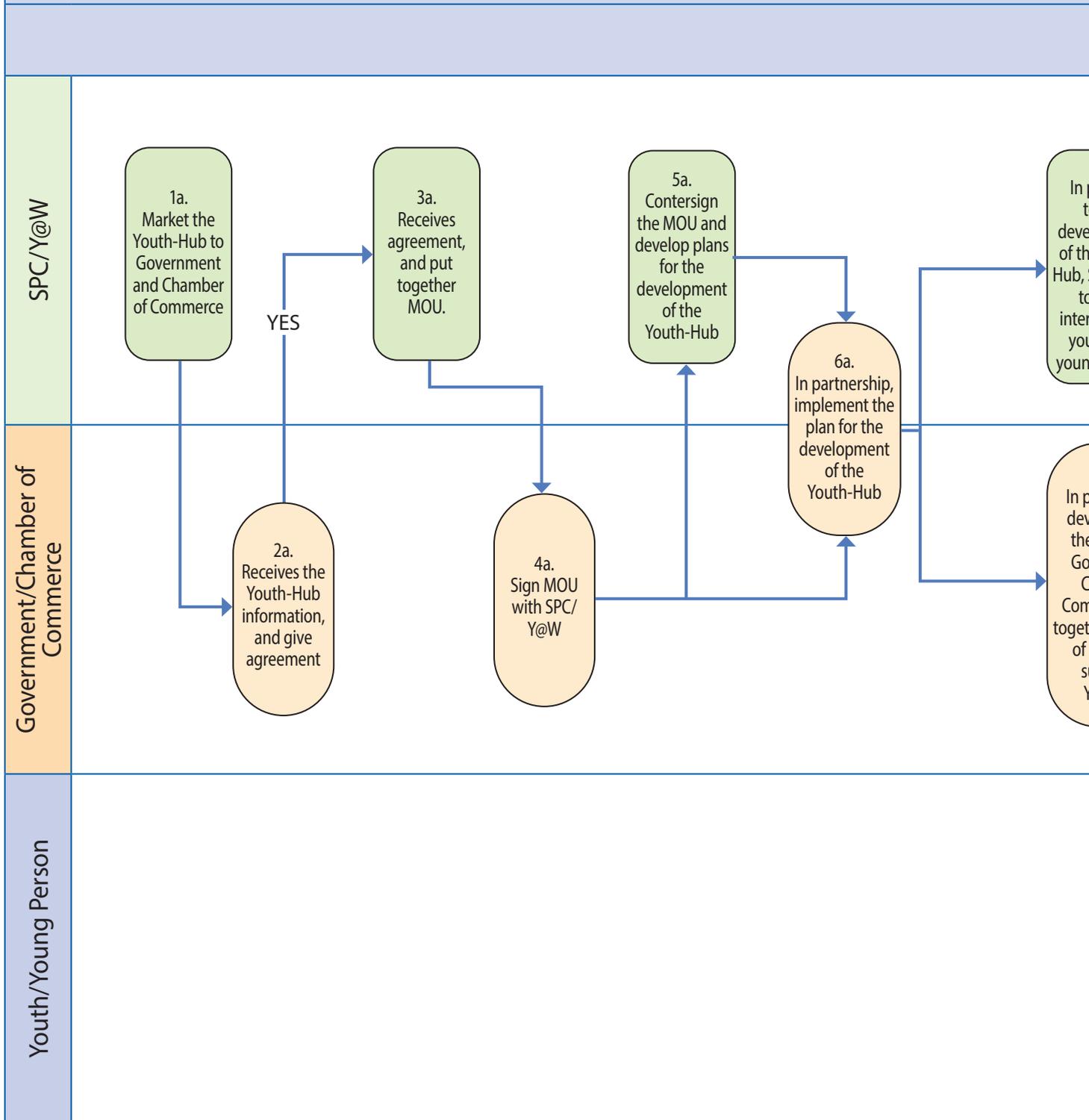
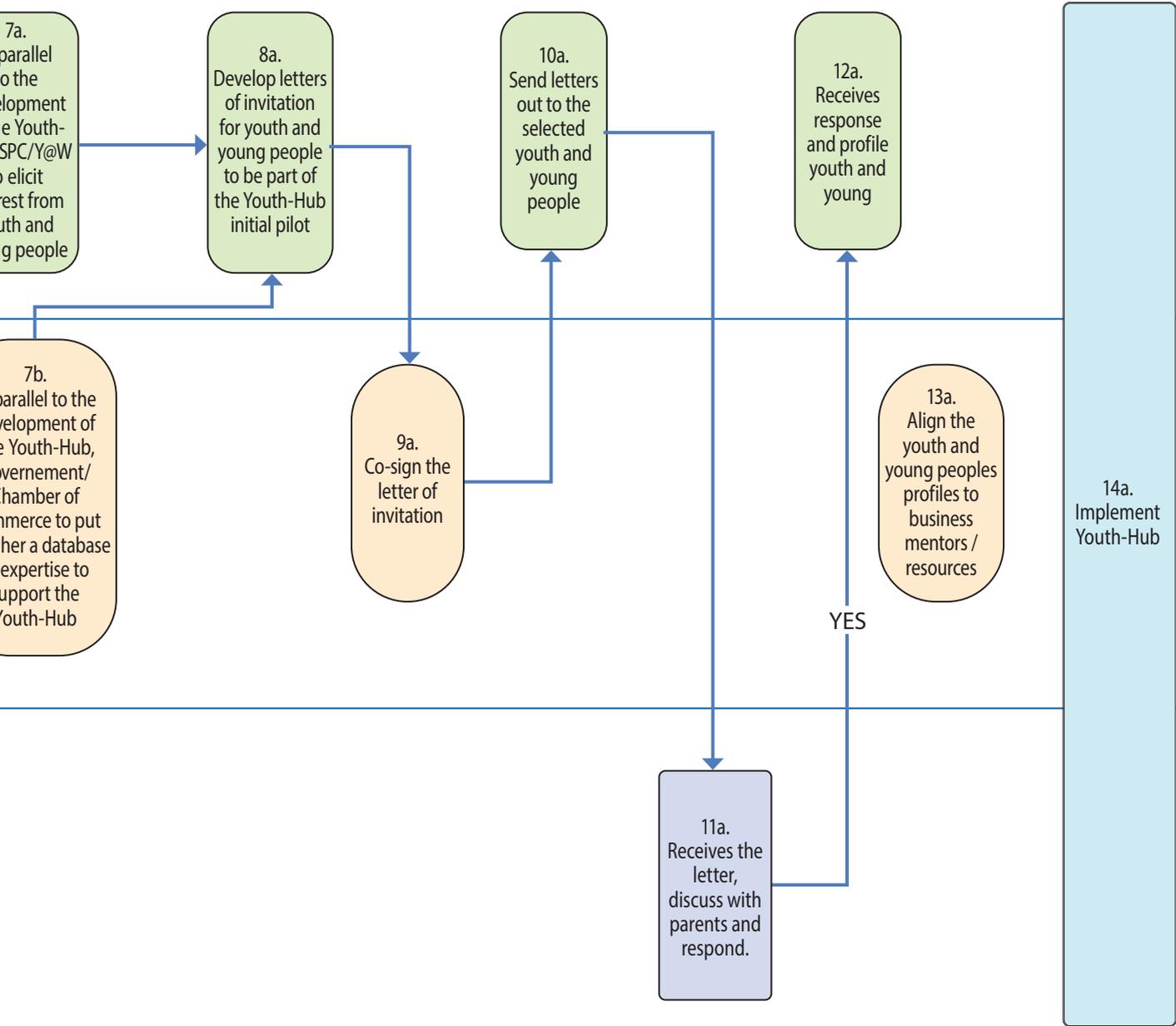


Figure 6: Approval process for Youth Social Innovation Hub



YOUTH-SUB: Step-by-step action plan

Diagram box number	Description	Responsibility
1a. Market the Youth-SUB to Government and Chamber of Commerce	SPC/Y@W to market the Youth-SUB idea to the Government and Chamber of Commerce for partnership and support.	SPC/Y@W Government Chamber of Commerce
2a. In parallel to the development of the Youth-SUB, SPC/Y@W to elicit interest from young people	SPC/Y@W to consult on the Youth-SUB concept with young people to elicit their interest to be part of the pilot.	SPC/Y@W Youth and young people
2b. Receive the Youth-SUB information for consideration and give agreement	Government and Chamber of Commerce to consider the Youth-SUB proposal from SPC/Y@W.	Government Chamber of Commerce
3a. Receive agreement and put together MOU	When a favourable response is received from Government and Chamber of Commerce, SPC/Y@W to put together MOU.	SPC/Y@W
4a. Sign MOU with SPC/Y@W	Government and Chamber of Commerce to sign the MOU from SPC/Y@W.	Government Chamber of Commerce SPC/Y@W
5a. Countersign the MOU and develop plans for the development of the Youth-SUB	SPC/Y@W receives and countersigns the MOU with Government and Chamber of Commerce. SPC/Y@W to start putting together the implementation plan for the Youth-SUB.	SPC/Y@W
6a. In partnership, implement the plan for the development of the Youth-SUB	SPC/Y@W to work in partnership with Government and the Chamber of Commerce to implement the development of the Youth-SUB.	SPC/Y@W Government Chamber of Commerce
7a. In parallel to the development of the Youth-SUB, Government/ Chamber of Commerce to put together a database of expertise to support the Youth-SUB	Government and Chamber of Commerce to elicit interest from the business community for support of the Youth-SUB and the youth and young people.	Government Chamber of Commerce
8a. Develop letters of invitation for youth and young people to be part of the Youth-SUB initial pilot	SPC to develop letters of invitation to invite youth and young people to be part of the Youth-SUB pilot. The letters are to be signed by Government.	SPC/Y@W Government
9a. Co-sign the letter of invitation	Government and Chamber of Commerce to co-sign the letters of invitation with SPC.	Government Chamber of Commerce
10a. Send letters out to the selected youth and young people	After gaining all signatures, SPC/Y@W to send letters out to the selected youth and young people to be part of the Youth-SUB pilot.	SPC/Y@W
11a. Receive the letters, discuss with parents and respond to SPC	Youth and young people upon receiving the letters from SPC, discuss with families, make decision and convey to SPC/Y@W. Youth and young people can seek clarification from SPC/Y@W.	Youth and young people SPC/Y@W

Diagram box number	Description	Responsibility
12a. Receive response and profile of youth and young people	Upon receiving a favourable response from the youth and young people, SPC/Y@W will put together an individual profile of each respondent. SPC/Y@W will be required to consult with the youth and young people in the development of their profile.	SPC/Y@W Youth and young people
13a. Align the youth and young peoples' profiles to business mentors/resources	At the completion of the profile development phase, SPC/Y@W to work with Government and Chamber of Commerce to align each participant to a business sector/industry, business mentor, financial institution and/or NGO.	SPC/Y@W Government Chamber of Commerce Youth and young people
14a. Implement Youth-SUB	At the completion of all the requirements, Implement the Youth-SUB.	SPC/Y@W Government Chamber of Commerce Youth and young people

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Produced by the Pacific Community (SPC)
Pacific Community
B. P. D 5 - 98848 Noumea Cedex, New Caledonia
+ 687 26 20 00
spc@spc.int
www.spc.int

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