



Investing in young people is critical to solving pressing and growing development challenges. This brief illustrates USAID’s commitment to ensuring all youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society. The brief summarizes USAID’s efforts to advance youth workforce development during the 2022 fiscal year (FY).

Snapshot of FY 2022 Results and Achievements

82,500

individuals completed workforce development programs.

9,600

individuals had improved soft skills following participation in workforce development programs.

22,160

individuals had new employment following participation in workforce development programs.

USAID’s Youth Excel Youth Engagement Summits bring together youth champions and allies, young leaders, and representatives of local youth-led organizations to promote meaningful, inclusive youth engagement in local and global development.

Photo: USAID Youth Excel



USAID invests in global youth programming by:



Global Snapshot

USAID partners in **55** countries advanced youth workforce development during FY 2022.

Local Highlights

EL SALVADOR The **Scholarships for Educational Opportunities** activity trained 1,169 youth in life and soft skills, improving their capacity to be role models to inspire other young people to continue their studies, engage in their communities, and improve their access to jobs.

KOSOVO The **After School Support for Teens (ASSET)** activity supported more than 10,000 students in acquiring life skills and built more than 250 partnerships with companies.

EGYPT Through the **University Centers for Career Development (UCCD)** activity, 19 career centers at 12 Egyptian universities served 72,827 students, providing employability and entrepreneurship training, career counseling, internships, and career fairs.

BURKINA FASO The **Yidgiri** activity trained youth on leadership and life skills, public speaking techniques, meeting facilitation, gender mainstreaming, and the importance of the participation of women and youth in decision-making bodies.

RWANDA The **Umurimo Kuri Bose (UKB)** activity prepared youth with disabilities for the workforce; 44 percent of UKB participants found new employment following participation in the program, exceeding the target of 35 percent.

PHILIPPINES Opportunity 2.0 (O2) reached 30,628 out-of-school youth through alternative learning, technical and vocational education and training (TVET), entrepreneurship training, and civic engagement activities.



Strengthening Foundational Skills

Youth need strong foundational skills—including literacy, numeracy, and soft skills—to successfully transition to and succeed in the workforce. The examples below highlight USAID’s efforts to strengthen foundational skills for all youth, including in and out-of-school youth and those in stable and conflict-affected settings.



Photo: Société Biblique de Haïti (HBS)

HAITI The **Basic Education and Work Preparedness** activity improved the literacy and soft skills of 7,000 socially and economically disadvantaged and marginalized out-of-school youth, including girls and young women in the most impoverished communes of Artibonite and West departments. With a quality education and vocational training, these youth will have better access to economic opportunities and employment.



Photo: After School Support for Teens

KOSOVO The **After School Support for Teens (ASSET)** activity continued to work with young students to develop their life and work skills, inform their career choices, and strengthen connections among schools, local businesses, and the community. ASSET supported more than 10,000 students in acquiring life skills and built more than 250 partnerships with companies during the life of the activity.



Photo: Mineke Foundation

LIBERIA The **Youth Advance** activity adapts materials on foundational skills and work readiness training for young Liberians (ages 15–35), including underserved youth and those with disabilities. The activity also works with education actors—including technical and vocational education and training institutions, universities, and community colleges—to reorient their pedagogical and programming approaches around active engagement with local employers to make training programs more attractive, relevant, and effective for youth. Youth Advance also supports youth to build relationships with local employers and markets and provides them with real employment experience through embedded work-based learning and entrepreneurship.



Building Technical and Vocational Education Skills

Technical and vocational education and training programs equip youth with the job-specific skills they need in their profession. The examples below highlight USAID's efforts to build youth's technical and vocational skills.



Photo: USAID Digital Workforce Development

CAMBODIA The **Digital Workforce Development** activity worked with Cambodian higher education institutions to strengthen courses and programs for students in the area of information and communication technology. It also helped those institutions meet recognized educational standards and create internship opportunities in collaboration with the private sector so that employers can recruit graduates with confidence.



Photo: IOM

EL SALVADOR **Scholarships for Educational Opportunities (Oportunidades Educativas)** provided short-term vocational training courses at MEGATEC (Modelo Educativo Gradual de Aprendizaje Técnico y Tecnológico or Gradual Education Learning Model of Technical and Technological Education) centers. These courses certify technical skills and facilitate job placement for young people and adults in vulnerable situations in order to mitigate the risks that contribute to irregular migration. MEGATEC offers more than 30 programs to students in the last two years of high school, so that they can continue an extra year at a TVET institution and obtain a higher technical degree.



Photo: USAID/Philippines

PHILIPPINES **Opportunity 2.0 (O2)** reached 30,628 out-of-school youth through alternative learning, TVET and entrepreneurship training, and civic engagement activities. O2 has also been working closely with the Technical Education and Skills Development Authority (TESDA), so that TVET programs in the Philippines have enhanced content and delivery and are accessible to the most vulnerable populations. O2 is also supporting TESDA to create professional development opportunities for its trainers that emphasize developmentally appropriate strategies.



Photo: USAID/Rwanda

RWANDA The **Catalyze EduFinance Rwanda** activity offers education financing using an innovative income-sharing agreement approach that facilitates continuing education for disadvantaged youth at the TVET level. Catalyze also provided technical assistance and financing to TVET institutions to improve the quality and relevance of training offered to youth.



Promoting Youth Entrepreneurship

Youth need skills, networks, and access to financing to start and grow their businesses. The examples below highlight USAID's efforts to support youth entrepreneurship.



Photo: IIE

INDONESIA The **JAdi Pengusaha Mandiri (Become an Independent Entrepreneur, or JAPRI)** activity provided workshops that helped youth identify entrepreneurial opportunities. Participants then turned business ideas into analyses and proposals by assessing production costs and resources, identifying marketing costs and strategies, and planning for financial management. In addition, youth received four months of one-on-one coaching and group mentoring sessions to support their businesses.



Photo: Egerton University

KENYA Empowered Youth (EY) strengthened the capacity of local higher education institutions and youth organizations to increase the economic prospects of youth ages 18–24 and marginalized adolescent girls ages 15–19. The activity brokered relationships with the private sector to mentor and coach youth entrepreneurs and equipped youth with business and financial management knowledge and digital skills to support their goal of building an online business.



Photo: USAID/Senegal

SENEGAL The **Entrepreneurship and Investment** activity increased opportunities for women and youth to become successful business and community leaders. USAID provided existing entrepreneurs with financial and non-financial services to support business growth and sustainability through mentorship, networking events, hackathons, youth technology contests, and other business-to-business connections. During FY 2022, more than 800 young entrepreneurs participated in the activity.



Leveraging Work-Based Learning

Work-based learning (WBL) is an asset-building strategy that allows youth to apply their learning through career exposure and real-life work experiences such as internships, apprenticeships, job shadowing, service learning, career talks, workplace tours, and other experiential activities. WBL is a key component of youth workforce development programming, as it is often the bridge between skills training and employment. The examples below highlight different approaches to WBL in USAID programs.

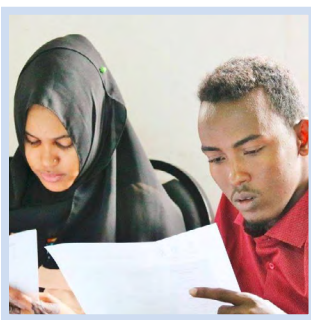


Photo: Djiboutian WFD Project

DJIBOUTI The **Workforce Development (WFD)** activity engaged 1,889 TVET students, 500 of whom also completed an internship. The objective of the internship program was to provide youth with work experience and build their market-relevant skills in high-demand sectors. Youth from all five regions nationwide, including youth with disabilities, participated in the internship program. More than 26 percent of participants secured employment by the end of the internship period.



Photo: AUC

EGYPT Through the **University Centers for Career Development (UCCD)** activity, 19 career centers at 12 Egyptian universities collectively served 72,827 students, providing employability and entrepreneurship training, career counseling, internships, and career fairs. The career centers use labor market-driven approaches to better prepare graduates for employment.



Photo: USAID/Philippines

PHILIPPINES The **YouthWorks PH** activity enrolled 1,157 unemployed and out-of-school youth in its work-based training program. Among participants, 655 youth completed the Flexible Training for Work program, which includes employability skills training and technical training. Moreover, 417 participants transitioned to work-based training, 329 graduated from work-based training, and 153 obtained employment.



Promoting Youth Leadership and Engagement

USAID is committed to engaging youth and emerging leaders in education programming. The examples below highlight USAID's efforts to promote youth voices and youth leadership in workforce development programming.



Photo: Johns Hopkins University

ETHIOPIA The **Integrated Youth Activity (IYA)** trained 11,326 youth in soft skills, functional literacy, employability, entrepreneurship, and work-readiness skills. The activity created access to productive economic resources for 1,719 youth, including 648 who found employment. To enhance youth participation in decision-making, IYA provided citizenship training for 1,018 youth, mobilized 47,273 members and organized them into 19 youth coalitions, and facilitated linkages between higher education institutions and the private sector to address skills mismatch.



Photo: Youth Alive! Kenya

KENYA **Youth Excel** worked with local youth-led and youth-serving organizations to enhance their program outcomes, networks, and leadership for positive youth development (PYD). In Kisumu County, Kenya, an issue-based collaborative network (ICON) brought together different types of local stakeholders, including youth, youth-led organizations, higher education institutions, the private sector, and local government officials to collaboratively address common issues in youth workforce readiness. ICON participants work together to conduct research and use what they learn to better address the issue through an iterative process.



Photo: Leonora Baumann/USAID in the Sahel

NIGER The **Hamzari** activity increased the professional and technical knowledge of youth participants through training in entrepreneurship and business plan development. The activity also jumpstarted youth-led small businesses through an innovation fund. Hamzari supported 53 youth associations to organize their collective activities. This reflects a commitment to implement activities that are useful for communities and that strengthen the capacity of youth associations to include planning and organizing collective activities in their action plans.

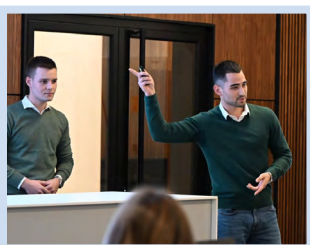


Photo: Venture an Idea

SERBIA The **Venture an Idea** activity incorporated PYD to address development in terms of youth employability, participation, and leadership. The activity aims to cultivate youth's innovative, entrepreneurial, and agile mindset to foster their interest in starting their own businesses, developing technology, and building business models for the future.



Advancing Gender Equality and Social Inclusion

USAID is committed to advancing gender equality and social inclusion in and through education. The examples below highlight USAID’s efforts to promote gender equality and social inclusion in youth workforce development programs for young women, youth with disabilities, and other marginalized groups.



Photo: CNFA

BURKINA FASO The **Yidgiri** activity trained youth on leadership and life skills, public speaking techniques, meeting facilitation, gender mainstreaming, and the importance of the participation of women and youth in decision-making bodies. Yidgiri addresses barriers to market participation for youth and enhances their leadership capabilities through entrepreneurship training programs and social and behavioral change activities.



Photo: FUNADEH GENESIS

HONDURAS The **Generating Entrepreneurs and Sustainable Synergies Activity (GENESIS)** supported 158,560 youth ages 10–29, including returned migrants, in FY 2022. The activity provided violence prevention services, life skills and positive masculinity training, after-school support, computer literacy, counseling, and self-employment opportunities through youth outreach centers. GENESIS trained 14,040 youth in digital technology and provided 28,037 youth with gender-based violence services. In addition, 2,075 youth enrolled in the Ministry of Education’s alternative education program. USAID trained 5,837 youth in economic inclusion training and enabled 220 youth to launch their own business.



Photo: USAID UKB

RWANDA The **Umurimo Kuri Bose (UKB or “Employment for All” in Kinyarwanda)** activity provided youth with disabilities with technical, soft skills, resiliency, human rights, and leadership training. The activity contributed to increased agency, employability skills, and empowerment through tailored training, such as the Work Ready Now! and Be Your Own Boss curricula, team building, goal setting, and creation of savings groups. Overall, 44 percent of UKB participants found new employment following the program, exceeding the target of 35 percent.



Photo: USAID/Somalia

SOMALIA The **Adolescent Girls Education in Somalia (AGES)** activity provided young Somali women with basic financial literacy, numeracy, and soft skills, combined with economic and social opportunities. AGES strengthens young women’s networks, supports youth-led advocacy efforts, and fosters safe spaces for dialogue. AGES also expands economic opportunities for young women by forming village saving and loans associations and linking them to formal and informal financial services, social safety nets, and emergency support systems.



Integrating a Cross-Sectoral Approach

USAID recognizes that young people are multi-dimensional and that positive youth development (PYD) programming is holistic. The examples below highlight how USAID’s investment in youth-centered programming requires investments across different sectors.



Photo: Helen Keller International

BANGLADESH The **Bandarban Agriculture and Nutrition Initiative (BANI)** engaged 26,365 youth in in FY 2022 in village-level interventions to raise awareness on the importance of nutrition, utilization of healthcare services, water and sanitation, women’s entrepreneurship, and gender equality. BANI facilitated more than 50 group sessions with different youth entrepreneurs to increase financial literacy, communication, confidence building, and problem-solving skills. To increase yields of diverse nutritious foods and income, 6,549 youth received training in climate-smart agricultural technologies. On average, youth entrepreneurs participating in the program increased their income by 30 percent.



Photo: Mercy Corps

BURKINA FASO AND NIGER **Bridge Youth Connect (BYC)** implemented activities to expand economic opportunities for young people ages 15–29. BYC aims to support 65,000 young people over five years through a comprehensive and integrated program model rooted in PYD principles and featuring a series of targeted interventions, such as agriculture and life skills training and psychosocial support for youth in areas affected by violent extremism. The program model includes a dynamic and flexible series of personal, social, and economic development pathways within which youth choose and chart their own life plan over the course of the intervention.

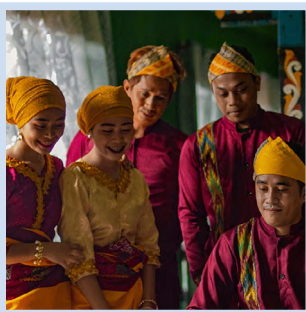
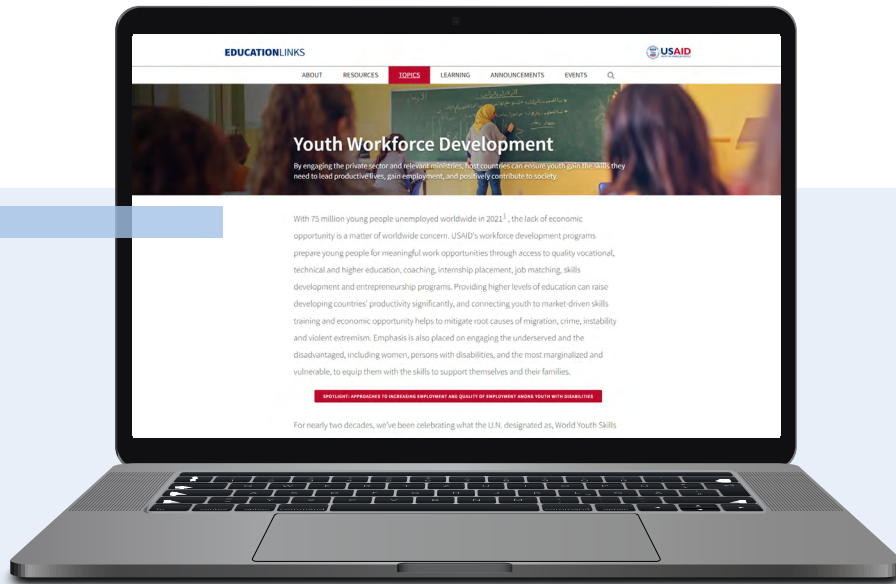


Photo: Plan International

PHILIPPINES This fiscal year, the **Marawi Response Project (MRP)** provided 39,046 youth affected by violent conflict with livelihood support, community improvement grants, workforce development training, and civic engagement activities. Social cohesion micro-grants, which brought together youth from displaced and host communities to collectively solve mutual challenges stemming from conflict-triggered displacements, reached close to 51,000 youth. The MRP activity was instrumental in the formation of 56 youth-led community solidarity groups, which are youth collectives from displaced and host communities.

Additional Resources



Learn more about USAID's commitment to advancing youth workforce development:

[Youth Workforce Development homepage on Education Links](#)



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