

IMPACT REPORT 2020/21



Prince's Trust
International



A WORLD TRANSFORMED



This has been a year like no other. At Prince's Trust International, we pride ourselves on being agile and responsive to the changing landscape for young people. This has been tested to the limit but we are delighted to have almost doubled our support for young people.

Young people have been less vulnerable to the severity of Covid-19 than their parents and grandparents, but the effect on their education and livelihoods has been devastating. Even before the pandemic, youth unemployment was an urgent global challenge. Now, the situation is critical.

Necessity and innovation

There is, however, hope. In the face of adversity, people around the world have displayed astounding creativity, determination and resilience. Necessity has driven innovation.

This year, despite the pandemic, our programmes have reached almost twice as many young people as last year. This was thanks, in part, to our rapid pivot to digital delivery. In a world transformed, we had to transform our work. We reached four out of five young people through digital means, simultaneously piloting new content, new tools and new channels in multiple countries. It was a major undertaking, and one of which we are very proud.

Meanwhile, our ability to measure the impact of our work – as this report outlines – has got deeper and richer. We know that four in five young people have improved their soft skills as a result of our programmes and that more than two-thirds were in work, further education or training three months after completing our employability programmes.

Reset and recovery

As we emerge from the pandemic, we know we cannot go back to business as usual. Covid-19 has provided a wake-up call that the world cannot ignore, highlighting systemic inequalities and fragilities, and exposing the cost of economic policies that have, for decades, neglected environmental stewardship.

We now have a unique window of opportunity to reset our systems, structures and behaviours for a sustainable, inclusive and gender-equal recovery. If it is to be successful, that recovery must have young people at its heart. Our research project on the future of work has demonstrated that young people around the world see themselves as agents of change in tackling some of the world's biggest issues.

Looking forward

At Prince's Trust International, this means accelerating our investment in green programming – encouraging green innovation in enterprise, connecting young people with opportunities in low carbon sectors and preparing them to thrive in the sustainable industries of tomorrow. This means taking forward the learning from this year's rapid pivot to digital delivery, so that we can continue to build and enhance our digital offer, increasing our reach and relevance.

Above all, it means redoubling our efforts to build and nurture partnerships so that, together, we can effect change at scale. That's why this report focuses on the Sustainable Development Goals. These are goals that every United Nations member state has signed up to, and which we all have a role in delivering – every government, every business and every organisation. They provide the framework for us to build a better future.

We are committed to playing our part.

Will Straw

Will Straw, CEO



Achieve, Jamaica

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AT A GLANCE: OUR YEAR IN NUMBERS



10,631

young people reached



95%

increase in young people supported compared to 2019/20



79%

supported virtually



13
countries

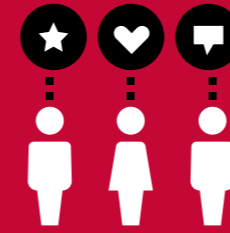


29
local partners



66%
of our support went to girls and young women

POSITIVE OUTCOMES



81%

improved their soft skills



61%

developed new skills through online learning



68%

went into employment, training, education or volunteering¹



68%

received a job offer or went in to a positive outcome in India

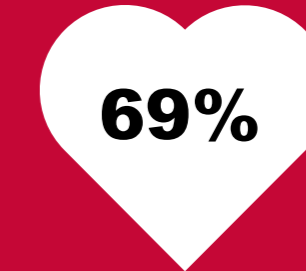
SOFT SKILLS AND CONFIDENCE



69%

say their confidence improved

Average scores up by **45%**



69%

say their ability to manage feelings improved

Average scores up by **52%**



65%

say their communication skills improved

Average scores up by **47%**

¹This figure reflects our employability programmes except India as this is reported separately.

WHERE WE WORK



 Prince's Trust International Programme Delivery



Enterprise Challenge, Kenya

ABOUT US

Prince's Trust International has been supporting young people worldwide since 2015 and now works in 13 countries. We were founded by HRH The Prince of Wales to tackle the global crisis of youth unemployment, building on four decades of experience in the UK.

We believe that every young person should have the chance to succeed. In a rapidly changing world, we deliver education, employment and enterprise programmes that empower young people to learn, earn and thrive.

How we work

With a global network of local partners, we develop programmes and interventions to help young people build their own futures. This work draws on over 45 years of operational experience delivering youth skills programmes.

We believe that local organisations, embedded in the communities they serve, are best placed to understand and respond to local needs. As such, we work flexibly through our partners, blending our expertise and theirs, to design and deliver programmes that work.

We offer a range of flexible, modular skills programmes, whose content and timescales can be adapted to meet local needs.

Alongside these core programmes, we support partners to design and deliver bespoke projects, or to enhance their existing programme delivery.

We are committed to amplifying the voices of young people on the global stage and putting their needs at the heart of the design and delivery of our work. This complements global efforts to deliver the Sustainable Development Goals, particularly those relating to quality education, gender equality, decent work and climate action.

Our programmes

Our education programmes provide alternative approaches to learning, focusing on personal development and on building skills for employment and enterprise.

Our employment programmes work with partners and employers to enable young people to develop workplace skills and access opportunities that deliver tangible employment outcomes.

Our enterprise programmes give young people the chance to explore business management and equip budding entrepreneurs with the skills and knowledge they need to succeed.

 **27,000**
young people
reached since our launch

 **95%**

increase in young people reached
compared to 2019/20

13
countries



Ekalale Susan, Kenya: 2021 Global Award Winner and entrepreneur

Ekalale Susan (20) is in her final year of school. She lives in Turkana County, Kenya's poorest region, with her parents and two sisters. When the Covid-19 pandemic cost her parents their jobs, Ekalale Susan stepped up to support her family.

Inspired by the food business she had trialled in the Enterprise Challenge programme, Ekalale Susan set up a food stall of her own. It is now her family's main source of income.

In 2020, our partner Asante Africa Foundation (AAF) became the first organisation in Kenya to trial Enterprise Challenge, targeting young people from their after-school leadership and entrepreneurship clubs. When the pandemic hit, AAF adapted their delivery to work with smaller groups in community settings.

In March 2021, Ekalale Susan was named the winner of The Prince's Trust Global Award 2021, which celebrates young people who have taken extraordinary steps to improve their lives.

“

**IT WAS A REALLY USEFUL PROGRAMME.
IT CHANGED MY LIFE BECAUSE IT ENABLED
ME TO START MY BUSINESS.”**

Ekalale Susan

COVID-19 AND DIGITAL TRANSFORMATION

The world is facing an unprecedented challenge. The coronavirus pandemic has brought economic turmoil in its wake, and staggering numbers of lives and livelihoods have been affected. This year, in a world transformed, we have transformed our work.

Young people worst hit economically

Although better able to withstand the virus, young people have been the worst affected by the economic fallout. The pandemic has proved particularly damaging for sectors which traditionally employ young people, such as retail, hospitality and tourism. Youth unemployment is running well ahead of broader trends. In May 2020, the International Labour Organization reported that more than one in six young people were out of work because of Covid-19.

The educational impact has also been catastrophic. According to UNICEF, by April 2021, 800 million children were still not fully back in school. Millions of these, particularly girls, may never return.

Across the international development sector, organisations have found themselves trying to respond to a soaring need for assistance, while simultaneously facing funding shortfalls and lockdown restrictions which made in-person programme delivery difficult or impossible.

Given the increasing spread of transmission, low access to vaccines within poorer countries and emerging variants of concern, it is clear that the pandemic is far from over.

Crisis and opportunity

In 2019/20, most Prince's Trust International programmes were delivered locally by partners, in settings such as classrooms, youth centres, workplaces and training halls. Many of our programmes already used digital tools, and we reached 42% of young people through a blended model – a mixture of face-to-face and virtual learning.

This year, the pandemic led us to accelerate dramatically our investment in digital tools, content and delivery. For the first time, many partners delivered entire programmes online. Four out of five young people were reached through digital means.

Virtual delivery offers a range of opportunities. Digital programmes or modules, once developed, can reach more people across more locations more quickly, and are not limited by social distancing, travel or venue accessibility. Online channels can maximise our reach and relevance, and virtual programmes support young people to develop vital digital literacy skills. Among our partners, 71% are keen to continue to deliver content virtually even when the pandemic is over.

However, there are drawbacks too. The world faces a major digital divide. Many young people struggle to access appropriate technology or to afford data charges – girls and women are worst affected. It is therefore vital that we closely monitor and evaluate our emerging digital programmes, so that we can refine and enhance our digital offer.

Our research this year found that although 60% of young people agreed that it was easy to get online, almost half had to borrow equipment in order to do so. The overwhelming majority (90%) of those without access to the right equipment were female. This highlights the need for us to carefully consider gender implications for future digital delivery.

Although 61% of young people say that our online learning helped them to make changes to their life, the majority also expressed a preference for face-to-face or blended programmes, when possible.



79%

of participants were reached through digital means



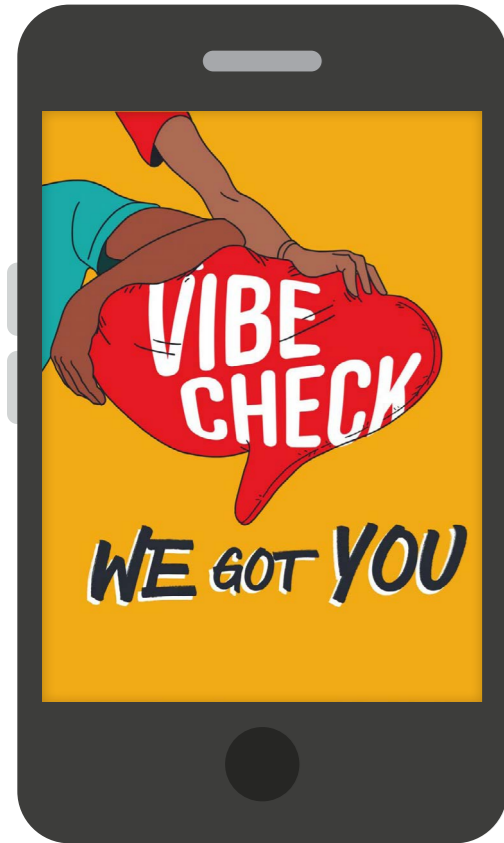
61%

say online learning supported them to make changes to their life¹

¹ Data refers to a sample of 364 young people from India and Jordan.

Team, Malaysia

UTILISING DIGITAL TOOLS



Spotlight programme: Vibe Check, Direct Delivery

Vibe Check is our first direct digital programme, designed by Prince's Trust International to create a safe and supportive online space for young people to develop key life skills. Young people sign up to receive automated tips and advice over WhatsApp.

Our first pilot, launched in Barbados in 2020, was tailored to build the soft skills highlighted locally as priorities for employment: confidence, communication and managing feelings. The content was developed in collaboration with young Barbadians. 89% of participants said the content was relevant to them and 48% said they would do something differently as a direct result of the programme.

The pilot programme has reached over 320 young people so far. We are currently piloting it in a second country, Ghana. The content is localised to the needs of young Ghanaians, with a focus on supporting young people who have self-employment goals – building on our core content in confidence and communication with the addition of a module on 'managing money'.



I WILL THINK BEFORE I DO. I WILL LET MYSELF BE FREE AND OPEN TO NEW OPPORTUNITIES AND POSSIBILITIES. I WALK WITH CONFIDENCE AND WITH MY HEAD HELD HIGH.”

Vibe Check programme participant, Barbados

Spotlight programme: Enterprise Challenge, Pakistan Delivery partner: SEED Ventures

Enterprise Challenge enables small teams of school students to learn practical business skills through coaching, mentoring and a business simulation game. They then develop and pitch their own enterprise ideas in a national competition. The programme has been running in Pakistan since 2016.

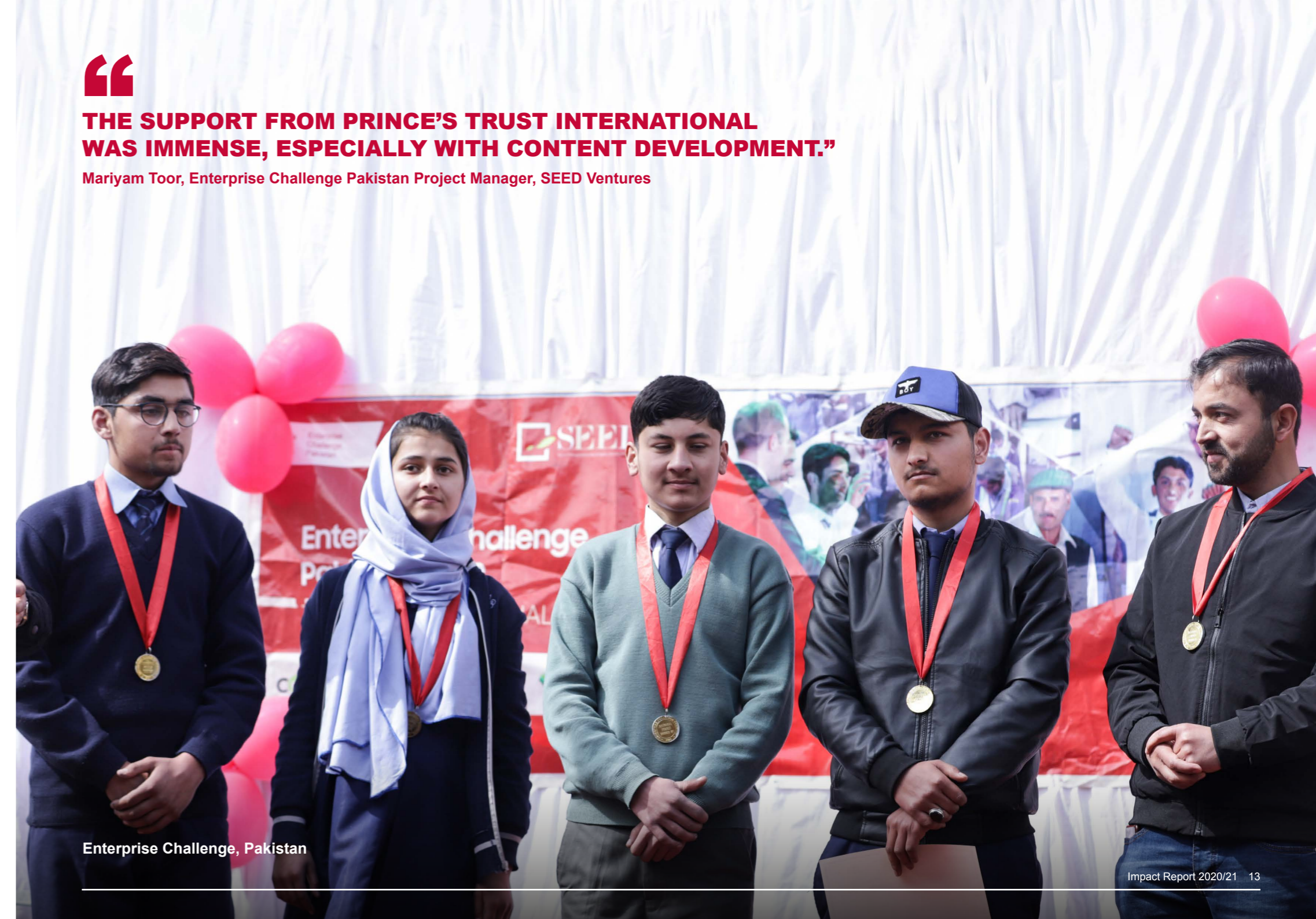
Though the simulation game has always been digital, this year the entire programme had to shift online due to Covid-19. This included the course content, mentoring sessions and the live national finals event. 260 students across 19 schools took part, supported by 40 experienced mentors from the business world.

Despite some technological and accessibility issues, the six-week remote programme left 90% of participants reporting improved soft skills, and 87% feeling more capable of starting their own business one day. Young people reported particular improvements in communication, confidence, decision-making and problem-solving skills.



THE SUPPORT FROM PRINCE'S TRUST INTERNATIONAL WAS IMMENSE, ESPECIALLY WITH CONTENT DEVELOPMENT.”

Mariyam Toor, Enterprise Challenge Pakistan Project Manager, SEED Ventures



Enterprise Challenge, Pakistan

THE SUSTAINABLE DEVELOPMENT GOALS

The 17 Sustainable Development Goals (SDGs) provide a global blueprint for dignity, peace and prosperity for people and the planet, now and in the future.



Running from 2015 – 2030, the SDGs express global priorities and aspirations to address economic, social and environmental challenges. In the context of Covid-19, they provide a framework for a recovery that will lead to greener, more inclusive economies and stronger, more resilient societies.

Every UN member state has committed to these interconnected goals, with the emphasis being that these are goals for everyone to work towards – every government, every business and every organisation.



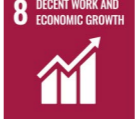

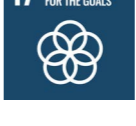
Having this common frame of reference helps us to build stronger partnerships and relationships with our funding and delivery partners, who are drawn from government, the private sector and civil society in different countries.

The two goals central to our mission are goal four, which focuses on quality education, and goal eight, relating to decent work and economic growth. These goals include specific targets and indicators explicitly linked to the development of work-appropriate skills, and to reducing the numbers of young people not in education, employment or training.

Crucially, there is also an acceptance of quality. The goals recognise that young people should not just be forced to settle for any job, but that they undertake 'decent work'. This concept includes considerations around safety, sustainability, fair wages, security and social protections.

The SDGs are interconnected and interdependent. Alongside those goals focused explicitly on education, employment and enterprise, our programmes also make meaningful contributions towards the goals around gender equality, climate action and partnerships for the goals.

OUR FOCUS GOALS

Goal	Theme	Summary
	Quality education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
	Gender equality	Achieve gender equality and empower all women and girls.
	Decent work and economic growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
	Climate action	Take urgent action to combat climate change and its impacts.
	Partnerships for the goals	Strengthen the means of implementation and revitalize the global partnership for sustainable development.



QUALITY EDUCATION

Goal four seeks to achieve inclusive and equitable quality education and to promote lifelong learning opportunities for all.

- 4.1: Ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.
- 4.4: Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.



Team, Malaysia

★ ★ ★
★

81%
of young people rated their soft skills more highly after the programme

Our work contributes to two particular targets:

Our programmes

Our education programmes promote alternative approaches to learning. They focus on personal development, and on building skills for employment and enterprise. We offer two main programmes, supporting delivery partners to adapt the framework and content to their local context. These programmes reached 4,268 young people in 2020/21.

Achieve (1,109 young people in Barbados, Ghana, Malta, Malaysia, Jamaica and Trinidad and Tobago).

Aimed primarily at school students at risk of underachieving, Achieve sees students build confidence and skills by working on hands-on projects and activities in small groups. In the UK, the Achieve programme has a GCSE-equivalent qualification.

As Achieve programmes are mainly based in schools, they were badly hit by school closures. Some paused until classrooms re-opened, while others went ahead in community settings or online – with the latter including new digital modules focused on wellbeing and resilience.

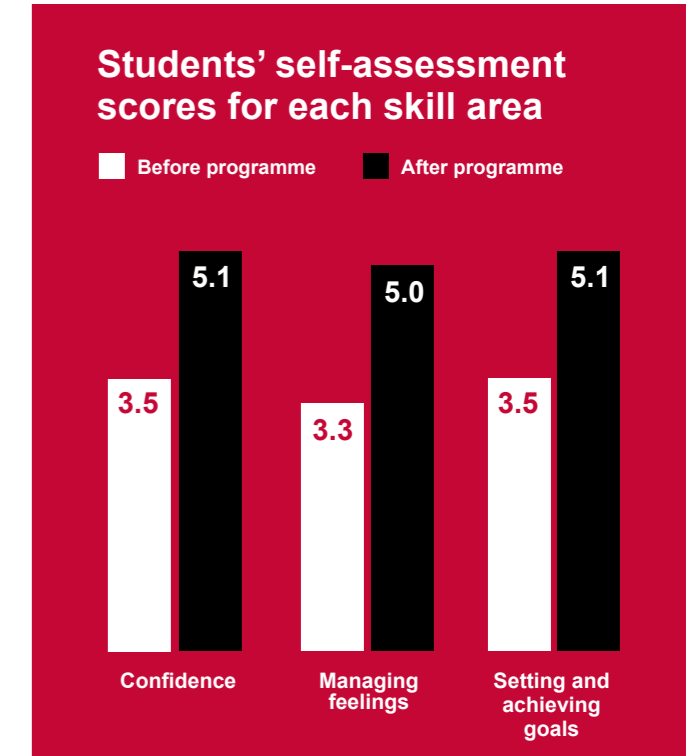
Enterprise Challenge (3,043 young people in Barbados, Jordan, Kenya and Pakistan).

Enterprise Challenge enables small teams of school students to learn sustainable entrepreneurship skills through coaching, mentoring and our online business simulation game, Pop-Up. In Jordan and Pakistan, partners delivered the programme entirely online this year, while in Barbados and Kenya, roving staff worked face-to-face with smaller groups in community settings.

Impact: building soft skills

Our programmes focus on empowering young people. As such, they encourage them to assess their own progress – a new concept for many participants. Students measure their progress in six social and emotional learning areas – the ‘soft skills’ that tend not to be covered in formal education settings, but that are crucial to young people’s capacity to learn, earn and thrive.

The skills areas where most students reported improvement were confidence and managing feelings, with 69% reporting improvements in each of these areas; setting and achieving goals (66%) and communication (65%). Students’ average scores increased by around 50% (with a range of 45%–52%) across these four areas.





I ENJOYED THE GARDENING MOST, I ENJOYED LEARNING ABOUT PLANTING AND WORKING TOGETHER WITH THE OTHER STUDENTS, BEING A TEAM... IT FELT LIKE WE HAD AN OPPORTUNITY TO PROVE OURSELVES, AND WE TOOK IT."

Rasidi, Malaysia

**Spotlight programme:
Achieve, Malaysia
Delivery partner: Science of Life
Studies 24/7 (SOLS)**

This year saw the launch of our first Achieve programmes in Malaysia. When coronavirus hit, our delivery partner SOLS quickly and creatively adapted their plans, trialling online sessions for urban youth alongside face-to-face sessions in indigenous rural communities. Together, these pilots reached 169 young people. In terms of in-person delivery, SOLS focused on empowering two staff members from indigenous (Orang Asli) backgrounds to deliver specific modules of the Achieve programme in their home villages, both remote communities in jungle areas. This enabled SOLS to reach young people without the need for students to travel.

Students from these villages mention their community projects – such as renovation and gardening ventures – as a particular highlight. As well as enabling young people to apply and practice a range of skills, planning and delivering real-life projects builds self-esteem and fosters a can-do attitude. This transforms the way that young people view themselves and the way that others see them. Students assessed themselves before and after the programme. Average scores increased significantly across the board, with particular progress in communication (53% increase in scores) and leadership (50% increase in scores).

By the end of the pilot:

- **80% of the young people felt more positive about progressing their education and employment aspirations.**
- **83% were more confident about their communication skills, including their ability to deliver a presentation.**
- **79% of participants reported greater confidence working within a team.**



I DIDN'T USED TO LIKE SCHOOL AT ALL, NOT AT ALL... NOW I LOVE GOING TO SCHOOL."

Katriel



Katriel, Malta: beyond belief

Katriel (16) is in his final year of school. He's looking forward to studying hairdressing at college and one day hopes to run his own salon. But his outlook on life used to be very different. 'I used to think I had no future,' he explains.

Katriel has a lifelong medical condition which has led to frequent hospital stays, and his fears and anxiety around getting hurt used to overwhelm him. He hated school and only used to attend part-time.

Then Katriel's teachers suggested he take part in the Achieve programme, delivered in partnership with Malta's Ministry for Education. Slowly, step-by-step, Katriel's educators helped him to build up his self-belief, independence and ability to work with others. When not shielding for health reasons, he now attends school full-time.

'They showed me that I didn't need to be afraid, and that my condition shouldn't stop me from doing anything I want to do,' Katriel explains. 'I believe that now.'



GENDER EQUALITY

Gender can shape the experience, choices and opportunities available to young people. Goal five aims to achieve gender equality and empower all women and girls.



46%

of young women went into work or training after their programme

Project Lehar, India



Our programmes

At Prince's Trust International, we recognise the enormous potential of education, employment and enterprise programmes to promote gender equality. In 2020/21 two-thirds of our programme participants identified as female – a total of 6,110 out of 10,631.

Our programmes are guided by our understanding that gender intersects with other factors including location, poverty, religion, age and status, and our core programmes integrate gender considerations from design to implementation and evaluation.

We recognise that, in certain contexts, gender-specific projects can more effectively meet young people's needs and create meaningful opportunities for women and girls who would otherwise face barriers to accessing those opportunities.

This year, we reached over 3,000 girls and women through gender-specific projects in India and Jordan. We also began working with a new partner in St. Lucia, Girls of a Feather, on a project to review and enhance their Girls with Goals mentorship programme.

A gender focus is particularly important in the context of the pandemic, which has exposed, amongst other structural inequalities, entrenched gender divides.

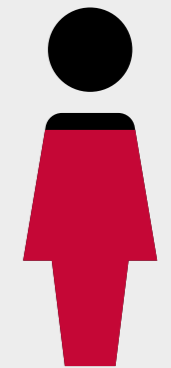
For example, remote learning is only a possibility if you have access to the right equipment. Our research report found that girls and women made up 90% of those without such access.

This year, our programmes sought to respond to some of the additional pressures that girls and women were facing. For example, in Kenya, we worked with partners to ensure that our enterprise and education programming remained accessible to young women and girls who have faced increasing rates of school drop-out and young motherhood during the pandemic. We have mainly achieved this through the adoption of a gender-focused recruitment plan and partnering with female-only schools.

Impact: skills and confidence

Across all skills areas except communication, young women reported greater improvements than their male peers. Our research also showed that young women are less likely to consider online learning to be as effective as face-to-face learning. This may be linked to their lesser access to technology and equipment.

This year, 46% of young women on our employment and enterprise programmes worldwide, including in India, went into employment, education or training after their programme, compared to 56% of young men. So, despite reporting greater improvements in skills, young women were slightly less likely to enter work or training after completing their programme.



66%

of the young people we supported were girls or young women



I STARTED TO LEARN NEW THINGS, I BECAME MORE AWARE OF WHAT I WAS CAPABLE OF.”

Gulshan, India



Spotlight programme: Project Lehar (entrepreneurial skills)

Delivery partner: Aga Khan Foundation (AKF)

Last year, we started working with AKF to design and deliver entrepreneurial skills sessions for young women aged 16–25 in Bihar, India’s poorest state. In September 2020 we extended the programme to the neighbouring state of Uttar Pradesh.

Among marginalised communities, especially those outside the main urban centres, young women’s opportunities to find paid work are restricted by both practical and cultural barriers. Traditional domestic and childcare responsibilities limit women’s mobility, as do transport costs and family expectations.

The entrepreneurial skills sessions are integrated into AKF’s Project Lehar, which means ‘wave’ in Hindi. The project is made up of different, complementary modules that together enable girls and young women to increase their earning power, whether they work outside the home or not. Other modules include digital skills, life skills, vocational training (sewing) and support to continue or restart formal schooling.

The sessions aim to help young women develop their understanding of self-employment and enterprise, so that they can make informed choices about whether this could be a pathway for them. They also cover basic entrepreneurship and financial literacy skills.

In its first year alone, almost 1,000 young women have taken part in the entrepreneurial skills sessions. Among the first cohort in Uttar Pradesh, 12% of participants had started their own business within weeks of completing the programme, while another 30% were taking steps to do so.



BEFORE, I USED TO BE AFRAID TO VENTURE OUTSIDE MY HOME. NOW I GO TO THE MARKET AND I APPROACH NEW VENDORS TO GET WORK... I’M CONFIDENT THAT I’LL MAKE GOOD MONEY DURING THE UPCOMING WEDDING SEASON.”

Annu



Annu, India: sewing confidence

After leaving school, Annu (18) had hoped to go to university, but her family couldn’t afford it. Keen to keep learning, she signed up to Project Lehar’s digital literacy classes, which taught her how to access and search the internet on her mobile.

Annu put her newfound knowledge into practice straightaway, searching the web for patterns and design ideas for the tunics that her mother sews.

While the digital class enabled Annu to improve her technical skills, the entrepreneurship and life skills sessions helped her develop her creativity, resilience and confidence. They also introduced basic business finance, focused on understanding costs and pricing.

Inspired by these sessions and armed with a newfound self-assurance, Annu decided to branch out and find her own sewing clients. No longer a shy school leaver, Annu is now a proactive and determined young businesswoman.



DECENT WORK AND ECONOMIC GROWTH

Goal eight promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. It has 12 associated targets, and our work aligns most closely with target 8.6, which seeks to substantially reduce the proportion of young people not in employment, education or training.



Team, Barbados

Within three months of completing their programme:



68%

of young people were in work, education, training or volunteering¹

Our programmes

This year, we worked with 11 organisations to provide employment and enterprise programmes to 6,043 young people in Barbados, Greece, India, Jamaica, Kenya and Rwanda. These programmes accounted for 57% of our programme participants worldwide.

Our employment programmes work with partners and employers to enable young people to develop skills and access opportunities that will lead to sustainable work. In many countries, formal, salaried jobs are in short supply. In these circumstances our partners run programmes that enable young people to explore other ways to earn, including self-employment, freelance work and entrepreneurship.

Our core employment and enterprise programmes include:

Get Into (3,088 young people in Barbados, Greece, India, Jamaica and Rwanda)

Get Into is an employer-led training programme that develops sector-specific skills, maximising direct employment outcomes. Local employers from a specific sector outline the skills they are seeking in entry-level positions. The programme enables young people to develop those skills. This year, programmes were mainly delivered online and often took a multi-sector approach as a result of the impact of Covid-19 on labour markets.

We also offer abridged versions of Get Into, such as the Ready 2 Work programme, which enables partners to respond quickly to employers' emerging recruitment needs. While many employers were unable to offer job opportunities this year, others needed extra staff quickly. In Greece, our partner Knowl ran a Ready 2 Work programme that trained and placed over 150 young people into jobs with supermarkets and call centres during the height of the pandemic.

¹ This reflects outcome data collected in our employability programmes, excluding India. In India, Covid-19 had a disproportionate impact on work placements, so we are treating these data separately for this year.

Get Hired (160 young people in Barbados, Greece and Jamaica)

Get Hired is a one-day event that supports young people who are work-ready to develop their interview techniques. It connects them, there and then, with employers who have jobs available. This year, with the pandemic limiting the supply of entry-level jobs, there were fewer opportunities for Get Hired events, so we focused more on online skills-based training.

Enterprise (632 young people in Barbados, Greece and Jamaica)

Our Enterprise programmes give young people the chance to explore self-employment, and provide budding entrepreneurs with ongoing advice, support and mentoring from experienced businesspeople. This year, the Be Your Own Boss programme in Greece was delivered entirely online, enabling our partner Corallia to reach young people across Greece – including those living on islands – rather than only those based in Athens. The programme reached 241 young people in total – 56% higher than the original target.

Team (116 young people in Barbados and Malaysia)

Team is a full-time, intensive programme to help young people become work-ready. The curriculum includes a residential camp, a work experience placement and a real-life community project, where young people can apply and practise their emerging skills. This year, our first ever Team programme in Malaysia saw 89% of participants go into jobs or further education within three months of completing the programme.

We also supported more than 2,000 young people through bespoke projects focused on entrepreneurialism and consultancy services in India and Kenya respectively.



I'M A GOOD LEADER, EVEN THOUGH I'M A NEW ONE."

Sarah

Sarah, Jordan: unlocking potential

After graduating, Sarah (23) struggled to find work using her degree, especially jobs with any chance of career progression. She decided to look into other sectors and signed up for the Get Into Insurance programme, delivered in Jordan by the Business Development Center.

At first, Sarah was painfully shy. 'I didn't know how to speak to people I didn't know,' she recalls. But repeated practice helped build Sarah's skills and confidence, while the technical course content and work experience placement gave her a good insight into the sector.

Sarah was among the last cohort of young people to do this programme before the pandemic hit. Determined to support their students into work despite the lockdown, in April 2020, BDC brought together students and insurance employers for a virtual recruitment fair. After an impressive interview, Sarah was offered a job as a customer services adviser.

Promoted less than a year after starting work, she now leads a team of ten people.

Impact: positive outcomes

Alongside young people's self-assessment scores, partners delivering employment and enterprise programmes aim to follow up with their graduates within three months to check their progress. This check-in enables partners to provide additional career support and advice, and to measure positive outcomes – the proportion of young people now in work (including self-employment), education or training.

Despite the global economic collapse, the proportion of young people who found work, education or training after completing our programmes only fell modestly from 71% in 2019/20 to 68% (excluding India) in 2020/21.

In Greece, partners' post-programme showed an increase in positive outcomes compared to last year². Our partner Corallia's Be Your Own Boss programme saw 78% of young people go into work or training within three months, up 11% on last year, while for Knowl's Ready 2 Work programme, the figure increased by 2% to 92%.

² Based on a 29% response rate from Corallia and 24% response rate for Knowl.



WE'RE THE FIRST AND ONLY COLD BREW COFFEE COMPANY IN GREECE."

Manos

Manos, Greece: First Cold Brew coffee

After years working in the coffee industry, as a barista and quality control manager, Manos (30) set up First Cold Brew Coffee with two friends in 2019.

The trio ploughed their savings into setting up their production line, which involves roasted coffee beans, cold water and a five-stage filtration process, and started experimenting to refine their product.

Then Manos took part in the Be Your Own Boss programme, run by our partner Corallia. He credits the programme with helping him transform his mindset from that of an employee, focused on a single job, to that of a business owner overseeing all areas of a business. 'The programme made me think like an entrepreneur,' he explains. 'I wish I'd done it earlier.'

In its first year, despite Covid, the fledgling company has already established income streams from wholesale, retail and private label sales.



THE DAY I GOT MY FIRST SALARY PACKET WAS A DREAM COME TRUE. I BOUGHT A NEW SARI FOR MY MOTHER AND A NEW DHOTI FOR MY FATHER AND I WAS SO, SO HAPPY.”

Participant, India

Within three months of completing their programme:



68%

of young people in India received a job offer and were in work

Get Into, India

**Spotlight programme:
Get Into, India
Delivery partner:
Magic Bus India Foundation**

This year, our partner Magic Bus India Foundation delivered the Get Into programme in 10 livelihoods centres across India, reaching over 2,200 young people.

The 8-week programme is aimed at young people aged 18–24 from families with an annual income of under 150,000 Indian rupees (around 1,500 GBP). Many of these young people are ‘first generation learners’, meaning that their parents had little or no schooling themselves.

Each programme cohort usually focuses on a specific sector, through a mix of classroom learning and on-the-job training. Because of the pandemic, Magic Bus rapidly pivoted to an online, multi-employer model. Young people went into jobs with 75 employers across 17 different sectors, including IT, healthcare, business support and retail.

The economic impact of the coronavirus pandemic in India, especially in large cities such as Mumbai and Delhi, has been devastating, with millions of jobs lost. Unsurprisingly, as the pandemic progressed, our Indian partners saw dramatic falls in the proportion of participants who found work.

Despite the challenging context, 49% of participants were in work (or education or training) within three months of completing the programme. Including young people who had been offered a job, but were not (yet) in work, that figure rises to 68%. Within six months of completing the programme, 61% of young people were in work, education or training. In the coming year, Magic Bus will expand their Get Into programme to five new centres.



Get Into, India



CLIMATE ACTION

Goal 13 focuses on taking urgent action to combat climate change and its impacts. Climate change is already affecting millions of people, as higher temperatures, changing rainfall patterns and rising sea levels increase the risk of heatwaves, floods, droughts, storms and fires. As things get worse, poorer countries will be hit hardest by increased severe weather events, food insecurity and climate migration.

According to the World Economic Forum, tackling the climate crisis will:



Generate over
\$10 trillion
 in business value each year

Climate change is a major concern for young people across the world. But while the climate crisis poses an unprecedented global threat, the emerging green economy offers huge opportunity. Young people will play a leading role in delivering the sustainable future we all need – and we must help prepare them for it.

Our programmes

Our President and Founder, HRH The Prince of Wales has made a lifelong commitment to sustainability and environmental stewardship and this is reflected in our work around the world. Environmental sustainability is an important element of our programmes. This is highlighted both in the course content and the ideas, enterprises and projects that young people go onto deliver.

Some versions of our programmes build skills and confidence by giving students the opportunity to organise and deliver hands-on projects such as park renovations, litter picks and community gardens. Our employment programmes aim to empower young people to thrive in the sustainable industries of tomorrow, while our enterprise programmes all highlight environmental sustainability as a crucial consideration – and a key opportunity – for young entrepreneurs.

We are now accelerating our investment in green programming so that we can connect many more young people with green employment opportunities and encourage nature-positive innovation in enterprise. From next year, we are introducing several new green initiatives. These include:

Get Into the green economy

(Ghana, Nigeria)

This programme will help young people to access paid jobs or internship placements in low carbon sectors such as renewable energy and construction. We aim to engage longer-term unemployed youth, particularly women, who have been hardest hit by Covid-19.

Sustainable Enterprise Challenge

(Barbados, Ghana, Jordan, Kenya, Nigeria, Pakistan)

Our Sustainable Enterprise Challenge competition will encourage young people in countries around the world to develop green business ideas. We are adapting our Enterprise Challenge programme to have a stronger focus on environmental sustainability and a clearer connection to the Sustainable Development Goals. We are introducing a new module focused specifically on building awareness and understanding of the green economy and the opportunities it presents. Young people will then take part in a competition where they pitch their green business ideas.

According to the World Economic Forum, tackling the climate crisis will:



Create
395 million
 new jobs by 2030



WITHOUT SWIFT AND IMMEDIATE ACTION, AT AN UNPRECEDENTED PACE AND SCALE, WE WILL MISS THE WINDOW OF OPPORTUNITY TO RESET FOR A ‘GREEN-BLUE’ RECOVERY.”

HRH The Prince of Wales, Climate Week, September 2020

Sustainable Markets Initiative

HRH The Prince of Wales has been a champion of the fight against climate change and biodiversity loss for over five decades.

At the opening of Climate Week in September 2020, His Royal Highness called for a ‘Marshall-like plan for nature, people and planet’ to advance a ‘green-blue recovery’. This requires a new economic model, rooted in a nature-positive approach to economic and financial decision making.

His Royal Highness launched the Sustainable Markets Initiative (SMI) to support and advance this plan, accelerating global progress towards a sustainable future. The initiative brings together industry, investors, academics and national leaders to kickstart bold and imaginative action.

At Prince’s Trust International, we will marshal our networks, funders, partners and growth ambitions to work with the Sustainable Markets Initiative, complementing its work on financial markets with impactful work on both the supply and demand sides of national labour markets.



Photo: Ian Jones

Usaid, Pakistan: promoting the circular economy

Usaid (15) is a keen environmentalist, so when he took part in Enterprise Challenge Pakistan, it’s not surprising that his team’s business idea had a green angle – an online platform to recycle and sell second-hand clothing from Pakistan.

Usaid explains that while many people already pass on used clothing to those less well off, many are resistant to receiving charity. The unique element to his team’s idea is that customers, drawn mainly from poorer families, would be able to scroll through the available clothing via a dedicated online platform, and choose for themselves which items to buy. ‘I came up with this idea from my experience of getting older,’ explains Usaid. ‘It’s an experience we all share. As you grow up, you grow out of your clothes, the sleeves get too short or whatever. I thought, why should these clothes go to waste?’

Enterprise Challenge Pakistan is delivered in partnership with SEED Ventures, and participants are encouraged to focus on designing businesses with a positive environmental or social impact. Usaid’s team was one of just ten to reach the 2020 national finals. Other finalists included initiatives aimed at reducing food waste, recycling plastic into sports equipment and – the eventual winners – an online e-commerce platform to connect home-based traditional craftspeople with customers further afield.

Although his team didn’t win the prize of £3,000 in start-up funding, Usaid is clear that the skills he’s developed – particularly problem solving and creative thinking – will stand him in good stead in the future, whichever path he takes.



BEING GREEN WAS AN IMPORTANT ELEMENT TO THE IDEA. BY RECYCLING THE CLOTHES WE’D REDUCE WASTE. OTHERWISE MANY ITEMS WOULD JUST GET BURNED, BURIED OR DUMPED.”

Usaid





PARTNERSHIPS

Partnerships are essential to achieve transformational change at national and international levels, as well as to deliver successful programmes. Goal 17 focuses on strengthening the means of implementation and revitalising the global partnership for sustainable development.

Three targets are particularly relevant to our work:

- 17.3:** Mobilise financial resources for developing countries, from multiple sources.
- 17.6:** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilise and share knowledge, expertise, technology and financial resources.
- 17.17:** Encourage and promote effective public, public-private and civil society partnerships.



IF YOU NEED TO GO DEEP, GO WITH COMMUNITY ORGANISATIONS. IF YOU NEED TO GO WIDE, GO WITH GOVERNMENT. IF YOU NEED TO GO FAST, GO WITH THE PRIVATE SECTOR, BUT IF YOU NEED TO GO FAR, YOU HAVE TO GO TOGETHER.”

Shamina Singh, Mastercard Foundation

Our partnership approach

Youth unemployment is a complex challenge that requires governments, educators, employers and civil society organisations to work together. Philanthropists, often themselves business or industry leaders, also have a vital role to play.

Alone, we are a relatively small organisation, but our unparalleled convening power allows us to bring together different agencies and sectors to develop highly effective programmes, and to amplify young people’s voices to global decision makers.

All our programmes are designed and delivered in collaboration with others: employers, governments, local delivery partners and – crucially – young people themselves.

The modular framework of our programmes enables partners to adapt timescales and content to fit local needs, often in combination with their existing programmes. This highly flexible delivery model enables us to nimbly adapt programmes to fit a variety of circumstances, which has proved particularly important during the pandemic.

Problem-solving is one of the key skills that our programmes teach young people, and this year, alongside our partners, we have had to draw repeatedly on those same skills as we adapted programmes to the rapidly changing circumstances in different countries.

Partner feedback

This year we carried out a survey to assess the areas where delivery partners most valued our input and to explore their partnership priorities going forwards.

Responses showed that partners most valued our support in three areas: programme design, set-up and delivery; safeguarding and connecting with others. Safeguarding and networking also featured among their ongoing partnership priorities, but the top priority, mentioned by 65% of respondents, was the support to evaluate and understand the outcomes and impact of programmes.

We will be taking all these points forward over the coming year. Evaluation improvements will include refining our soft skills self-assessment tool. We will also increase the frequency of our global webinars and learning events to enable partners to share best practice, ideas and experiences with us and each other.



Team, Malaysia

Bespoke projects and consultancy

Alongside our core education, employment and enterprise programmes, we support partners to design and deliver bespoke programmes or modules that complement their other work. One example is the entrepreneurial skills module which forms part of Project Lehar, run by the Aga Khan Foundation.

Our specialist consultancy services support partners to enhance their programmes and effectiveness. For example, in Kenya, we have supported Shujaaz Inc to develop the learning journey for their Hustla MBA programme, which reached 1,189 young people this year. Built around peer-to-peer education videos, Hustla MBA supports young entrepreneurs to start or grow their own micro-business, known colloquially as a 'hustle'.

Enterprise Challenge, Pakistan



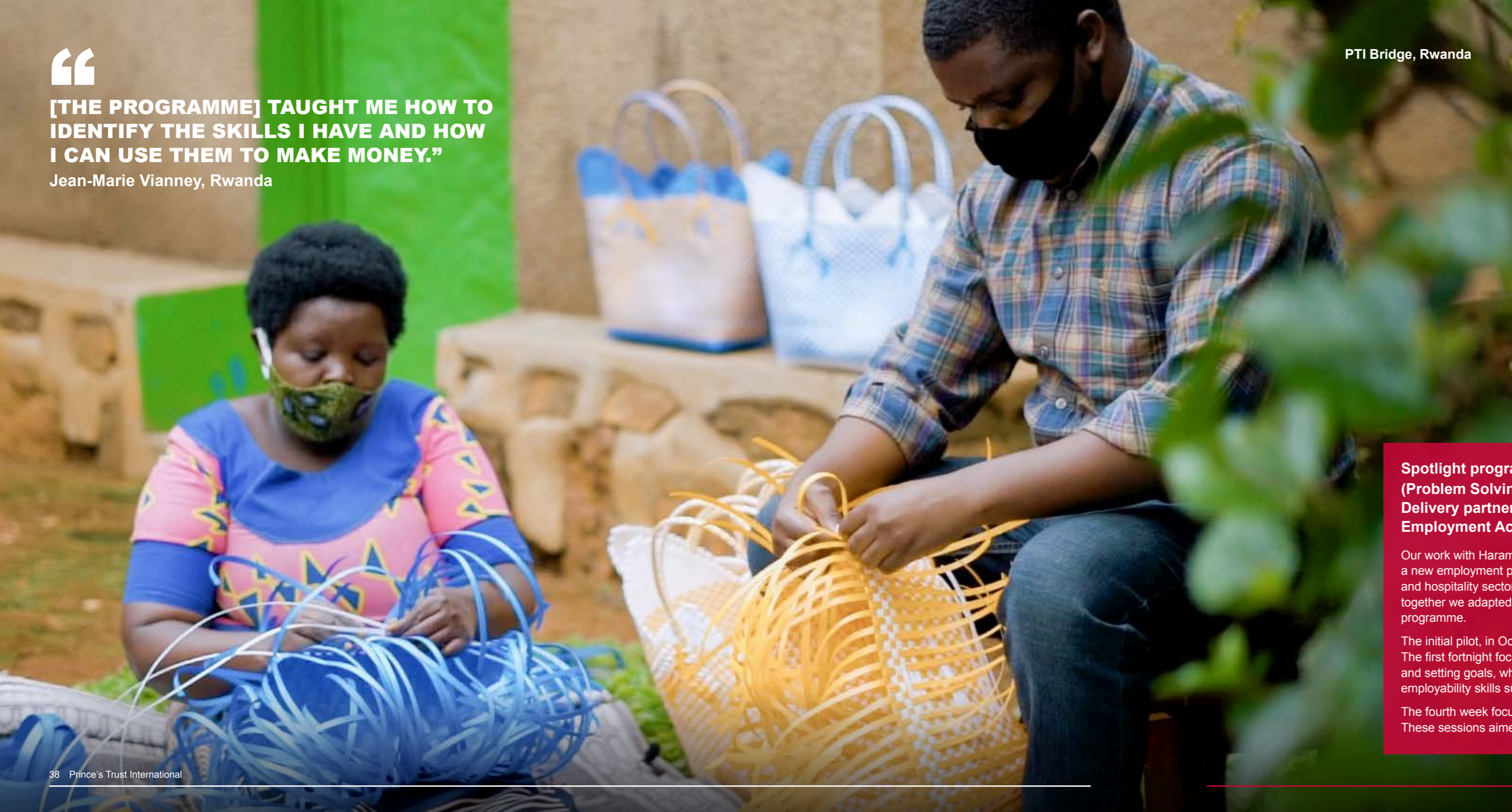
45%

of partners have applied learning from our programmes to other programmes they deliver



70%

of partners said that our support to strengthen or develop their safeguarding policy or Code of Conduct was 'extremely' helpful



PTI Bridge, Rwanda



[THE PROGRAMME] TAUGHT ME HOW TO IDENTIFY THE SKILLS I HAVE AND HOW I CAN USE THEM TO MAKE MONEY.”

Jean-Marie Vianney, Rwanda

Evaluation and learning

High quality programme data is essential if we are to monitor and evaluate our programmes effectively – and therefore continually improve them.

Last year, our employment and enterprise programmes were only able to follow up with a third of their graduates within three months of their course, to check their progress and employment status.

This year, we’ve provided close technical support to partners to enhance their post-programme follow-up, including by rolling out digital data collection forms and processes. This work was boosted by investment from one of our key funding partners, HSBC, allowing us to recruit two specialist evaluation advisors to support partners in India and Malaysia.

This year, our programmes reached almost twice as many young people, and partners were able to follow up with 64% of employment and enterprise graduates within three months. This is dramatic progress in just one year and is an area in which we will continue to invest.



WE’RE A TEAM. WE WORK TOGETHER ON EVERY ASPECT OF THE PROGRAMME, FROM THE VERY SMALL DETAILS LIKE DATA SPREADSHEETS TO THE TRAINING PROCESSES FOR THE STAFF WHO LEAD THE SESSIONS.”

Sonal Jain, Senior Projects Manager, Magic Bus India Foundation

Spotlight programme: Bridge (Problem Solving for Earning), Rwanda Delivery partner: Harambee Youth Employment Accelerator

Our work with Harambee initially focused on developing a new employment programme aimed at the tourism and hospitality sectors. When the pandemic struck, together we adapted this to a more general employment programme.

The initial pilot, in October 2020, was a four-week course. The first fortnight focused on English language proficiency and setting goals, while the third week focused on employability skills such as CV and interview techniques.

The fourth week focused on problem solving for earning. These sessions aimed to empower young people to

identify and progress opportunities to earn an income, if they are unable to find a formal job.

It was clear from the feedback that participants found this fourth week particularly valuable, especially in terms of transforming their mindsets from jobseekers to earners. So, for the second cohort, we supported Harambee to adapt this one-week module into a longer standalone course.

Within three months of completing the programme, 67% of participants reported higher earnings, and 12% had already employed someone to work for them. Their businesses ranged from baked goods stalls and handicrafts to electronics repair services.

Over the coming year, Harambee plans to scale up the programme to reach around 100 young people each month.

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