



INTERNATIONAL WORKFORCE INITIATIVES

Definitions, Design Options, and Project Profiles

International Workforce Initiatives

Working Paper Series | No. 1

In July 2011, FHI 360 acquired the programs, expertise and assets of AED.



FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research and technology – creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 60 countries, all 50 U.S. states and all U.S. territories.

Visit us at www.fhi360.org.

Abstract

This publication is intended for three primary audiences: international development professionals who want to define “workforce” for program design purposes, those who seek information about field activities, and those who want to reflect on the implementation of successful, high impact programs—whether they were broad-based or sector-specific projects or local activities. The goal is to provide readers with options and strategies for connecting diverse sets of development objectives through international workforce initiatives. Following a brief introduction, the first chapter briefly reviews international workforce initiatives’ historical roles in United States economic and political diplomacy and how they became part of the practice of development assistance. The chapters that follow provide definitions and design principles. The annexes contain more than 80 profiles of projects the Academy for Educational Development (AED) is currently or has recently implemented that have had workforce components. Most of the examples used come from projects implemented in partnership with the U.S. government, projects funded by the United Nations (UN), the Group of Eight (G-8), private foundations, and national governments are also included.

Cite as: J.W. Wright, Jr., *International Workforce Initiatives: Definitions, Design Options, and Project Profiles*, International Workforce Initiatives Series, Washington, DC: Academy for Educational Development, 2010.

Copyright 2010. All Rights Reserved.

INTERNATIONAL WORKFORCE INITIATIVES

Definitions, Design Options, and Project Profiles

J.W. Wright, Jr., Ph.D.

September 2010



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF ACRONYMS	iii
INTRODUCTION	1
I. WORKFORCE INITIATIVES IN DEVELOPMENT ASSISTANCE	3
II. DEFINING INTERNATIONAL WORKFORCE INITIATIVES	5
III. SETTING THE RIGHT OBJECTIVES	11
IV. ENGAGING THE RIGHT PARTNERS.....	15
V. FOSTERING HUMAN RESOURCES MANAGEMENT SYSTEMS.....	19
ENDNOTES	23
ANNEXES: AED Workforce Initiatives - Project Profiles	25
ANNEX I – AED-Managed Global Technical Assistance Programs	26
ANNEX II – Profiles of AED Projects with Workforce Components by Category	28
Business Skills.....	28
Creating Livelihoods Opportunities.....	29
Employment and Employee Rights.....	30
Educational Systems	31
Educational Exchange Programs	32
Energy and Environment.....	33
Financial Services.....	34
Government Efficiency	35
Health Care Services.....	36
HIV/AIDS in the Workplace.....	37
Information and Communications Technologies	38
Leadership	39
NGO Strengthening.....	40
School-to-Work Transitions	41
Tourism	42
Trade and Investment	43
Women’s Workforce Integration.....	44
Youth Employability	45

ACKNOWLEDGEMENTS

Primary support for this publication has come from AED's Leadership and Institutional Development Group and the AED Center for Enterprise and Capacity Development (CECD).

Bonnie Barhyte and Mark Ketcham have been particularly supportive of developing an integrated and innovative approach to international workforce initiatives.

Within CECD, Jason Kelleher commented extensively on the draft and Sharaf Dovlatov provided valuable research support; Margie Brand, Paul Bundick, Susan Bouldin, Susan Fickling, Sabene Hassanali, Donald Henry, and Larry Held also contributed comments and made the publication better and more reflective of CECD programs.

Nancy Tumavick served as a technical consultant and provided exceptional insights. Dr. Kimberly Lucas also provided substantive comments and introduced ideas for innovative activities.

Kaaren Christopherson has been a superb editor, and Jill Vitick, Brian Lemen, and Brian Campbell from AED's Social Change Group have been very helpful in publication design.

Mindy Feldbaum, Cory Heyman, Jonathan Metzger, Nancy Nachbar, and May Rihani made substantive contributions. Projects from 17 AED centers are profiled in the Annexes, including those from:

AED Center for Enterprise and Capacity Development
 AED Center for Environmental Strategies
 AED Global Education Center
 AED Center for Private Sector Health Initiatives
 AED Center for Leadership Development
 AED Center for Gender Equity
 AED Information Technology Applications Center
 AED Center for Youth Development
 AED Center for Civil Society and Governance
 AED Center for Health Information Technologies
 AED Center for Health Policy and Capacity Development
 AED Center for Nutrition
 AED Center for Global Health Communication and Marketing
 AED Center on AIDS & Community Health
 AED Disabilities Studies and Services Center
 AED Center for Academic Partnerships
 AED National Institute for Work and Learning.

LIST OF ACRONYMS

ABA	Alexandria Business Association—Egypt
AED	Academy for Educational Development
ATVI	Afghanistan Technical Vocational Institute
CECD	Center for Enterprise and Capacity Development
CSO	Civil Service Organization
DOL	United States Department of Labor
EGAT	Economic Growth, Agriculture, and Trade
ESC	Employment service center
FIELD	Financial Integration, Economic Leveraging, and Broad-based Dissemination
G-8	Group of Eight
GDA	Global Development Alliance
GWIT	Global Workforce in Transitions
HIV/AIDS	Human immunodeficiency virus / acquired immunodeficiency syndrome
HRM	Human resources management
ICA	International Cooperation Administration
ICT	Information and communications technologies
IWI	International workforce initiatives
MIS	Management information systems
NAE/NEA	National Agency for Employment (Romania)
NAPD	National Authority for Persons with Disabilities (Romania)
NEP	New entry professionals programs
NIS	Newly Independent States
NGO	Nongovernmental organization
PAR	Public Administration Reform project (Georgia)
PEPFAR	President’s Emergency Plan for AIDS Relief
PWD	Persons with disabilities
SCALE	System-wide Collaborative Action for Livelihoods and Environment
SME	Small and medium-sized enterprise
START	Strategic Technical Assistance for Results through Training
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
USTR	United States Trade Representative
WTO	World Trade Organization

INTRODUCTION

Workforce development is about giving people—from laborers to clerical staff to professionals, executives, and entrepreneurs—the skills they need to do their jobs well, create employment opportunities, expand economies, and make labor markets more efficient.

Workforce development isn't just about training, although initiatives can support training. Rather, it is about institutions and systems that provide on-going services for people who are working or who want to work. It is not only about creating new jobs, but also about creating better jobs, with higher wages, and better working conditions, across supply, services, and manufacturing sectors and across labor markets and management strata.

Workforce planning should be connected to investment promotion, labor surveys, sector support programs, and municipal planning, as well as to business forecasts or census data used to make employment projections. Doing so helps ensure the supporting training and education, for example, have the necessary economic dynamic, otherwise, training and education are only requisite but not sufficient parts of workforce development. The real goal is to create an infrastructure that supports on-going skills building and employment services that enable people to move in and out of employment as they want and as agencies and firms need.

Workforce initiatives improve the human side of supply, services, and value chains, whether those chains are for producing better goods or delivering better public or private services. Every business function has a regulatory function, so people in both the public and private sectors must have parallel skills sets for market systems to function well.

Workforce development, broadly speaking, is a perplexing topic for most people, but less so when it is broken into manageable, sector-based workforce initiatives. School-to-work programs, vocational training, labor research, and placement services are all parts of the workforce infrastructure; each facet of the workforce infrastructure can be strengthened individually as a sub-component of a sector-specific support program, or as part of an integrated set of initiatives that are part of a large workforce development program.

Good workforce initiatives can simultaneously address many problems when resources permit or fill specific gaps when they don't. For example, youth tend to be drawn to and perform relatively better in information and communications technologies (ICT) training. By promoting ICT-enabling employment programs, the results almost always contribute to achieving broader youth development goals.

Women tend to be drawn to and perform better in social sector support positions, such as child care, education, health—which are themselves large and profitable industries. Projects that train people for and create jobs in social sectors, including social entrepreneurship, often also facilitate greater women's workforce integration.

This publication's goal is to simultaneously illustrate how broad workforce development goals can be broken into stages and activities that are manageable and to show that it's not just about training or creating new jobs. Rather, it is about positioning labor pools so they are competitive, so they lead growth and help increase

investment. It's also about creating sustainable employment services, either in conjunction with a public institution or within the private sector, as well as about filling discrete gaps in the services infrastructure.

In this publication, we link together an array of issues that are all part of workforce development. In doing so, we present definitions and frameworks that make the concept of workforce development more understandable as components of both public sector and private sector projects. After the first section, we present design options that program officers, chiefs-of-party, and project planners can use to integrate workforce initiatives into sector-specific work plans. Profiles of AED's projects across sectors that have workforce components are presented, including those that address business, education, energy, health, public administration, women's workforce integration, and youth issues, among others.

AED has been in the business of implementing workforce initiatives for almost all of its 50-year history. Beginning in the 1970s with the USAID Education and Human Resources Development program, AED worked in strengthening the workforce in Afghanistan, Dominican Republic, Egypt, El Salvador, Guatemala, Honduras, Paraguay, Peru, Sri Lanka, Swaziland, Syria, and Yemen. Since then the portfolio has expanded each year both in terms of countries served and technical breadth of the workforce initiatives AED manages. The annexes that follow this paper show over 80 current projects that contain a workforce development component.

I. WORKFORCE INITIATIVES IN DEVELOPMENT ASSISTANCE

Workforce initiatives, as integral parts of U.S. diplomacy and development assistance, date at least to the Marshall Plan, often making U.S. agencies the primary way to access “technical and management education.”¹ Indeed, economic diplomacy was seen as critical to forging new relationships after World War II.² As President Truman explained, “economic stagnation is the advance guard of Soviet conquest,” and that the best U.S. response for containing conflict is to help allies create jobs, raise incomes, and increase standards of living.³

Early in the Cold War, burgeoning U.S. foreign assistance was used to get U.S. technologies into Europe and East Asia. This approach created millions of jobs and tied foreign economies to politically expedient and exceptionally profitable commercial dependence on U.S. partners. In the 1950s, economic assistance and workforce initiatives were introduced through the International Cooperation Administration (ICA). The ICA became a federal agency in 1961, when legislation was passed to establish the United States Agency for International Development (USAID) as the lead U.S. development assistance agency, independent of the Department of State or the Department of Defense—a legal status USAID maintains to this day.⁴

Arguably the largest push in using international workforce initiatives in U.S. foreign assistance was in the “Newly Independent States” (NIS), following the fall of the Soviet Union. Donors collectively decided to focus programming on “investing in people” and “training for free-market economies.”⁵ Large-scale privatization programs greatly contributed to the notion that creating competitive workforces should be an essential part of market transition programs, in the NIS as well as in countries with state-dominated industry, such as Egypt, India, and Indonesia.⁶

The NIS experience fed into the design of many USAID mission strategies in the 1990s. For example, in South Africa, following the dissolution of apartheid, overcoming discrimination in the workplace was a critical issue. USAID/South Africa’s approach focused on “workforce integration” and began to look for service gaps where new jobs could be created and identify training needs for black South African labor along key supply and value chains. The results were extremely positive and illustrated how job markets can be expanded by filling service gaps along value-adding production chains.

Workforce development became a major issue at the 1999 World Trade Organization Ministerial Meeting in Seattle, and later at the 2000 UNCTAD X meeting. The vast majority of developing countries were not benefiting from global trade and investment and the World Competitiveness Report and the World Investment Report, among others, identified the lack of a skilled workforce as a primary impediment to foreign direct investment. This prompted USAID and the U.S. Trade Representative to cooperate more closely and reintroduced linkages between trade promotion, workforce initiatives, and development assistance—not unlike the way it was approached in the Marshall Plan.⁷

U.S. legislation in the 1990s, such as the Leland Initiative, enabled many more aid programs, especially in Africa, to emphasize the role of information and communications technologies (ICT) in reaching development goals and demonstrating that a new kind of technical workforce was the key in global economic integration.⁸ There is now broad recognition that ICT literacy is necessary for workforces to be competitive and for workers to be employable in 21st century economies.⁹

The USAID Global Workforce in Transitions (GWIT) program was added in 2002, which emphasized “systems” approaches to workforce development. In doing so, this program has tackled issues such as making education curricula more relevant to communities’ economic needs, strengthening human resources management capacities in public administrations, fostering youth employability, and expanding the emphasis on building “adaptable workforces with a rich mix of skills” including professional and vocational skills.

The U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) started a new generation of workforce initiatives to address staff deficiencies in a gamut of health-sector services, including drug distribution, facilities management, food supply, nursing, and sanitation. In cooperation with the Department of Labor, new initiatives like Strategically Managing AIDS Responses Together in the Workplace, or SMARTWork, addressed HIV/AIDS issues in the workplace. These initiatives dramatically increased the impact of health-related assistance programs and reduced economic losses accruing to local communities. They also expanded emphasis on economic strengthening programs for vulnerable youth and children.¹⁰ Activities PEPFAR funded further recognized the need for workforce initiatives in social sector support programs. They showed the opportunities for creating employable skills and jobs in social sectors, health in particular.

In addition, projects such as NetMark, whose goal was to provide sustainable access to insecticide-treated bed nets to help stem the spread of malaria, had a significant impact on local workforces. By introducing progressive franchising, voucher payment systems, and technology transfer programs, NetMark engaged over 9,000 small and “umbrella shop” retailers, helped establish four manufacturing facilities for local production, and increased the incomes of thousands of families.

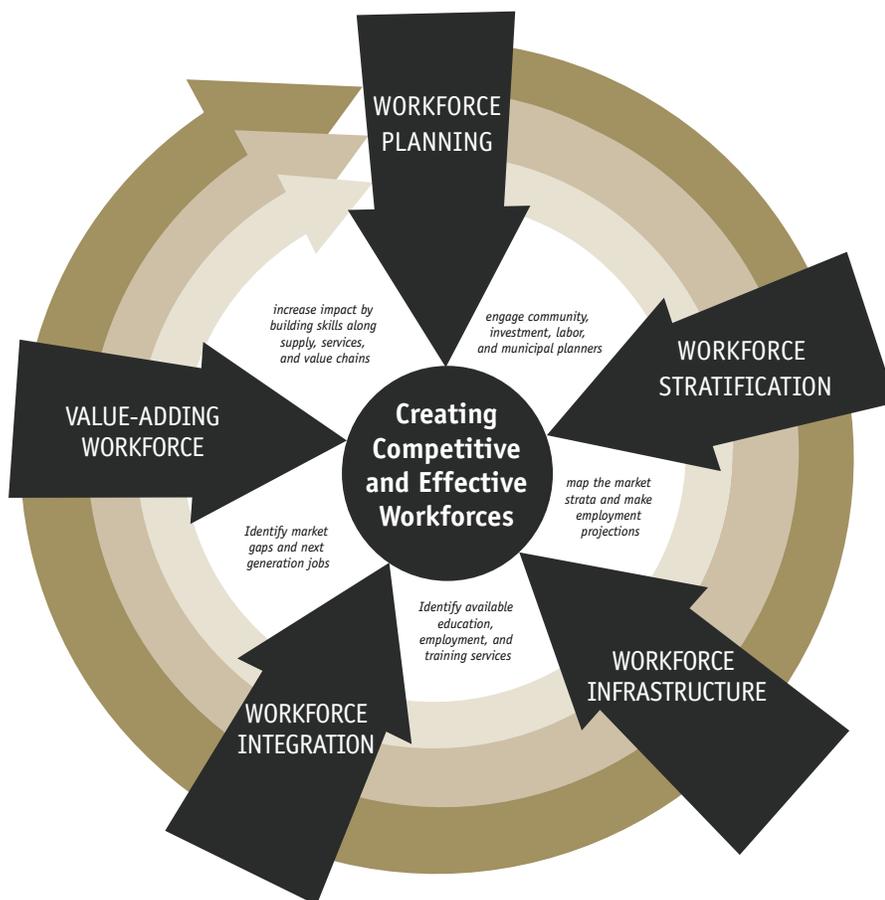
A similar process is taking place through “green workforce” initiatives, which focus on creating new employment and livelihoods opportunities during industries’ necessary transition into environmentally friendly production. As happened in the transition to electronic media, more jobs will be created than lost through the transition to green technologies. However, systems must be dramatically changed and people trained or re-trained in anticipation of market shifts as environmental goals are achieved.¹¹ Programs such as USAID’s Environmental Education and Communication and the Energy Education Alliance Support programs have helped build more energy efficient and environmentally aware energy workforces.

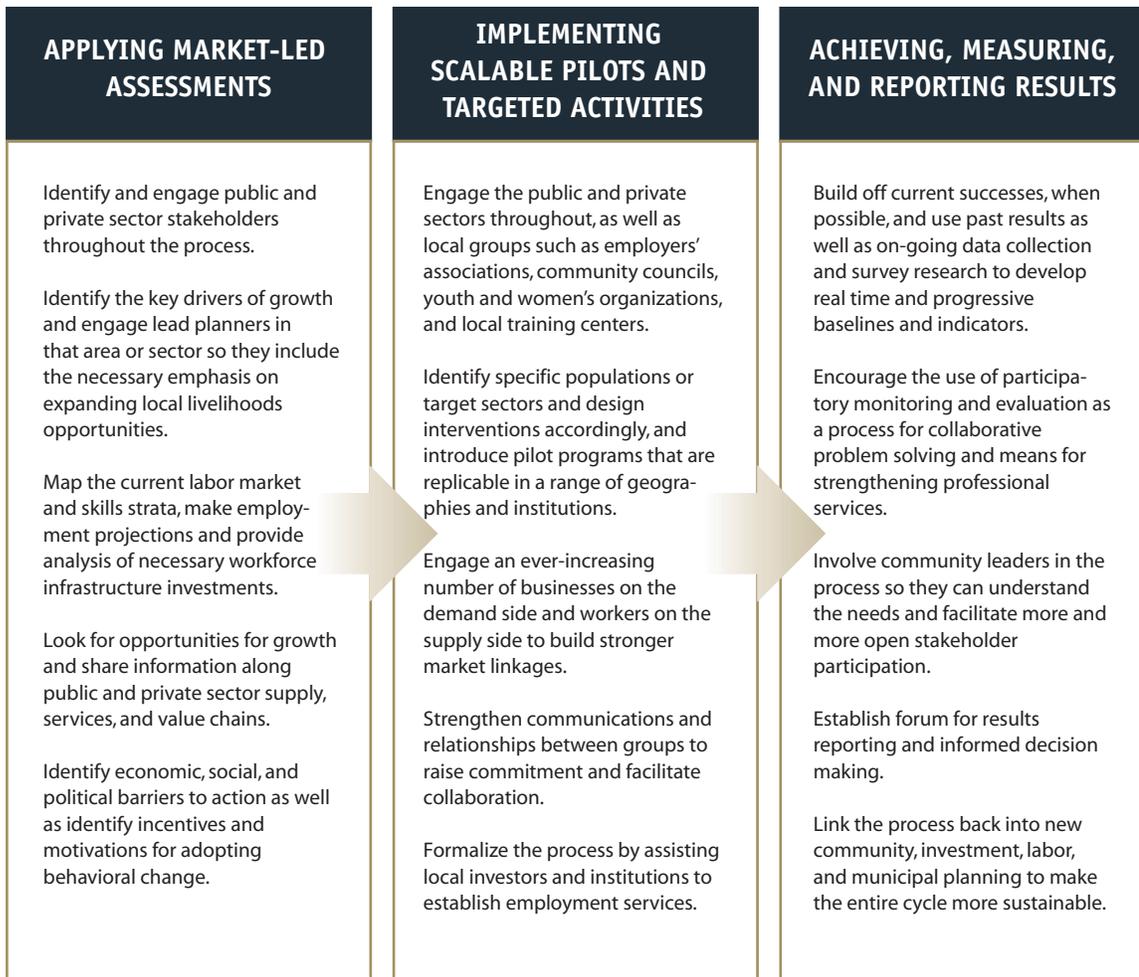
Since September 11, 2001, workforce initiatives have become increasingly drawn upon to combat gang crime or facilitate militia demobilization and demilitarization. This has, in fact, been the primary objective of numerous programs in places such as Afghanistan, Haiti, Iraq, Somalia, and Sudan. The obvious goals of these programs have been to create licit jobs and transition people from informal to formal sectors, where people not only earn more, especially women, but workplace conditions improve.¹² This has added a set of new imperatives to international workforce initiatives programming, which recognizes their role in fostering security in countries with fragile states and countries experiencing high levels of conflict.

The next major initiative that will impact the way workforce initiatives are utilized in international assistance will be the USG’s Feed the Future program. As described by USAID Administrator Rajiv Shah at the July 2010 Economic Growth Officers conference, this multi-billion dollar program will integrate economic, environment, health, technology, and workforce elements, among others, into a comprehensive global food security program. New awards, such as the Livelihoods and Food Security Technical Assistance (LIFT) initiative, are positioned to develop innovative designs. At the very least, this will add to the dialogue on roles workforce initiatives can and should play in development.

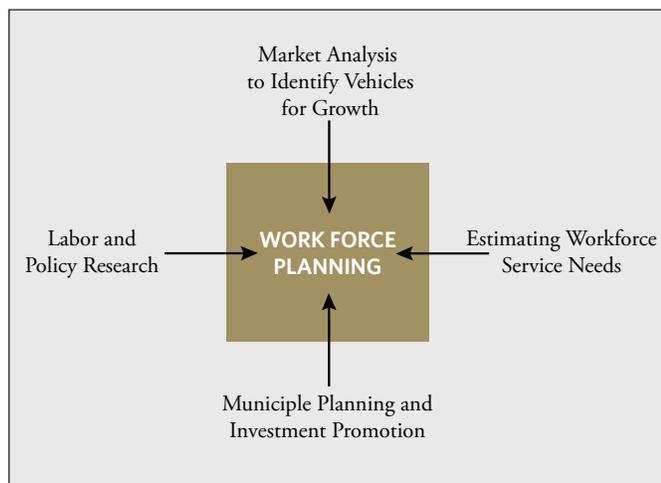
II. DEFINING INTERNATIONAL WORKFORCE INITIATIVES

Workforce initiatives need to be placed in sector-specific, institutional, services-based, and market-responsive contexts. The focus on institutions helps assess the strength of the supporting infrastructure and is critical for planning. The focus on institutions is also important because for every production function there are standards and regulatory agencies whose staffs need similar skills as their private sector counterparts. The focus on services helps to build sub-sectors that are entrepreneurial, including private sector adult education, vocational training, placement and recruitment services, career counseling, and human resource development. The focus on market-responsiveness is vital for making sure demand for labor is directly connected with current needs as well as new opportunities that will emerge as markets grown and shift. This process of designing and implementing a solid workforce initiative is cyclical, with a work flow process that feeds back into planning, as is illustrated in the following graphics.





Workforce Planning. Workforce planning should be a foundational part of development strategies and projects aimed at creating jobs, expanding employment markets, and giving people the resources and skills they need to be more efficient when employed. Indeed, workforce initiatives work best when attached to systemic planning cycles. Because different kinds of workforce initiatives fit in at different stages of assistance, understanding the supporting planning cycles enables project implementers to transition between discrete activities for better scalability and replication as situations improve and milestones are reached. Linking workforce initiatives to planning cycles places the emphasis on the future; examining present conditions as well as growth (or decline) projections is critical.



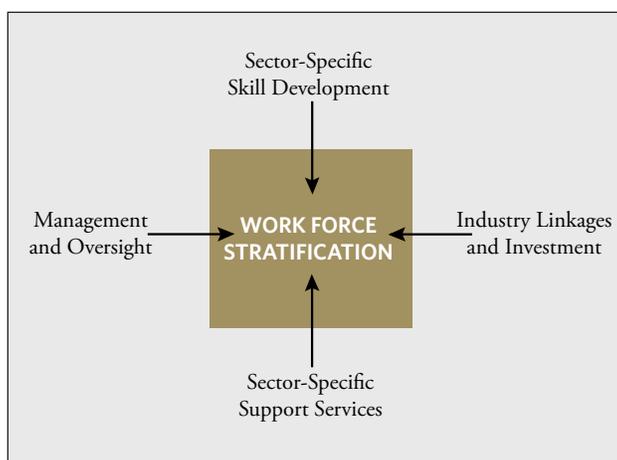
Plans and programs that lend themselves well to workforce initiatives include:

- ▶ Civil society strengthening programs focused on professionalizing NGO management
- ▶ Gender equity and empowerment programs that integrate more women into the workforce
- ▶ Industry-specific supply and value chain analyses aimed at market expansion
- ▶ Diversity programs for making workplaces more inclusive for people with disabilities and minorities
- ▶ Market entry strategies aimed at increasing exports or decreasing import dependencies
- ▶ Municipal development plans that contain employment and jobs creation components
- ▶ Sector support plans for filling skills gaps in fields such as energy, environment, or health

Workforce plans should not be created in a vacuum, but should be tied to markets they are meant to support.

Workforce Stratification. Stratification is the process of identifying the many levels on which markets operate. These include production of basic inputs (such as extracted minerals or raw food stuffs), to distribution and delivery services, production processes, and marketing, wholesaling, and retailing.

Understanding what is being sold (labor, products, and services), by whom, to whom, why, and at what level in a prevailing economic structure is crucial. Also crucial are knowing who works where and who works well at each node—at each labor stratum—of supply, services, value, and regulatory chains.



This is opposed to more traditional approaches that too often provide basic skills training to as many people as possible to get them into any kind of employment quickly. These are often critical objectives, but they rarely lead to comprehensive solutions and can, inadvertently, heighten tension between current workers and new entrants and exacerbate conflict.

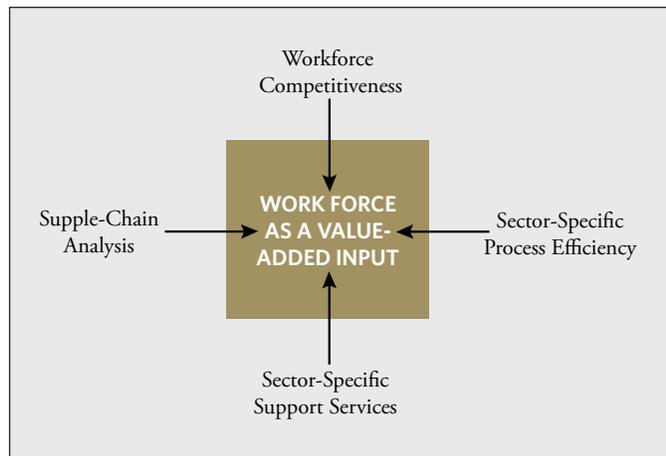
By focusing on expanding prevailing market strata, teams that design initiatives can more effectively stage activities. Countries overcome with conflict may need vital subsidized food and employment support for long periods. To improve the prospects of long-term recovery, however, these kinds of interventions can be structured to also build capacity. For example, transition initiatives can be designed so that early, subsidized jobs programs prepare people for jobs that will be created when facilities are completed and operations resume or when new supply and value chains develop when stability returns.

Levels of labor market strata include:

- ▶ Basic labor that is willing to work but has few skills to sell in modern markets
- ▶ Semi-skilled labor that is literate and has some vocational training
- ▶ Skilled labor with specialized training and skills to serve as craftsman and journeymen
- ▶ Semi-professional labor that can work in positions such as bookkeeping, data management, facilities management, ICT maintenance, service providers, and paralegals
- ▶ Professional labor in jobs ranging from attorneys to educators to engineers to entrepreneurs

Workforce as a Value-Added Input.

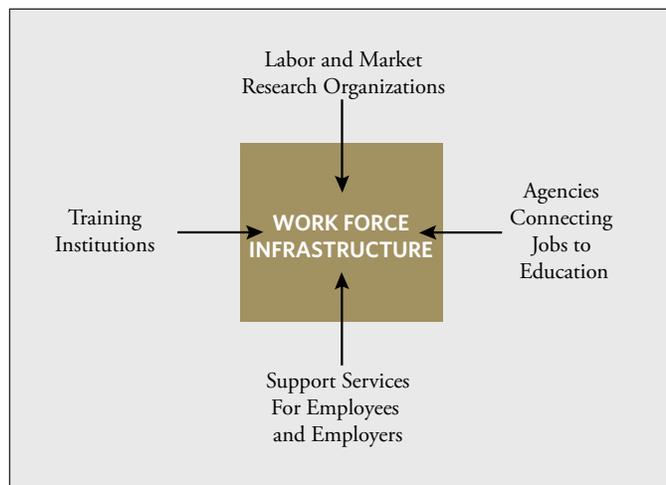
Workforce initiatives produce the best results when based on supply, services, and value chain analysis and when labor at each level of a market’s strata is recognized for the value it adds. For each productive process people need to have skills, be put into the right positions, and be given the capacities required to deliver quality work. For each regulatory function, people also need adequate training and resource allocations so oversight and reporting are provided transparently. Therefore, workforce initiatives produce the best results when based on supply, services, and value chain analysis and when labor at each level of a market’s strata is recognized for its value-adding input.



Placing workforce initiatives within supply and value chains can help design teams:

- ▶ Identify efficiency gaps in current markets to identify opportunities for vertical jobs growth
- ▶ Identify services gaps which, if filled, will create horizontal growth and next generation jobs
- ▶ Identify product lines where competitive import substitution by local firms may be possible
- ▶ Identify inefficient state agencies that impede investment initial plans for change
- ▶ Identify investment plans requiring skills-building activities vis-à-vis target industries

Workforce Infrastructure. The workforce infrastructure consists of public agencies, civil society organizations and non-governmental organizations (CSOs and NGOs), and private businesses that provide career counseling, employment information, human resources management, labor research, labor rights, training services, and a host of other workforce-related services. Labor and market research organizations also play critical roles and should be considered part of the workforce infrastructure.



In the public sector, primary schools can introduce life-skills education, secondary schools can house school-to-work activities, vocational schools can teach industry standards, community colleges can organize faculty-to-factory programs, and state universities can forge research partnerships. Public sector involvement need not be limited to education. Ministries of health workforce initiatives aim to better staff hospitals, clinics, and drug distribution networks. Energy, environment, and economic agencies have interests in strengthening specific sectors of the overall workforce. Municipal governments will often promote local or regional workforce activities. Quasi-government groups, such as many chambers of commerce, can support workforce initiatives.

In the private sector, organizations such as professional associations, as well as businesses that provide employment services or that invest in human resource systems, play important roles in building and maintaining a strong workforce infrastructure. In addition, businesses with strong mentoring, on-the-job skills building, and leadership development or firms that support formal training institutions are important contributors to the workforce infrastructure. It is worth noting the roles international organizations and multi-national corporations can play in local workforce development because they often have management capacities, human resource management (HRM) policies, and training systems that can be transferred to a local economy as physical investments are made.

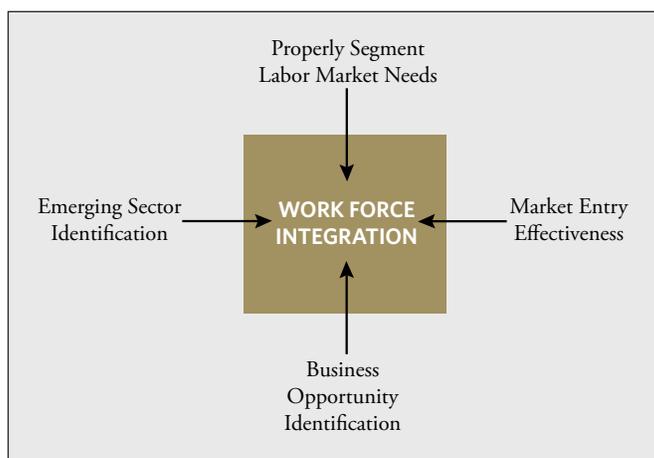
Student services are often overlooked. Many countries lack job-related student services such as apprenticeship and internship management, career counseling, student records verification, and jobs placement. These important services move people from school to work, connect employers with education, and help youth build career skills. Therefore, they play critical roles in the education and workforce infrastructures.

Agencies and businesses that support the workforce infrastructure include:

- ▶ Ministries such as commerce, economy, education, health, and labor
- ▶ Specialized agencies, such as standards boards and trade promotion organizations
- ▶ Public schools, employment centers, civil service institutes, and staff development offices
- ▶ Private training centers, universities, placement and recruiting firms, and HRM offices
- ▶ Sector-specific associations, arbitration boards, labor unions, and workers organizations

Workforce Integration. Workforce integration takes place when new entrants move into the market with minimum conflict or negative competition. Weighing the benefits and risks of targeting a particular population is important because conflicts can arise when new entrants create unemployment for mainstream workers or drive returns on labor down. This is particularly true when working with displaced peoples, who may migrate in large numbers and accept work at subsistence wages. It can also happen when women or youth enter labor markets in large numbers.

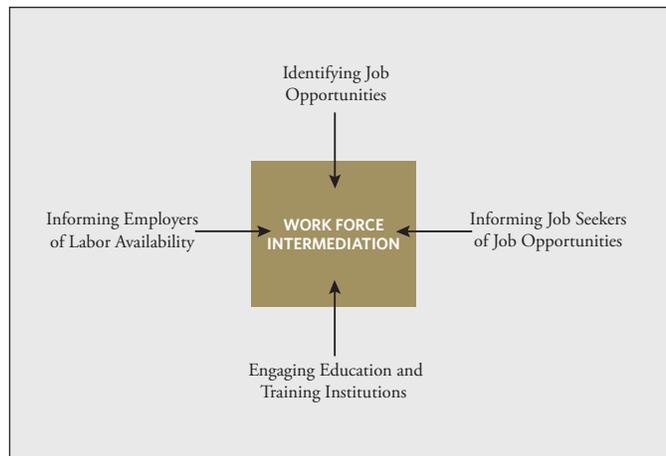
A successful workforce integration program usually involves assisting people to move into next-generation jobs or into employment in emerging sectors rather than into current markets.



Population segments that can be targets for workforce integration include:

- ▶ Displaced persons forced to settle in hostile and unfamiliar environments
- ▶ Ethnic minorities or other population segments who face economic disparities
- ▶ People with disabilities who wish to be engaged in labor markets
- ▶ Women who wish to become entrepreneurs or waged or salaried employees
- ▶ Youth in countries with where population growth rates exceed economic growth rates

The word “intermediation” is most commonly used in discussions about financial markets. As applied to workforce development, intermediation is the function that gathers information about jobs needs and opportunities and then connects the businesses who need to employ labor with people who are looking for and are qualified to work. For example, in informal sectors day-labor markets may be the most popular, if least efficient, form of labor market intermediation. In formal sectors, career counseling offices at schools and training centers, human resources departments, labor ministries, unions, and recruiting and placement firms can serve several intermediary functions in much more positive ways. In many countries, however, these functions are either grossly skewed by patronage systems or they are so broken that day-labor markets are the only available form of intermediation. When communities and institutions are helped to formalize intermediary functions, they benefit through better job services, better labor practices, and increased employment.



III. SETTING THE RIGHT OBJECTIVES

Setting the right objectives and matching them to the right target populations require understanding both current and projected labor market segmentation and workforce skills stratification. However, even when a target population might be obvious—such as women or youth or displaced people—what may seem like obvious activities to benefit them can be too narrow and will work better if they are included in a broader effort to build new segments into expanding markets.

For example, past project results show that combining workforce programs with expanded education and health agendas benefit proportionally more women and young people. ICT support programs may create proportionally more new jobs with better wages and working conditions for new entrants across sectors.

Setting objectives and identifying options should be based on as much information as possible. In many situations, available data are either incomplete or poorly constructed or don't exist at all. Establishing survey research activities may be necessary and can be an important part of the program. However, while this is being done, activities can be staged such that assistance is provided while new data are being collected. This can help people and organizations build research capacities. It is also likely that, even when information is not readily available about a particular location or market, USAID and other donors have reports that illustrate how projects successfully faced similar situations.

Link plans and expected results to market projections. Real sustainability is unlikely when only current labor needs are considered, especially if the driver of growth is exogenous investment that may not be sustainable. Even if significant employment is created in the short term, which can be an important goal, those jobs should be treated as training grounds for future jobs. The better and higher paying jobs will come after construction phases, when the administration, data management, and operational jobs come on line. This is especially important when working with youth who need to be integrated into employment markets on a long-term basis. Alternatively, in both wealthy and poor countries, cycles have been seen wherein imported labor gets the majority of next-generation jobs.

See growth in terms of predictable time lines. For example, infrastructure construction moves from clearing land to building a structure to installing equipment to operations, maintenance, and management. Each function has a time line against which capacity building activities can be implemented in sequence. Architects, engineers, inspectors, and inventory clerks are needed, so professional skills as well as basic vocational skills need to be developed throughout this cyclical process.

Don't overstate or understate objectives. Some groups have advocated for 100 percent youth employment, which is neither reasonable nor responsible, and if anything near this goal were achieved it would significantly shock markets, skew wage levels downward, and displace traditional workers. The other obvious error is to undershoot the market. Raising the quality of basket weaving for home bound women entrepreneurs so they can feed into export chains is a laudable goal. However, if in the process they are not given business skills and computer training, the impacts will be mainly short term. Or, if their daughters lack business and computer skills so they can work outside the home, less impact on overall household income diversification will result.

Consider the following points during assessment and project design:

1. Identify the Appropriate Target Population

Choosing the right target population is critical, but identifying the right groups to support can be more complicated than expected.

- ▶ While supporting entrepreneurship for women workers in clothing or crafts may raise nominal wages, ICT programs that enable young women to get jobs with larger companies outside the home may have a greater overall impact on household stability. Workforce initiatives can be inter-generational and simultaneously target different activities on adults and youth.
- ▶ Studies show that when women earn and manage household income, they save more and in turn spend more on education and health care for their children. Emphasizing women's workforce integration when designing sector support programs can dramatically increase overall impact.
- ▶ Similarly, if the goal is to strengthen professional services, move beyond the usual technical training and build skills in accounting, facilities management, ICT, inventory controls, and procurement. For example, under the Women in Law Program, women lawyers in the Middle East participated in business training at the Cisco Entrepreneurs Institute in Jordan.¹⁴
- ▶ A combination of legal reforms and workforce initiatives may be necessary. In Niger, legal restrictions on access to education and family planning discourage women from entering these fields as careers. Working with UNFPA, NGO-based strategies were deployed to train women to work in social service jobs.
- ▶ When trying to increase industry productivity, providing training at local factories may not be productive if exorbitant costs in distribution services are the real barrier to competitiveness. Targeting an entirely new sector along value chains to reduce the overall cost of doing business may be more effective.

2. Establish Survey Research Functions

Survey research plays a crucial role in understanding how agencies and businesses interact with the workforce. Good survey research data help identify opportunities for economic expansion and select the right institutional partners. Good government and good business planning depend on obtaining, analyzing, and applying market information and growth projections.

This means going beyond current market analysis and considering surveys of employers' and investors' plans. In addition, as projects' and counterparts' monitoring and evaluation functions are strengthened, their capacities to consistently gather data, evaluate it well, and report on it publically are also strengthened.

Little usable data may exist, especially in high-risk or post-conflict countries. In other cases, governments may provide data that are out of date, incomplete, or accompanied by suspect analysis. In still other cases, the majority of reliable information is produced by international organizations because there is no local research capacity. For these reasons, include components that build research and analysis capacities of local partners.

Whenever possible, use participatory research processes. AED's experience shows the more local staff are involved in collecting survey data, the more likely people will respond openly and honestly. Data collection is more accurate and reflects the real situation. Community leaders will be more open to implementing change based on the results.

The kinds of activities that can support survey research capacity building include:

- ▶ Competitive grants programs for local organizations to conduct workforce surveys
- ▶ Engaging workers in infrastructure utilization and asset management evaluations
- ▶ Household surveys implemented in partnerships with local community groups
- ▶ Publication programs that include research methods and staff development courses
- ▶ Outsourcing survey-based monitoring and evaluation activities to local organizations

3. Build on Past Successes and Collaborate across Donor Programs

USAID and other donors have extensive field experience to learn from when designing a workforce initiative. Their investments in training, school-to-work, workforce integration, jobs creation, and HRM activities, among others, have been significant, resulting in many models, proposals, and reports on achievements.

Practitioners have learned that, while it is often not easy, workforce initiatives that coordinate with other donors and collaborate with the private sector have much greater impact. Many missions and implementing partners welcome opportunities to share resources and materials, which can help other missions and projects replicate and scale up successful activities.

Illustrative Assessment and Design Activities with Workforce Components	
Fostering Agriculture Competitiveness Employing Information & Communications Technologies (2009 - 2011)	The overall goal was to assist countries in Africa to expand efficiency and employment through growth in agriculture and facilitating technology transfer. Each assessment looked at workforce capacities as well as ways to expand them through ICT-based applications and training in new technologies.
Albania Sustainable Tourism Alliance (2008-2012)	This assessment aimed at designing a tourism sector program that would create sustainable jobs, support entry of small businesses into the sector, while protecting the environment. Primary foci were environmental training, public-private alliances, and increasing ICT utilization.
Bahamas - Technical Vocational Institute (2009)	An assessment was developed to identify strategies for repositioning the Bahamas Technical Vocational Institute. The Institute's primary mandate was clear, but how it was linking to local industries to place students in jobs was not so clear. The issue of job and student services became critical issues.
Bangladesh - Health Sector Pilot Assessment (2009)	This assessment focused on identifying opportunities to support commercial activities and expand markets for health care products. These included expanding access to sector-specific finance as well as building workforce capacities and business skills along health value chains.
Djibouti - Sustainable Growth and Jobs Creation Assessment (2007)	At the U.S. Ambassador's invitation, a team traveled to Djibouti to see if additional economic and employment benefits could be gained from major foreign investments being made in the country. The key findings were that while growth was taking place, the workforce infrastructure was not adequate.

4. Institutional and Inter-Agency Coordination

For best results, a workforce initiative should be part of, if not driven by, an integrated plan for achieving something greater than simply strengthening the workforce, i.e., without an simultaneous expansion of the economy the overall impact of a workforce initiative will be limited. Even if the planned result is only focused on a specific service or supply chain, this usually means a range of institutions need to have interaction with the process, so people in these institutions can see how they will benefit from changing their behaviors and expectations.

Examples of institutional and inter-agency coordination include:

- ▶ If youth development is the focus of a broader program, school systems need to be engaged and support activities such as school-to-work, faculty-to-factory, and career and jobs fairs.
- ▶ If the focus is on improving municipal services, sector specialists (health, education, water) and local training institutes need to be engaged and helped to develop integrated expansion plans.
- ▶ If a particular growth industry is targeted, existing firms, potential investors, city planners, local regulators, and vocational school administrators can help to involve their institutions.
- ▶ If expanding access to training is the goal, it may be productive to work across ministries to promote private investment into the sector and connect jobs creation to policy and planning.
- ▶ If expanding trade in tourism is the goal, it is possible to link support programs from tourism, energy, and environmental agencies so that efficiencies and jobs are created in each of these sectors.

5. Initiative Scalability

Sustainability often means replicating activities at different places, sizes, and scales.¹⁵ Experience reveals three common issues: sequencing, replication, and information sharing. Broad similarities in workforce initiatives can, of course, be customized when working with in-country partners in areas such as business development, industry professionalism, investment promotion, municipal planning, or civil service capacity building.

In Qatar, for example, AED established pilot training-of-trainers activities and measured outcomes in terms of performance and retention. Participating schools received a year of support from an international team of management and content specialists who provided formal training courses, on-the-job training, and mentoring for instructors and school directors. The model is being replicated in 22 schools.

The USAID-funded Pakistan Pre-Service Teacher Education Program was designed to focus on the reform of pre-service teacher education with the implementation of new degree programs and capacity building for the faculties of education. Initial project activities were initiated at 15 universities, and there are plans to replicate these activities at 75 government-sponsored colleges of education. The project is also addressing HRM issues at these schools as part of its reform component.

In 1992, Johnson & Johnson began the Bridge to Employment program in the United States to help disadvantaged youth enter health-related occupations. The program is still operating in the United States and has helped place over 100,000 students into new jobs or higher education opportunities. Activities have been successfully replicated in communities across the United States as well as in Colombia, Ireland, and Scotland.

Nike Foundation/Brazil supported a youth employability program that taught computer skills to students aged 16–24 and helped place them in their supplier and retail systems. Six months after 50 students completed the pilot program, 88 percent of graduates were employed and one year later 93 percent were employed. The program is being replicated in South Africa funded by Microsoft and in Mozambique funded by USAID.

IV. ENGAGING THE RIGHT PARTNERS

Workforce initiatives are often about creating behavior change. To change behavior effectively, people must understand the benefits and bounds of what they can expect from planned assistance. Just like the introduction of social products, workforce initiatives need a “go-to-market” strategy that engages the right partners. Common practices include the following:

1. Engage the Public and Private Sectors

Workforce development should not be viewed as an exclusively public or private sector endeavor. The two should work together continuously; in many cases neither public agencies nor private firms understand the benefits of partnerships, especially in social sectors traditionally dominated by government.¹⁶

People on both sides of the equation need to understand why public-private partnerships are valuable and how they can support skills-building and capacity development. Moreover, they need to see how investments in social sectors can help core product lines to grow. The following examples illustrate how corporate and corporate foundation partnerships can be beneficial on multiple levels and replicated in multiple countries.

Important facets of creating public-private partnerships include:

- ▶ Reaching out, sensitizing, and disseminating information on public-private partnerships
- ▶ Providing specific examples of stakeholders’ incentives for entering partnerships
- ▶ Jointly building the capacities of potential partners so they can work together transparently
- ▶ Securing the initial investments and moving into implementation and operations
- ▶ Reporting results in ways that assist in building management and planning capacities

2. Promote Workforce Entrepreneurship

In almost all the world’s wealthy countries, firms make significant returns by providing workforce services, such as industry training, human resources management, and recruitment and placement services. These services build necessary skills, but they also function as intermediaries between potential employers and employees.

Workforce entrepreneurship involves getting local entrepreneurs to invest in introducing these kinds of services for profit, in a business context. These kinds of services are usually not considered to be profitable product line. The evidence shows otherwise. When considering making such investments, investors should ask critical questions such as:

- ▶ Are government education and vocational training institutes sufficiently engaged with industry and teaching relevant production methods?
- ▶ Do students at existing training centers readily gain employment when they graduate?
- ▶ Are instructors capable of teaching along supply and value chains?
- ▶ Do the kinds of programs being taught encourage critical or strategic thinking for business?
- ▶ Do businesses find it difficult to locate qualified people in local markets?

When the answers are no or maybe, it is likely that the private sector can profitably fill gaps and supply niche services the public sector is ignoring. In the process of doing so, it improves the overall workforce infrastructure and creates jobs in an area where none previously existed.

A form of workforce entrepreneurship that should be encouraged is the employment service center (ESC). This can serve a variety of functions, such as managing school-to-work apprenticeships and internships, placement programs, and providing continuing education courses.¹⁷ In addition, ESCs can help businesses reduce their overall recruitment costs and the expenses associated with labor law compliance. (See section V.)

3. Facilitate the Use of New Technologies

Governments, businesses, and citizens are confronted daily with the need to adapt to new technologies and innovations that grow exponentially every year.¹⁸ Creating ICT-literate workforces is necessary for any country that wants to benefit from an expanding global economy. When ad hoc ICT plans are developed or if people are inadequately trained, however, the results can impede growth.

One leading example in good ICT planning comes from Macedonia. Between 2004 and 2009, the government used public-private partnerships to build a nationwide wireless Internet infrastructure in primary and secondary schools, representing over 200,000 students. In tandem, deregulation expanded competition and led to reducing the price of broadband Internet access by as much as 75 percent. ICT support service businesses and training centers have become significant contributors to employment expansion. Business utilization of the Internet has increased by 52 percent.¹⁹

In contrast, Sri Lanka's government and private sector investments in ICT education and training did not keep pace with local demand.²⁰ The overall ICT workforce growth between 2003 and 2008 was around 20 percent annually, roughly tripling the number of people directly employed in this sector. However, in 2007 the total demand for university-level information technologies graduates was 62 percent higher than the number of graduates. This measure was only for positions specifically in the IT industry. It did not include other categories of workers that need to use computers or automated equipment in their jobs, such as people pursuing careers in education or tourism. It also did not consider the numbers of people who would choose to work in other countries, such as the Arab Gulf States. Given Sri Lanka's dependence on remittances, this was a critical mistake.

The Macedonia and Sri Lanka cases illustrate the need to make technology-related workforce investments to adequately match supply and demand. Both illustrate why it is an imperative to include ICT-based workforce initiatives to create sustainable economic and employment growth.

Important outcomes of ICT-supporting workforce initiatives include:

- ▶ Expanding capacities and creating jobs in new sectors of the economy
- ▶ Expanding the infrastructure of services necessary to compete in global markets
- ▶ Facilitating operational efficiencies and transparency for business and government
- ▶ Increasing Internet access to information to be used by agencies and businesses
- ▶ Providing incentives for people to invest time and money in ICT training

4. Connect Workforce Initiatives to Access to Finance Activities

Across developing countries, businesses have little access to finance for start-up or expansion. This is a critical problem for workforce initiatives because businesses must be able to establish and expand to create new jobs, fund skills-building activities, or install human resources systems. This problem affects employers along entire supply and value chains. Linking to small and medium-sized enterprise (SME) finance projects can greatly enhance the impact of workforce initiatives.

Few banks in developing countries have expertise in small enterprise or consumer lending. Exacerbating this problem is the fact that SME owners often have to be taught how to keep adequate records to secure loans. They don't realize they can leverage existing assets and use business returns to apply for loans or venture capital. Activities that strengthen human capacities in financial institutions and activities that create financial literacy in households and small businesses can help bridge these gaps.

USAID has long-standing activities to help the private sector overcome problems such as these. For example, USAID/Egypt's work with the Alexandria Business Association (ABA) on micro-enterprise development is particularly informative because it had parallel programs for men and women and showed that loans to women not only had better payback rates but also created relatively more employment. Attending skills training is and was required for re-application for larger loans, so beneficiaries also learned to link business skills to finance.

Another series making such linkages are managed through the USAID-funded Financial Integration, Economic Leveraging, and Broad-based Dissemination (FIELD) program, as is illustrated in the following table.

Afghanistan and Tajikistan - Islamic Microfinance (2009)	Two parallel pilots are being implemented in Afghanistan and Tajikistan. The goal of these pilot projects is to facilitate expansion of the formal financial system through Sharia-compliant financial products. This helps drive entrepreneurial growth and build financial literacy.
Ethiopia - Linking Safety Nets to Financial Services (2009-2010)	In this pilot, participating households will make savings deposits as if they were paying off the loan of a productive asset. The household will keep both the asset and their savings, but in the process they will use the asset for business purposes, keep records, and make savings deposits.
Guatemala - Mobilizing Remittances for Enterprise Finance (2008-2009)	At \$2 billion, remittances are vital to Guatemala's economic growth and its largest source of foreign exchange. This pilot works with five financial federation members to design and market new remittance-based products to encourage clients to keep cash flows generated through remittances in the formal financial system. Institutional staff capacities are also strengthened.
Peru - Using Financial Systems to Improve Access to Irrigation (2006-2010)	This project improves the livelihoods of the rural poor by building smallholder capacities in good agricultural practices as well as by financing irrigation systems for small-scale farmers. This combination of services enables farmers to increase yields by applying new farming methods. At the same time, they are introduced to microfinance and other business practices.
Uganda - Microfinance and Renewable Energy (2008-2009)	The FIELD team is working with local partners to develop, test, and publicize integrated approaches to financing, marketing, and building management capacities for clean energy products. This work is being carried out in Uganda with a solar home lighting solution.

5. Initiate Social Change Communications, Media, and Marketing Strategies

The end goals are to create behavioral and social changes leading to economic strengthening as well. Thus, workforce initiatives must communicate across institutional and market strata and engage agencies, business, and civil society. To do this, communications strategies are central to achieving desired results. Chambers of commerce, employment service centers, professional associations, or women's business federations can all provide support, especially if they have enough stature to influence development plans and have been engaged as active partners from the outset.

V. FOSTERING HUMAN RESOURCES MANAGEMENT SYSTEMS

Promoting good personnel practices and human resources management systems can contribute greatly to making labor markets more efficient and workers more effective. HRM offices set the rules around which hiring and firing takes place, training budgets are determined, and transparent employee records are maintained. Adopting good HRM practices has especially positive returns in productivity increases, profitability, service effectiveness, and budget and fiscal efficiency. In addition, helping agencies and businesses create or improve HRM functions helps to establish cultural shifts wherein people understand good labor and management practices. As a result, expectations for better treatment and improved work ethics become embedded in society.

In contrast, weak HRM systems can encourage people to engage in petty graft by selling positions, obstructing promotions, or denying access to the training. Counter measures can include developing automated employee records and training tracking systems, and transparent pay, grade, and promotion systems. For example, as part of its reform efforts, the Georgia Public Administration Reform (PAR) project helped upgrade civil service capacities by implementing an HRM management information system (MIS). This activity not only had a positive impact on HRM efficiency, but also enhanced overall fiscal and institutional transparency.²¹

It is also through HRM that interesting and novel final touches that address outlying but important issues can be added to project designs. For example, the Brazil computer clubhouse program promotes computer literacy while also providing after-school education alternatives for at-risk kids. In the process, it helps students to build confidence, learn life skills, and gain employable skills. As they gain these skills, the project networks with HRM offices to place people in jobs and internships, serving an intermediary role.

The following activities can be addressed in sum if resources are available or in part if they are not.

1. Conduct HRM Systems Reviews: The state of HRM is an important indicator of management capacities and organizational maturity. It can also be a key indicator of how well corruption is controlled (or encouraged) and how well employee services are provided. Projects can conduct rapid reviews of counterparts' HRM systems without incurring substantial costs. Even when full access is not provided, assessment teams can review procedures and observe the extent to which labor laws influence an organization's personnel policies and practices.

In the public sector, labor laws and agency policies and procedures may be embedded in public documents. If they are not, the ease with which these documents can be obtained can speak volumes.

In the private sector, simple surveys of how many firms in a target industry have HRM offices can reveal the extent to which the business community understands this function. A quick review of how many firms use placement and recruiting agencies or private sector training services can indicate whether or not a workforce infrastructure serves their needs. It can also help identify entry points for dealing with issues such as day-labor markets and structural deficiencies.

In both the public and private sectors, HRM systems can help ensure fiscal transparency. It is unlikely that a rapid HRM review would be solely directed at transparency issues. However, they can quickly help determine the degree of corruption or incompetence in dealing with labor-related issues. That said, when funding is

available for implementing HRM management information systems, the returns on investment in terms of squelching corruption can be exceptionally high.

2. Encourage Project-based Staff Development

Working with donors can be an important source of on-the-job training and turning staff into experienced professionals. Too often, however, people are hired into one position and are not provided lateral training, adequate coaching, or career counseling. This impedes overall capacity development, limits projects' abilities to achieve increasingly difficult milestones, contributes to job-hopping and salary-jumping, and impairs institutional memory.

In contrast, projects with staff development programs build stronger human capacities and have fewer recruiting and retention costs. This is particularly true for large projects that can allow staff to do rotations and observe how the work of monitoring and evaluation, budgeting, and training teams impact their activities. However, even small projects can encourage staff to participate in counterpart training and provide exposure to donor coordination meetings and activity planning. Large and small projects can also collaborate to provide lower level staff access to language and life skills training.

3. Assist Partners to Establish Leadership Programs

HRM departments are usually responsible for management training, a major part of which should focus on leadership development. Adding leadership components can improve professionalism and increase agencies' and businesses' innovation and responsiveness. The best results come from integrated initiatives that include:

- ▶ **Internships:** Internship programs can benefit agencies, businesses, and students. They can provide on-the-job training and increase the prospects for advanced job placement. New entry professionals (NEP) programs introduce new staff to modern management practices and help them to increase performance. NEP programs should use rotations where people observe work in other operational departments. On-going training should show how understanding principles of accounting, budgeting, ICT, and HRM contribute to efficiency.
- ▶ **Fast Track Management:** Administrators and middle managers who receive high performance ratings in their current positions or NEP program attend more in-depth classes in leadership and strategic planning to hone their management skills. Exceptional performers are tracked and promoted through all stages of leadership programs, with the exceptional performers sponsored to participate in exchange programs with centers of excellence in the United States and third countries.
- ▶ **Counterpart Engagement:** Very often creative mixes of counterpart support and project coordination can be organized. For example, government staff can be seconded to donor-funded projects for an interesting mix of on-the-job training and learning about donor coordination and project planning. For example, USAID/South Africa sponsored an activity where Provincial Department of Agriculture management staff were seconded to private sector development project offices. As a result, government staff received on-the-job training while they were also exposed to development best practices and learning about the concerns and needs of the private sector, which they would ultimately be responsible for regulating.

4. Encourage Diversity and Affirmative Action

Economies can be inherently biased.²² Some have biases that are legally explicit while others are riddled with ethnic, racial, and gender discrimination that goes beyond what educational attainment can counter. For example, contrasting starkly with impressive advances in education is the situation of women in the workplace. According to a 2008 World Economic Forum report (as well as the 2010 AED report Global Educational

Trends: 1970-2025), “women still lag far behind men in overall employment and wages...and women’s labor force rates are persistently low.”²³

As the locus of hiring and firing practices, HRM departments can take steps toward ending discrimination against workplace minorities and promoting access for non-traditional workers, such as women, youth, people with disabilities, or displaced persons.

Too often diversity training programs and affirmative action policies are seen as luxuries agencies and businesses in developing countries cannot afford. But the hidden social costs of not having them can be severe. For example, diversity training that addresses ethnic strife can have very positive effects in most workplaces, while not having activities aimed at addressing such issues can cause unproductive behavior.

For these and other reasons, workforce initiatives should have some focus on specialized issues, such as:

- ▶ Advocating for affirmative action-like programs aimed at empowering workplace minorities
- ▶ Tying diversity activities to staff evaluations to hold managers accountable for achieving diversity goals
- ▶ Developing professional associations that can advance labor rights and integration agendas
- ▶ Adopting good labor practices and discrimination arbitration procedures
- ▶ Introducing specialized access and employment programs for people with disabilities
- ▶ Providing diversity management activities to ameliorate ethnic tensions

5. Address Labor Issues through Support of Employee Service Centers (ESC)

ESCs are the connectors that link agencies and businesses seeking to hire employees and people seeking jobs. Not all HRM functions have to be done in an agency or business. Some can be outsourced completely or done in conjunction with an external partner. Therefore, while the previous discussions have dealt with internal HRM functions, this one looks at some functions that can be done in coordination with ESCs.

ESCs can serve many functions, including helping local agencies and businesses identify labor supply, or very specific functions such as serving as HRM and training consultants. They can be attached to specific educational or training institutions, so working with them can also strengthen the workforce infrastructure as well as provide support for workforce entrepreneurship.

ESCs can also help to address related labor issues. Labor law and labor compliance can be complicated and contentious to address, especially if business owners believe their costs will go up if they use formal sector agencies or firms to recruit workers. More often than not, overall costs do not go up when good labor practices are in place. However, investors need to be convinced and workers need to be better informed.

For example, day-labor markets are places where people go to exchange labor on extremely short-term jobs, usually in the informal sector and almost always without contracts or benefits beyond day wages. Often, even the wage rate is not guaranteed. Because workers are not screened for qualifications, businesses can’t predict whether the candidates are adequately able, honest, or productive. This can raise overall costs of recruitment and decrease productivity. At the same time, job seekers can’t identify employers who need their skills so they undersell their labor. In addition, people who accept work through day labor markets have no way to enforce contracts and have little recourse against workplace abuses.

With this in mind, many labor issues can be addressed through workforce initiatives that promote using ESCs. By serving as intermediaries, ESCs can help reduce real costs to businesses and real risks to employees. Because well run employment service centers screen candidates, provide job descriptions, keep training records, and

monitor complaints, they can help to address real problems for (or in the absence of) HRM departments. As a result, helping to establish ESCs and encouraging local businesses and agencies to hire through them can create labor market efficiencies, assist communities to address labor market dysfunctions, help disadvantaged people get jobs, and promote adoption of good labor practices.

CONCLUSION

Workforce initiatives are about giving people the skills they need to do their jobs well and about strengthening the institutional infrastructure that provides the job services people need. Although workforce development may be about all jobs, workforce initiatives don't have to be about all jobs at all levels at all times. They can be as specific as necessary to reach a target sector or population. If resources exist, comprehensive workforce programs can involve multiple initiatives.

The attempt here has been to simultaneously illustrate how broad workforce development goals can be broken into stages and activities that are manageable—to illustrate that it is not just about training or creating new jobs. Rather, it is also about positioning the workforce to lead growth and increase investment. It is about creating sustainable employment services, either in conjunction with a public institution or within the private sector. Workforce initiatives can address many problems or confront very specific issues to fill discrete gaps in the services infrastructure. Workforce initiatives can also be about changing the rules so they are fair, about reversing economic inequalities caused by poor public policies, and about ending legalized labor discrimination.

In the end, workforce initiatives contribute to resolving crucial economic and social problems that are caused not only by skills deficits and unemployment, but also by structural deficiencies in labor exchange market systems and a lack of infrastructure that helps people get jobs, work well, and stay employed.

ENDNOTES

- 1 Nuria Puig and Adoracion, “International Aid and National Entrepreneurship: A Comparative Analysis of Pro-American Business Networks in Southern Europe,” *Business and Economic History*, vol. , 2003, p. 25.
- 2 Edward S. Mason, *The Diplomacy of Economic Assistance*, Middlebury, Vt., 1966.
- 3 Harry S. Truman, letter to Nelson D. Rockefeller, Chairman, the International Development Advisory Board, March 11, 1951. 1951, See, the American presidency project, “Letters Relating to the International Development Advisory Board’s Report on Foreign Economic Policy.” Also see Dennis Bilger and Randy Sowell, “Four Point Program for Technical Assistance to Developing Nations,” 1999, Archival Materials and the Harry S. Truman Library, www.trumanlibrary.org.
- 4 See www.usaid.gov, “History,” as well as links to the actual legislation
- 5 *Investing in People: Training for Free-Market Economic and Democracies in Eurasia*, AED, 2002.
- 6 John O’Del and Julie Boudreaux, *Complexities of Entrepreneurship/Economic Development in war Torn Societies: Implications for International Entrepreneurship Education Efforts*, 2004.
- 7 J.W. Wright, Jr., “Mainstreaming Trade at USAID: The Case of Egypt,” *Foreign Service Journal*, September 2002, 54-59.
- 8 Stephanie Langstaff, Frederique Weyer, and Michel Carteon, “International Co-operation for Skills Development in Southeast Asia,” prepared for a University of Geneva Working Group on international Cooperation by Stéphanie Langstaff and Frédérique Weyer, in coordination with Michel Carton. For more information and contact Stephanie.Langstaff@iued.unige.ch
- 9 *Small Technology – Big Impact: Practical Options for Development*, AED Information Technology Applications Center 2008.
- 10 *Economic Strengthening for Vulnerable Children and Youth*, AED Center for Enterprise and Capacity Development, 2009.
- 11 *Going Green: The Vital Role of Community Colleges in Building Sustainable Future and Green Workforce*, AED National Institute for Work and Learning, 2009.
- 12 *Women and Men in the Informal Economy: A statistical picture*, International Labor Office, Geneva, 2004; Elinor Ostro, Basuded Guha-Khasnobis, and Ravi Kanbur, eds., *Linking Formal and Informal Economy: Concepts and Policies*, Oxford, UK: Oxford University Press, 2006.
- 13 *AED Connections*, special edition on the theme of “The Global Economy: Can social development lower unemployment?” Spring 2009.
- 14 See article at <http://www.ameinfo.com/194874.html>
- 15 “GDA Sector Guide: Workforce Development,” USAID Alliances Series, see: www.usaid.gov/gda.

- 16 Kristin Brady and Kristen Gallisen, *Dynamics of Private Sector Support for Education: Experiences in Latin America*, Academy for Educational Development, 2008. The following discussions of stages of public-private partnerships is a modified version of a similar discussion that is also presented in this publication.
- 17 *Mentoring the Next Generation of Nonprofit Leaders: A Practical Guide for Managers*, AED Center for Leadership Development, 2005; a recent AED publication that addresses mentoring issues is *Girl's Success: A Mentoring Guide to Transitioning Girls From School to Work*, Center for Gender Equity, 2010
- 18 Boualem Benatallah, Marion Dumas, and Quang Z. Sheng, "Facilitating the Rapid Development and Scalable Orchestration of Composite Web Services," *Journal: Distribution and Parallel Databases*, vol. 17, No. 1, January, 2005, pp. 5-37.
- 19 *MK Connects: Macedonia links education and connectivity*, AED Information Technology Applications Center, 2009, pp. 5.
- 20 *Rising Demand: The increasing demand for IT workers spells a challenging opportunity for the IT industry*, Sri Lanka Information and Communications Technology Association, 2007.
- 21 *Getting to Good Governance: A Case Study of Public Administration Reform in Georgia*, AED Center for Enterprise and Capacity Development, 2010.
- 22 See articles published in J.W. Wright, Jr., Special Edition Editor, *Economic Inequalities and Public Policy*, *The Journal of Intergroup Relations*, XXIII, 4, Winter 1996-1997; also see chapters in J. W. Wright, Jr., ed., *The Political Economy of Middle East Peace: The Impact of Competing Trade Agendas*, London: Routledge, 2nd edition, 2001.
- 23 Annabette Wils, *Global Education Trends, 1970-2025: A Brief Review of Data on Ten key Issues*, AED Education Policy and Data Center, 2009. Pp. 7-8.

ANNEXES: AED WORKFORCE INITIATIVES - PROJECT PROFILES

These annexes present a compendium of project profiles that illustrate how workforce initiatives can be integrated into a range of programs. They also serve several other purposes, including providing design ideas, identifying grant mechanisms through which workforce initiatives can be procured, and assisting people to find projects that have achieved positive results that can be built upon in future assessments, project designs, and implementation-phase work plans. The contents of the tables are arranged as follows.

1. The first two tables list global programs AED manages, through which activities and projects with workforce components have been or are currently being managed. These are open agreements which span a range of topical focus, from enterprise development to environment and energy to education to health care. Each has, however, capacity building, jobs creation, or other related workforce components. A few closed LWAs and indefinite quantity contracts are listed in the next set of tables to illustrate relatively recent but past approaches.
2. The next set of tables provide profiles of AED-managed projects with some element of workforce development written into their scopes of work as well as some projects that added workforce agendas as the project evolved over time. An attempt has been made to cite projects across categories to highlight programs that may have been seen through different lenses in the past, e.g., an education ministry program under HIV/AIDS in the work place or a research and analysis program under women's workforce integration. An interesting assortment of funders was also chosen.

A concern while putting together these profiles was that some underlying principles would seem to be broken. For example, the paper states workforce development and training are distinctly different, which they are. However, training is a necessary part of workforce development and can be a critical component of a workforce initiative. Exchange programs are not always part of what should be defined as workforce development. However, those that may help young people choose career paths – such as the high school journalism activity or the NGO Connect program, which aims to build a new generation of NGO managers – or tours that include work-related internships, do contribute to the workforce agenda. A tour for university presidents would not be workforce, except that in this case they are specifically looking at both financial aid systems and student services, which are both important part of the workforce infrastructure. They are included here as illustrations of activities one could include in a work plan. They have to be taken in this specialized context to fit within the arguments presented in this paper. Assessment activities were included in the main part of the paper as opposed to in the project profile tables because they often serve more of a design function than a project implementation function, although not always. The exceptions included here are longer term and regional research activities. Readers of these profiles are invited to submit ideas about other projects that should be included and/or about projects and activities that could serve as the basis for a future case studies publication.

ANNEX I—AED-MANAGED GLOBAL TECHNICAL ASSISTANCE PROGRAMS WITH WORKFORCE COMPONENTS

AED-managed Global Technical Assistance Programs with Workforce Components	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Workforce Component Profile
Communications for Change (C-Change) (2009 – 2013)	✓	✓	✓	✓		Through C-Change, AED works with USAID and local partners to build communications and other behavioral change capacities in the health sector. The program encourages comprehensive approaches to mitigating the impact of emerging risk of infectious diseases in developing countries. For example, a recent award under this LWA was the Livelihood and Food Security Technical Assistance program, which has economic strengthening and workforce elements.
Capable Partners Program (2003 – 2013)	✓	✓		✓	✓	The primary purpose of this program is to strengthen local NGOs, NGO networks, and intermediate support organizations across sectors. The goal is to build client and member services as well as management and workforce capacities so that NGOs can have greater impact on advocacy, employment, and service delivery areas, among others. Types of NGOs supported have included those in business, education, environment, and health care sectors.
Educational Quality Improvement Program II (Equip II) (2003 – 2012)		✓	✓	✓	✓	This LWA focuses on improving education management and systems so they have higher impact at community, district, regional, and national levels. Key activities involve monitoring educational systems and linking them to national macroeconomic plans; linking to development and competitiveness initiatives; strengthening the education workforce to improve education, management, finance, and planning; and helping to create incentives for private participation.
Educational Quality Improvement Program III (EQUIP III) (2003 – 2010)	✓	✓	✓	✓	✓	This LWA supports “learning and earning for out-of-school youth.” It is designed to engage out-of-school children, youth, and young adults for their roles within current and emerging workforces in developing countries. Youth employability has been a key factor in EQUIP III activities, as has vocational education. AED partners with USAID and EDC on this mechanism.
Financial Integration, Economic Leveraging, Broad-based Dissemination (FIELD) (2008 – 2011)	✓	✓	✓			This five-year Leader with Associates program assists USAID missions to design and implement financial services projects, particularly in microfinance but also in bank system strengthening, risk mitigation, and on-the-ground capacity building in finance and investment sectors. Projects under FIELD support increase access to finance, employment generation via microenterprise development, professionalizing financial sector management, and increasing financial literacy.

AED-managed Global Technical Assistance Programs with Workforce Components	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Workforce Component Profile
Food and Nutrition Technical Assistance Project II (FANTA II) (2008 – 2013)	✓	✓	✓			Under this cooperative agreement, numerous activities are implemented that contribute to developing and maintaining food security. One set of these activities aims to add to household stocks and savings to create safety nets. Another is aimed at increasing livelihoods and income generating opportunities for people in food insecure regions. Activities address the impact of HIV/AIDs on local labor markets that makes families more susceptible to food insecurity.
Global Fish Alliance - Alliance for Sustainable Fisheries and Aquaculture (G-FISH) (2008 – 2013)	✓	✓	✓	✓		AED leads the USAID-funded Global Fish Alliance, which partners with government agencies, private businesses, and local community groups, among others, to create growth and employment and to enhance food security through fisheries and aquaculture. The primary objective is to enhance livelihoods and quality of life for residents in coastal communities. Key issues include fair trade and pricing, maximizing product value, and banning forced labor.
Global Tourism Alliance (2006 – 2011)	✓	✓	✓	✓	✓	This program implements sustainable tourism interventions, with an emphasis on fragile states. Activities are specifically aimed at building private sector and workforce skills in support of tourism, as well as for building skills and expanding employment in related services and supply sectors to help achieve poverty alleviation, employment generation, and economic growth. GTA activities also focus on promoting professionalism in biodiversity and eco-system conservation.
Prosperity, Livelihoods, and Conserving Ecosystems (PLACE) (2007 – 2011)	✓	✓	✓	✓		This Leader-with-Associate grants program focuses on sustainable ecosystem conservation programs and on creation of economic and employment opportunities in related productive sectors. Task orders address issues such as governance and management of natural resources, and marketing and trade of natural resource-based products and services. PLACE environmental and health sciences activities assist people to create "green" livelihoods opportunities.
Supporting Transformation by Reducing Insecurity and Vulnerability with Economic Strengthening Programs (STRIVE) (2007 – 2012)	✓	✓	✓			This program focuses on developing collaborative efforts to mitigate vulnerability of at-risk populations, especially children, through economic development activities. Program elements include value chain interventions, youth entrepreneurship and finance, and establishment of adolescents as income earners through appropriate kinds of employment. The Children and Youth Economic Strengthening Network Learning Platform is managed through STRIVE.

ANNEX II—PROFILES OF AED PROJECTS WITH WORKFORCE COMPONENTS BY CATEGORY

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Armenia Human and Institutional Capacity Development (2005 – 2009)	✓	✓	✓	✓	✓	This project provided capacity building and organizational development expertise in an area where there was a gap in local technical assistance providers. Building capacity of local businesses, organizations, and professionals to provide training and other related services to Armenian organizations. A performance improvement approach was used across all activities, from evaluating organizational performance to designing and evaluating workforce activities.
Ecuador – Local Business Development Program (2007 – 2009)	✓	✓	✓			The fact that Ecuador has a 47 percent underemployment rate, with over half of the population below the poverty line, has resulted in many people turning to illicit economic activity for their primary incomes. This project focused on generating significant increases in licit income and employment through a combination of enterprise and workforce development and investment promotion. Results included recruiting of 20 anchor investors, creating 400 full-time jobs in the agriculture sector, increasing incomes for 8,000 families, and increasing sales by 50 percent.
Lebanon – Business Linkages Initiative (2008 – 2010)	✓	✓	✓			This project is designed to improve business and workforce competitiveness in three industries: agribusiness, tourism, and ICT. Activities are implemented in conjunction with key industry players, including associations, firms, and business services organizations, to open new markets for Lebanese products and to upgrade production, service, and staff efficiencies along entire supply and value chains. Raising workforce productivity is an important part of this process.
Chad, Mauritania, and Niger – Peace Development Project (2008 – 2011)	✓	✓	✓		✓	Youth are often among the most marginalized and vulnerable populations. In these countries, dealing with youth unemployment, poverty, and economic and political marginalization are critical aspects of reintroducing stability and modernization. But in some cases, entrepreneurship may present the only opportunities. Therefore, this project contains significant vocational education and business training components to help create opportunities for youth.
West Bank/Gaza – Palestinian Investment Partners Program (2008 – 2011)	✓	✓	✓			In conjunction with the ESAF program (see Financial Services) AED is also managing the Palestinian Investment Partners program (PIP). Through this project the private sector receives support for expanding existing businesses, creating new jobs by adding product lines, transferring technology, improving the private sector support services, and improving workforce efficiency. Grant programs help businesses to get started or expand, and create new jobs.
Cross-Reference	Creating Livelihoods Opportunities, Financial Services, Health Care Services, ICT, HIV/AIDS in the Workplace, Leadership, School-to-Work Transitions, Tourism, Trade and Investment, Women's Workforce Integration, and Youth Employability profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Creating Livelihoods Opportunities						
Africa – Livelihoods and Food Security Technical Assistance (2009 – 2014)	✓	✓	✓			Creating sustainable food and nutritional security has many aspects, several of which are related to peoples' economic circumstances, means of livelihoods, and opportunities for creating better systems for workforce integration and support, especially for people and the families of people suffering from infectious diseases. The LIFT project will improve food security for HIV/AIDS affected families via enterprise development and support generating income opportunities.
Agricultural Partnerships for Productivity and Prosperity (2004 – 2006)	✓	✓	✓			This project focused on accelerating rural economic growth, job creation, poverty reduction, and environmental enhancement among agricultural communities. It promotes utilization of the "system-wide collaborative action for livelihoods and environment" methodology across three core components: training USAID field officers, engaging agencies and businesses that provide extension services, and creating partnerships with private sector training organizations.
Haiti - Out-of-School Youth Livelihoods Initiative (2004 – 2008)	✓	✓	✓			This project was designed to identify and address the skills training and employability needs of young people in Haiti, especially those who had not completed school or who had but remained unemployed – or underemployed. It worked through organizations that already had a mandate to work on youth development and assisted them to add activities to their portfolios that helped young people access vocational training, additional literacy, numeracy, and entrepreneurship courses.
Egypt – Livelihood and Income from the Environment (2004 - 2008)	✓	✓	✓	✓		The purpose of the project was to increase local participation in water resources decision making and to assist people to create livelihoods opportunities and increase incomes through promoting environmentally sustainable entrepreneurship. Technical assistance, training, and small grants were provided at local levels. In the process, business support services and training infrastructure were established. AED partnered with the International Resources Group.
Pakistan – Livelihood Development Program (LDP) for the Federally Administered Tribal Areas (FATA) of Pakistan (2008 – 2010)	✓	✓	✓	✓	✓	LDP created livelihood opportunities through a series of workforce initiatives that taught employment skills, created jobs, and increased incomes while revitalizing infrastructure and essential services and supporting local businesses. It bridged economic and social empowerment by providing scholarships for youth as well as literacy, numeracy, and skill trainings for adult audiences, including internally displaced persons. The project also assisted the FATA Development Authority with employment and labor market analysis.
Cross-Reference	Business Skills, Employment and Labor Rights, Energy and Environment, Financial Services, Health Care Services, ICT, School-to-Work Transitions, Tourism, Trade and Investment, Women's Workforce Integration, and Youth Employability profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
China, El Salvador, India, Mexico - Anti-Sweat Shop Initiative (2001 – 2005)	✓		✓			This initiative provided funding to NGOs and CSOs working in developing countries to improve labor conditions. The program facilitates coordination between projects and donors working to improve labor conditions in countries with high concentrations of sweat shops. It also assisted organizations seeking to improve legal frameworks regarding labor conditions, including women's rights to work, fair treatment of migrant workers, and occupational health and safety.
East Africa - Combating Exploitative Child Labor through Education (2004 – 2009)		✓	✓		✓	AED, World Vision, and the U.S. Department of Labor partnered to implement this project in Ethiopia, Kenya, Rwanda and Uganda. The project provided educational alternatives to children who were otherwise forced to engage in exploitative child labor practices. It also promoted uses of fair work practices when appropriate. HIV/AIDS prevalence in these countries makes children even more vulnerable in the worst forms of child labor and trafficking in persons.
Kazakhstan – Labor Mediation through Tripartite Social Partnerships and Trade Unions (2002 – 2004)			✓	✓	✓	AED worked with the U.S. Department of Labor to provide workers rights training on labor mediation to employers, trade unions, and local governments at the oblast or state levels in Kazakhstan. Ultimately the project aimed to increase access to venues where fair labor dispute arbitration could take place and labor laws enforced - important parts of a strong workforce infrastructure. In addition, activities created local capacity for managing arbitration centers and institutionalized labor-related training-of-trainers courses at local agencies and associations.
Pakistan – Promoting Employment and Labor Rights (2009 – 2011)	✓	✓	✓	✓	✓	This U.S. Department of Labor-funded project created pilot programs that simultaneously brought employment services to conflict-affected areas, increased labor rights information distribution, and improved working conditions. After engaging local agencies, businesses, and associations in an initial assessment, an employment-services-centers approach was taken that helped connect people with jobs, encouraged workforce entrepreneurship, assisted vocational institutions to connect to industry, and ameliorated abuses often seen in day labor markets.
Romania – Promoting Employment for People with Disabilities (2003 – 2005)	✓	✓	✓	✓	✓	The project built a network of employers, known as the Business Council on Disability, who were interested in assisting people with disabilities to gain meaningful employment. The primary counterparts were the National Agency for Romanians with Disabilities and the Motivation Romanian Foundation. The Council facilitates on-the-job training, internships, and training for human resources focused on integrating people with disabilities into the workplace.
Cross Reference:	Creating Livelihoods, HIV/AIDS in the Workplace, School-to-Work Transitions, and Youth Employability profile tables.					

Employment and Employee Rights

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Afghanistan – Higher Education Project (2008-2011)			✓	✓	✓	This project provides teacher training sessions to more than 900 faculty members and administrators from 16 higher education institutions that prepare Afghanistan's secondary school teachers. It has established "institutional development teams" in all 16 institutions composed of administrators, deans, and teachers. It has also established three "professional development centers" with computer training labs and renovated "resource development centers" that provide PDC services, which all contribute to significantly strengthening the workforce infrastructure.
Central Asian Republics - Basic Education Sector Strengthening (2003 – 2007)		✓	✓	✓	✓	This program focused on implementing basic education improvement models and replicating them across Central Asia. Activities strengthened education-related workforce infrastructures, including creating community learning associations, supporting in-service teacher training, and sponsoring professional development schools. The critical focus was institutionalization of education management and long-term adoption of good school administration practices.
Egypt - Education Sector Reform Assistance (2004 – 2009)			✓	✓		This project took an integrated approach to education reform, including addressing key workforce issues at professional development as well as student development levels. These activities included providing training on governance and management to executive and administrative staff, building planning, data collection, and youth mapping skills, professional and organizational development through regional centers, and managing school-to-work programs.
Liberia Teacher Training Program (2006 – 2010)		✓	✓	✓	✓	The education workforce in Liberia has been severely constrained by conflict and lack of funding for basic much less professional development. This project integrated management and policy support with training activities to meet the critical shortage of qualified teachers. It also focused on building the institutional capacities so on-going teacher training can take place as well as training in education management, organizational development, human resources, and ICT.
Yemen Accelerated Learning Activity (2004 – 2008)		✓	✓	✓		This program took an integrated approach to increasing the quality of education and education services in Yemen. This included not only enhancing the quality of instruction, but addressing the need for more qualified teachers in the regional workforce as well as increasing the number and value of services provided to students, including engaging the private sector and linking with employment opportunities. Parents also became involved via training activities.
Cross Reference:	Educational Systems, Energy and Environment, ICT, School-to-Work Transitions, Women's Workforce Integration, and Youth Employability profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Asian and the Near East - NGO Connections II (2008 – 2010)	✓	✓		✓		Under this program, over 100 young NGO professionals participated in overseas immersion programs on NGO management. The program included internships with NGOs working on health, education, and environment issues. Participants included disadvantaged individuals, including women, and people from rural communities with little access to training. When they returned participants were expected to initiate in-country management training programs.
Iraq – ESL Initiative for TESOL Professors Program (2009 – 2010)	✓	✓		✓		With support from the U.S. embassy in Iraq, AED worked with the University of Baghdad to enhance their Teaching English as a Second Language Programs. The program is multi-dimensional and included ESL immersion courses, courses in modern teaching methodologies to raise instructors' skills, curricular re-design, teaching exchanges with Arizona State University, and establishing an automated ESL resources center and an ESL teachers network Web site.
Oman, Qatar, and the United Arab Emirates – High School Journalism Initiative (2008 – 2010)	✓	✓	✓	✓	✓	This project serves to raise interest in journalism as a career option for educators and students. Participants attend two week educational courses at Northwestern University – one for instructors and one for students on principles of journalism and school newspaper management. Students are placed in summer internships with newspapers and become members of an on-going journalist-mentors network. Participating schools are assisted to start school newspapers. A placement service finds students' jobs in print and broadcast media.
Saudi Arabia - Gifted Students Preparatory Program (2008 – 2010)	✓	✓		✓		Competitively selected gifted Saudi students are placed in tailored activities, including academic exchange programs, geared toward building in leadership, information technology, problem solving, critical thinking, time management, and research skills as well as foundational courses in math, science, and technology. Successful participants are given assistance in gaining admission to undergraduate programs in U.S., UK, European, Australian, Asian universities.
Pakistan – Higher Education Commission (2009 – 2011)		✓		✓		Senior executives from 16 universities in Pakistan and other members of Higher Education Commission participated in a learning exchange with U.S. universities to observe their development functions, student and alumni services functions, and their outreach and community functions, including public-private partnerships. The goal is to assist these universities to introduce or expand and professionalize these functions in their universities.

Educational Exchange Programs

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Energy Educational Alliance Support (2004 - 2010)	✓	✓	✓			Work under this task order focuses on building energy management capacities, including business skills and management systems in energy-related agencies and businesses; on improving rural electric services to families and businesses; on creating private energy enterprises; and on restructuring state-owned energy enterprises. The overall impact was not only to establish energy sectors/sub-sectors but to create an effective energy-sector workforce.
Environmental Education and Communications - GreenCom I and II (1993 - 2006)	✓	✓	✓			The task orders under this indefinite quantity contract ranged from improving irrigation and watershed management to ameliorating industrial pollution to promoting adoption of environmentally friendly legislation in developing countries. A critical factor was building alliances with private sector firms and training them in environmentally efficient production methods and good resource management. Another was to help create jobs through use of green technologies.
Ecuador Protected Areas Tourism Program (2007 - 2009)	✓	✓	✓		✓	This program departed from traditional support to the tourism industry by applying an integrated approach that included building management and workforce skills in biodiversity, conservation, human resources management, natural resources management, and investment promotion. Activities focused on workforce development and employment generation for Ecuadorians in rural areas by expanding the tourism sector in an environmentally effective and sustainable way.
India - Point-of-Use Water Disinfectant and Zinc Treatment Project (2005 - 2010)	✓	✓	✓			This project focuses on providing more access to clean water as well as promoting the use of zinc treatment for diarrhea (see health care service below). However, as part of its activities, the project also uses microfinance to reach underserved populations. Activities include identifying local organizations that can manage micro-loans for point-of-use treatment devices, serve as training-of-trainers in the local workforce, and encourage Indian firms to increase production.
Philippines Energy and Environment Policy and Training Program (2002 - 2004)		✓	✓	✓	✓	This program recognized the need for policy, management, and operational expertise to be simultaneously developed in the closely linked energy and environment sectors. It supported activities aimed at building policy, planning, and resource management capacities. Simultaneously it conducted training tailored to people working in related industry strata such as sector-specific management courses, technology tours, and building sector training capacities.
Cross-Reference	Health Care Services, ICT, Tourism profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Afghanistan - Agriculture, Rural Investment, and Enterprise Strengthening Program (ARIES) (2006 - 2009)	✓	✓	✓			The goal of this program is to create jobs and increase access to finance for rural households and enterprise throughout Afghanistan. The program assists local institutions to add well-managed savings and lending product lines, and to engage entrepreneurs to raise financial literacy. The program has reached an estimated 75,000 borrowers, over half of whom are women, who have expanded employment opportunities through their investments.
Pakistan – Financial Aid Development Program (2008 - 2011)		✓	✓	✓	✓	This project works directly with Pakistan's Higher Education Commission to assist it to develop a national student financial aid system and establish offices of development at universities. The project makes dramatic contributions to the education and workforce infrastructures by providing more students with access to education through student assistance programs and by making universities more sustainable and independent by creating professional fundraising offices.
Haiti - Integrated Financing for Value Chains and Enterprises (2009 - 2014)	✓	✓	✓			This project will improve the capacities of a core group of financial suppliers to design and deliver appropriate products along current and emerging supply and value chains. By providing additional access to finance, the project will encourage micro-enterprise expansion and services entrepreneurships as means for filling gaps along key supply and value chains, especially in rural areas. Diaspora-based activities will also encourage investment and skills transfers.
Sudan - Generating Economic Development through Microfinance (2008 - 2011)	✓	✓	✓			Not only is there a lack of access to finance in South Sudan, there is a lack of people who could operate financial programs if they existed. This program seeks to create a cadre of professionals who can operate microfinance activities, create a microfinance association, provide potential borrowers with business and financial literacy, and work with existing financial institutions to mitigate risk and costs as incentives for them to extend services to South Sudan.
West Bank/Gaza - Small and Microfinance Assistance Recovery and Transition (2006 - 2008)	✓	✓	✓			In an economy already severely constrained by conflict and closure, restrictions limiting access to finance make many new business ventures unsustainable. To assist in alleviating this problem, this project offered a series of services, including training aimed at building financial sector literacy and competencies in commercial capital product development, management of credit lines and bank guarantees, insurance, and small and micro business finance lending.
Cross Reference:	Business Skills, Creating Livelihoods Opportunities, and Energy and Environment profile tables.					

Financial Services

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Europe and Eurasia - Participant Training Program (2001 - 2006)	✓	✓	✓	✓	✓	The primary focus of this Bureau-funded program was to develop human capacities in the former Soviet Union and Newly Independent States. The goals were to build institutional capacity through education and training, enhance work place performance of individuals in host country institutions, and offer experiential learning through international participant training. Participants enhanced their leadership and management and public administration skills.
Guatemala - Dialogue on Social Investments (2007 - 2009)	✓	✓	✓			While facilitating a national dialogue on social investments, this project helped to build public finance and investment planning capacities at national and municipal level agencies. It engaged the public and private sectors so each could see what the other saw as opportunities to leverage resources, invest for the public good, and invest for profit in education and health. Key outcomes were models for municipal finance and integrated investment planning training.
Indonesia - Human and Institutional Capacity Development (2007 - 2011)		✓	✓			The goal of this program is to train a new generation of Indonesian civic, economic, and government leaders. Activities aimed to strengthen the managerial, professional, and technical levels of the workforce. Over the life of the project, approximately 500 people will participate in short-term training in the U.S. and third countries, over 75 people will be supported for U.S. graduate and undergraduate degrees, as well as follow-on training once returned to Indonesia.
Iraq - Organizational Management Capacity Building (2009 - 2010)				✓	✓	This project helps to build organizational management skills among members of the Iraq Higher Committee for Educational Development (HCED) by providing advice, mentoring, and training, for developing organizational process that are results driven, are transparent, and that value the commitment and competence of staff. Participants will be exposed to a range of professional development activities in human resources, finance, strategic and planning, among others.
Niger - UNFPA Gender Initiative in Niger (2002 - 2004)		✓		✓	✓	Women's workforce integration is often least visible in the public sector. While it had a broader focus, this project worked with 7 different ministries to promote their efficiencies in developing gender equity strategies, facilitating women's participation in central and regional planning, recruiting women to work in national and regional agencies, and mobilizing resources so that women can more easily be integrated into legal, administrative, economic, and political jobs.
Cross Reference:	Health Care Services, HIV/AIDS in the Workplace, ICT, Leadership, and Trade and Investment.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Africa Regional – Engaging the Private Sector in Child Health (2007)		✓	✓			In Africa, it has been estimated that nearly 80% of treatments for uncomplicated illness, such as fever, are provided through mainly unregulated private sector providers. The potential of the private sector for providing quality services and commodities is great, although the health workforce is largely non-existent in Africa. This research activity identified strategies to move the access to better health care services agenda forward through private sector providers in Ghana, Kenya, Mali, Malawi, Nigeria, Rwanda, South Africa, Tanzania, Uganda, and Zambia.
Africa and Asia Regional – Netmark (1999 – 2009)	✓	✓	✓			NetMark's goal was to expand access to good quality treated mosquito nets to help prevent malaria. A franchising model and a voucher system were introduced to provide incentives for shop owners. This led to interest among local businesses to begin local production. Eventually, a technology transfer program was added in partnership with several international firms. Over a decade, this program engaged over 9,000 retailers, which led to creating hundreds of jobs.
Ghana Sustainable Change Project (2004 – 2009)	✓	✓	✓			GSCP focused on changing behaviors to improve health but did so by engaging the private sector, especially small and medium enterprises, and training local entrepreneurs and government officials on good social marketing practices. An important by-product, however, was the strengthening of firms' general marketing skills and increasing their willingness to carry out health projects and to provide related services. As a result, significant new jobs were created.
Kenya – ALPHA II – Nyanza Province Project (2006 – 2010)		✓	✓			This project's focus is increased access to antiretroviral therapy in Kenya. However, in the process it also implemented activities that strengthened health care management, NGO service delivery, and sector-specific workforce development. The project's clients include public and private sector organizations, ranging from the Ministry of Health to private sector businesses.
Madagascar – Comprehensive Behavioral Change Communications Program (2009 – 2013)		✓	✓			The project's primary goal is to assist the government and non-governmental organizations to incorporate behavioral change communications activities and methodologies into their health sector programs. In the process, people will learn to use communications, as well as health messaging and social marketing tools, which will help to strengthen the enabling environment for health programs by engaging people who work in institutions with linkages to the health sector.
Cross Reference:	HIV/AIDS in the Workplace, Energy and Environment, Leadership, and NGO Strengthening profile table.					

Health Care Services

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Strategically Managing AIDS Responses Together in the Workplace (SMARTWORK) (2001 – 2009)	✓	✓	✓	✓	✓	AED works with the Office of International Labor Affairs at the Department of Labor (DOL) to address issues as diverse as health, education, nutrition, and workforce preparation, all with the goal of reducing the impact of HIV/AIDS around the world. The program has two foci: to reduce the rate of new HIV infections through workplace education, and to assure workplace protection for HIV/AIDS-affected workers.
Namibia – HIV/AIDS in the Workforce Place Program (2008 – 2010)		✓		✓	✓	The Ministry of Education (MOE) not only has responsibility for establishing policies of how to treat HIV/AIDS in education, but also to provide supporting and enabling environments to its own employees. Among other things, this project focuses on attitudes and behaviors among the MOE workforce, creating a healthier workplace for instructional and other staff, and students, and integrating health information into life skills curriculum and teacher development programs.
SMARTWORK Ukraine (2006 – 2008)	✓	✓	✓		✓	This project helped establish a Tripartite Advisory board (TAB) to create workforce strategies, provide legislative assistance, and advise businesses and projects on HIV/AIDS-related policies. The project provided support to the Ministry of Labor and Social Support as well as engaged businesses, union, and youth labor centers in training and organizational development activities.
SMARTWORK Vietnam (2006 – 2008)	✓	✓	✓		✓	With the same general emphasis as other SMARTWork programs, the Vietnam project also worked on legal issues, workplace stigma and discrimination, and agency and corporate policy formulation. These measures lead to improved human resources management as well as legal frameworks for workers, managers, and their families who are affected by HIV/AIDS. Counterparts included businesses, labor unions, and multiple agency and NGO stakeholders.
South Africa – HIV/AIDS in the Workplace Program – Education Sector (2008 – 2009)	✓	✓	✓	✓	✓	In conjunction with the HIV/AIDS Prevention Care and Treatment Access Project for South African Teachers, AED provided technical assistance for design and methodology, building training capacities in the Ministry of Education, in education associations and in the education employee trade union. AED assisted these organizations to create dual strategies for dealing with learning, stigma, and treatment issues that face students when attending school, and for dealing with the same issues among the education workforce across institutional systems.
Cross Reference:	Creating Livelihoods Opportunities, Labor Rights and Employment, Leadership, and NGO Strengthening profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Global - Digital Opportunity through Technology and Communications Access (dot.ORG) (2001-2008)	✓	✓	✓	✓	✓	This project had several key components, one being to assist countries to develop ICT workforces, especially by supporting networks of entrepreneurs, particularly women. Assessments focused on examining traditional sectors of the economy to identify areas where expansion and job growth can be facilitated by introducing ICTs. Examples include agriculture, business support systems, education, health, social services, and trade and investment.
Global - Fostering Agriculture Competitiveness by Employing Information and communications Technologies (2009 - 2011)	✓	✓	✓			Food insecurity remains a serious issue for millions of people living in sub-Saharan Africa, even though 85 percent of the population is engaged in agriculture. A key problem is that even small scale ICTs are not effectively utilized along food and agriculture value chains. This project assists local agencies and enterprises to address technology gaps that hinder cost effectiveness and value-added processing, as well as to help develop local ICT-literate agricultural workforces.
Bosnia - Excellence in Innovation (2007 - 2010)	✓	✓	✓	✓		This project uses ICTs to generate employment and to promote expansion of competitiveness in Bosnia and Herzegovina. It focuses on private sector productivity by providing assistance to entrepreneurs and firms to establish and operate e-Biz service centers in order to provide people with the computer skills needed by employers that are expanding their utilization of ICTs.
Macedonia Connects (2004 - 2007)	✓	✓	✓	✓		The ultimate goal of this project was to give every student in Macedonia a gateway to the world through Internet connectivity. The project contributed significantly to building a strongly ICT literate and engaged young labor pool and to greatly strengthen Macedonia's training and workforce infrastructure. Activities ranged from helping connect over 360 primary schools, 100 secondary schools, 24 secondary school dorms, and 11 universities to wireless Internet access.
Sub-Saharan Africa - WiderNet (2003 - 2006)			✓			WiderNet worked with African universities to unblock information bottlenecks in support of enhancing schools' teaching and research capacities. The project trained library staff (a high percentage of which were women) to digitize materials and create electronic files, and professors and students how to use Internet searches for instruction and research. University staff were also trained in computer facilities and network maintenance as well as user support.
Cross Reference:	Education Systems, School-to-Work Transitions, Women's Workforce Integration, and Youth Employability profile tables.					

Information and Communications Technologies

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Abkhazia and Georgia – Young Leaders for Peace and Development (2002 – 2004)	✓	✓	✓			Over 500 vulnerable youth per year, ages 14-18, participated in summer camp programs that equipped them with skills needed in their communities and which generated job opportunities (over 8,000 total participants). The project provided training-of-trainers activities to 75 adults who would manage on-going activities in local centers and in future camps. Courses offered at these summer camps included business skills, entrepreneurship, and NGO management.
Global - International Visitors' Leadership Program (1979 – 2010)		✓				I.V.P. seeks to build mutual understanding between the U.S. and other nations while also providing participants with access to leadership and professional development training and study tours for current and emerging foreign leaders. Under the sponsorship of the Office of International Visitors at the U.S. Department of State, which manages and funds the I.V.P, over 180 world leaders, including current and former heads of state have participated in this program.
Iraq – Young Leaders Exchange Program (2008 – 2010)	✓	✓				With support of the U.S. Embassy/ Baghdad, this program enables 50 highly motivated undergraduate students from Iraq to attend intensive academic summer programs in the U.S. Program themes are science and technology, public policy, and leadership – fields of study which had become nascent under the previous Iraqi regime. The goal is for students to develop interests in these fields as professional careers and to assist their universities to start programs.
Southern Africa – Kellogg Foundation Leadership Program (2007 – 2009)	✓	✓	✓			This project promotes leadership development by organizing workshops and graduate-level exchanges and by supporting master's and doctoral studies. Students and young professionals participate in a variety of training activities including conferences, internships, and workshops on community and policy leadership. Participants have come from Botswana, Lesotho, Malawi, Mozambique, South Africa, Swaziland, and Zimbabwe.
Zimbabwe – Leadership and Investment in Fighting HIV/AIDS (2001 – 2006)	✓	✓	✓		✓	In partnership with the U.S. Department of Labor, this program focused on assisting prevention of the spread of HIV/AIDS in the workplace or through work activities. It helped to increase understanding of the existing impacts of HIV/AIDS in Zimbabwe, to mobilize a workplace policy program for agencies and businesses employing affected people, and to increase the number of organizations, including businesses and unions that focused on HIV/AIDS work-related issues.
Cross Reference:	Business Skills, Education Systems, NGO Strengthening, School-to-Work Transitions, Women's Workforce Integration, and Youth Employability profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Botswana – Capable Partners Program (2008 – 2012)	✓	✓	✓	✓		This project focuses on the organizational and staff development of local NGOs and NGO networks. In doing so, training and work-related activities have been implemented in business development, health, environment, ICT, public-private partnerships, and training center support. It has also helped create jobs and improve management across multiple sectors through NGOs and increased the professionalism and sustainability of services delivery through local entities.
Jordan Civil Society Program (2008 – 2012)	✓	✓	✓	✓		After passing the Law of Societies, Jordan faced a test of its ability to actually facilitate growth and promote professional management of independent CSOs and NGOs. This project assists CSOs and NGOs to develop policy-level credibility for reform advocacy, to build stronger organizational structures, to develop financial sustainability, and to implement staff development activities that build management, planning, and research skills, which also help create new jobs.
Kenya – Kenya Small Grants and Institutional Support Program II (2005 – 2010)	✓	✓	✓	✓	✓	This project's objective is to improve the quality of services provided by Kenyan NGOs, with emphasis placed on those working with HIV-affected orphans and vulnerable children. Grants supported a range of workforce-related activities aimed at improving service delivery, including enhancing skills in business planning, project finance, grants management, human resources, staff development, process improvement, organizational development, and strategic planning.
Moldova – Civil Society Strengthening Program (2009 – 2012)	✓	✓	✓			The purpose of the program is to strengthen Moldova's civil society sector. There four main objectives are: enhancing CSO staff skills by providing competitively awarded hands-on technical assistance, and training; improving their organizational capacity, transparency and human resource management; strengthening their legal and fiscal frameworks; and improving CSO capacities to better manage the resources from government and private sector partners.
South Africa – Achieving Sustainability Through Strategic Information, Support and Training (2007 – 2012)	✓	✓	✓	✓		The program awards grants to a limited number of high-potential NGOs working on HIV/AIDS programs in the following areas: HIV prevention, care, treatment and support; organizational development; monitoring and evaluation; and finance management. An important component of this program is to build these NGOs' management capacities, and well as their constituents' capacities, to use information technologies to enhance service delivery as well as training.
Cross Reference:	Education Systems, Health Care Services, Leadership, School-to-Work Transitions, Women's Workforce Integration, and Youth Employability profile tables.					

NGO Strengthening

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Brazil - After School Math, Science, and Employability Education (2007 - 2009)	✓	✓	✓	✓		AED and the World Fund Foundation partnered to create an after-school math, science, and employability program for disadvantaged youth. The program provided safe and creative educational environments for disadvantaged youth as well as opportunities for tutoring in math and sciences to help level the playing field and increase their career and employment options.
Brazil and South Africa - Intel Partnership for Computer Clubhouses (2003 - 2006)	✓	✓	✓	✓		AED worked with USAID and Intel to create computer clubhouses in Brazil and South Africa. These centers served multiple purposes, including provision of creative learning environments for underserved youth in areas ranging from computer applications to robotics, provision of safe after-school community centers, and assistance to young people to attain employable skills.
Djibouti - Educational Quality Improvement Program 2 (2008 - 2009)		✓	✓	✓		The project's main focus has been to assist schools with curriculum reform, teacher training, and to create modern education management information systems. In the process, the project has helped Djiboutian schools develop school-to-work transition activities, integrate employability skills training for teachers and students, and engage the public and private sectors.
Jordan - Education Reform for the Knowledge Economy (2004 - 2008)		✓	✓	✓		This project combined two objectives: to provide teachers the skills needed to teach using ICT media and resources and to improve the overall workforce by enhancing students' computer utilization capacities for entry into technology careers. Beyond teacher training, activities included creation of "management information streams" for grades 11 and 12 to better prepare youth for entering the workforce, and a pilot school-to-work program with ICT businesses.
Morocco - Advancing Learning & Employability for a Better Future Project (2004 - 2009)	✓	✓	✓	✓	✓	The project strengthens vocational education and creates professional "competency networks." Approximately 9,000 instructors and training center managers have participated in training activities focused on employability issues. Entrepreneurship courses were introduced in over 25 middle schools, reaching 5,500 students. Of the over 840 participating girls, 90% advanced to the next academic level. Twenty-eight NGOs provided over 10,000 women with business skills training.
Cross Reference:	Business Skills, Creating Livelihood Opportunities, Education Systems, School-to-Work Transitions, Women's Workforce Integration, and Youth Employability profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Dominican Republic - Sustainable Tourism Alliance (2007 - 2012)	✓	✓	✓			The project brings together national, regional, and international tourism enterprises and NGOs to address multi-dimensional aspects of sustainable tourism in the Dominican Republic. The goal of the program is to better equip and strengthen local tourism enterprises and their employees to develop the industry and secure significant international investment. Managers and workers across the tourism cluster will be engaged and exposed to industry best practices.
Ethiopia - Sustainable Tourism Alliance (2008 - 2013)	✓	✓	✓			Even though it has notable historical attractions, Ethiopia ranked 117th of 124 in the World Economic Forum's Travel and Tourism Index for 2007. To a significant degree, the project increases business revenue and employment by professionalizing the sector's workforce. A major part of the project is training people in marketing and promotion, installation, and use of automated systems, food service management, and international tourism standards.
Mali - Voss Water to Support Villages (2008 - 2010)	✓		✓			The Dogon areas of Mali have long been isolated from technologies, seriously limiting economic opportunities. A growing number of "tourism camps" have made the most significant contribution to economic growth in recent years. However, access to clean water is a major obstacle. This modest project trained people in water management at the village level to promote tourism.
Montenegro Sustainable Tourism Alliance (2008 - 2013)	✓	✓	✓	✓		The goal of this project is to use public-private partnerships to create business and employment growth, and environmentally sustainable enterprises in the tourism sector. To do so, people will receive targeted training along the countries' tourism supply chains, from agriculture to facilities management to niche products that can be sold to tourists or as parts of tourism packages. Strengthening delivery, distribution, and marketing skills is a significant component in MSTA.
Uganda - Sustainable Tourism in the Albertine Rift (2009 - 2014)	✓	✓	✓			STAR intends to improve the competitiveness of Uganda's tourism industry through developing market-driven product development opportunities; creating linkages between tourism, natural resource stewardship and biodiversity conservation; fostering business-to-business linkages and investment; and improve local workforce capacity via training and professional services activities.
Cross Reference:	Creating Livelihoods Opportunities and Energy and Environment profile tables.					

Tourism

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Global - General Business, Trade, and Investment II (GBTI II)	✓	✓	✓	✓	✓	AED's role in this IQC consortium is to lead capacity building, participant training, and workforce initiatives in trade and investment projects and task orders. Providing research services is also an important part of AED's scope of work in its partnership with Booz Allen Hamilton for GBTI II. The program's objectives are to focus on devising and implementing strategies for leveraging trade, international investment, and technology transfer to promote business competitiveness.
Global - Strategic Technical Assistance for Results with Training (2001 - 2007)	✓	✓	✓	✓	✓	This program organized training for a variety of public agencies and private enterprises to improve trade policy capacities, facilitate bilateral, regional, and multilateral trade agreement implementation, as well as to improve import and export performance. A primary theme was to facilitate the adoption of modern managerial practices in trade-related agencies, such as customs agencies, as well as to build trade linkages and professional skills for businesses.
Macedonia - ICTs for Local Economic Activity Development (e-BIZ) (2003 - 2006)	✓	✓	✓	✓	✓	This project helped mitigate the impacts of devastatingly high Macedonian unemployment rates (over 30 percent) by building the capacities of small and medium enterprise to use ICTs to improve their competitiveness in local and international markets. E-BIZ employed a business service center approach to address both supply and demand factors, such as using ICTs to maintain better records, to improve use of trade information, and to exploit export opportunities.
Philippines - Using Information Technology to Transform the Marine Aquarium Trade (Tracking Nemo) (2005 - 2006)	✓	✓	✓			Marine aquarium trade provides significant levels of employment in many coastal areas, but if not done through good practices and to international trade standards the environmental impact can be severe and the export and import potential severely limited. This project worked in seven municipalities to install traceability IT systems that helped ornamental fish catchers and sellers to document methods, track inventories, market their products, and increase exports.
Global - U.S. Trade and Development Agency IQC (2008 - 2012)		✓	✓			AED manages a U.S. Trade and Development Agency (USTDA) indefinite quantity contract for research, evaluation, and training. Through these activities, USTDA will advance economic development by transferring technical expertise and fostering the creation of linkages between U.S. and developing, middle-income countries. Areas of focus include trade capacity building, customs modernization, intellectual property rights, trade in energy, market expansion, trade and labor, and workforce development. Activities include a range of trade training exercises.
Cross Reference:	Business Skills, Creating Livelihood Opportunities, and ICT profile tables.					

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Bangladesh and Vietnam – Empowering Women through Research (2002 – 2006)		✓		✓		This activity was part of the Empowerment of Women Research Program, which studied the confluence of factors that determine women's entry into health profession positions. An important part of these activities taught people how to generate high quality, in-depth data on the roles and programs on shifting the position of women. In the process, people learned data collection and analytical skills, which enabled them to enter long-term research positions.
Brazil – Young Women in Action – (2008 – 2011)	✓	✓	✓			This Nike Foundation program focuses on providing young women from the most vulnerable and at-risk communities in Brazil with safe places to learn and study and gain access to skills building activities. They move through a series of ICT-based courses that improve computer, life, literacy, and work skills. Local community businesses are also engaged to make the program more sustainable and to provide jobs placement opportunities for program participants.
Global - Women Leadership Training in Economics (2007 – 2011)		✓				This project seeks to combine leadership training and higher education to women wanting to enter the field of economics. Talented women are brought from abroad to participate in a two-year master's degree programs in the U.S. The goals include increasing the number of women with economics-related policy skills and integrating more women into professional positions.
Morocco – Women's Literacy (2008 – 2009)		✓	✓	✓		This project aimed to contribute to women's literacy at all levels through model classroom teacher training, engaging associations in different regions to provide out-of-school training, and increasing digital readiness. While reducing illiteracy was the ultimate goal, activities also provided women with additional employable skills, such as basic computer training. The project also coordinated with the ALEF project to leverage resources and facilitate on-going education.
North Africa - Women in Law (2007 - 2010))	✓	✓	✓			The Women in Law program assists Arab women lawyers to advance in their professional careers and encourages women to study law and enter professional employment in this field. Activities supported by this project include support for business networking, leadership courses and exchanges, mentoring, training in client relationships, and assistance to new entrants to gain employment. The project also assists with improving access to legal resources.
Cross Reference:	Business Skills, Creating Livelihoods Opportunities, ICT, Government Efficiency, Leadership, School-to-Work Transitions, and Youth Employability profile tables.					

Women's Workforce Integration

Project Title	Builds Job Skills	Creates Next Generation Jobs	Engages the Public and Private Sectors	Strengthens Workforce Infrastructure	Professionalizes Human Resource Management	Project Profile
Brazil – Bridging the Digital Divide - Youth Employability Program (2002 - 2004)	✓	✓	✓			This project implements employability activities that focus on ICT education for exceptionally poor and disadvantaged youth (ages 16-24) and on guiding them to begin careers in the ICT sector. The program tested 50 youth, equally divided between boys and girls, in one of the poorest parts of Recife, Brazil. Six months after the completion of initial program activities, 88% of graduates were employed and one year later some 93% remained employed.
Columbia, Ireland, the UK - Johnson and Johnsons Bridge to Employment Program (1992 - 2010)	✓	✓	✓			In 1992, Johnson and Johnson launched its Bridge to Employment Initiative (BTE) in an effort to retain more at-risk students in school and transition them into health-related careers. The initiative supported work-based learning and development of long term partnerships with businesses, educators and NGOs. The program continues today and is being replicated in Bogotá, Columbia, in Cork, Ireland, and in Inverness and Livingston, Scotland.
Mozambique – Youth Employability Program (2009)	✓	✓	✓			Under the Programa Para o Futuro contract, AED implemented a youth workforce development activity in Mozambique. Youth learned computer skills, were matched with mentors, and participated in group activities aimed at building their confidence and helping them develop basic career plans and strategies for entering the workplace.
Nigeria - Global Development Alliance - Sun Microsystems and Chevron-Texaco (2002 - 2007)	✓	✓	✓			AED and USAID's Global Development Alliance Office formed a 5-year project with Sun Microsystems and other firms to enhance education in Africa and Latin America. An important activity implemented under this agreement was an accelerated learning project in Nigeria to prepare out-of-school youth for work. This project segment was supported by Chevron-Texaco.
Peru - Group of Eight Rural Connectivity Program (2007 - 2010)	✓	✓	✓	✓		This project focuses on providing connectivity to rural communities and municipalities to spur economic growth and improve local services. Private Internet operators and related companies, including training center entrepreneurs, are particularly important target groups because of their abilities and willingness to hire people who are trained to work in an ICT-enabled environment. This significantly improves employability, especially among young people in the area.
Cross Reference:	Business Skills, Creating Livelihoods, Educational Systems, Employment and Labor Rights, ICT, and Women's Workforce Integration.					

For more information contact:
AED Center for Enterprise and Capacity Development
1825 Connecticut Avenue, NW
Washington, DC, 20009
202-884-8972
www.aed.org

The AED Center for Enterprise and Capacity Development (CECD) provides human and institutional development strengthening to increase economic opportunities, improve living and working conditions, better utilize energy resources, and enhanced governance and public administration through technical assistance, project management, training, and educational programs. CECD's specific areas of staff consulting expertise are developing and implementing human resource management initiatives, international workforce initiatives, supporting jobs creation through enterprise development, financial leveraging for micro-enterprise support and micro finance activities, advancing sustainable energy systems, improving food security, and economic strengthening for vulnerable children.

AED's mission is to make a positive difference in people's lives by working in partnership to create and implement innovative solutions to critical social and economic problems.



HEALTH | EDUCATION | SOCIAL AND ECONOMIC DEVELOPMENT

1825 Connecticut Ave., NW
Washington, DC 20009-5721
Tel. (202) 884-8000
Fax (202) 884-8400
www.aed.org

The Academy for Educational Development (AED) is one of the world's foremost social change organizations, working globally to improve education, health, civil society, and economic development—the foundation of thriving societies. Working collaboratively with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to complex social and economic challenges. AED currently is leading more than 300 programs serving people in more than 150 countries and all 50 U.S. states.