SOCIAL INCLUSION THROUGH SOCIAL INNOVATION

Improving opportunities for vulnerable urban youth

Presented at
Global Youth Economic Opportunities Summit
27th September 2018
Urban violence and gang activity is a common reality for youth in El Salvador.

- 38% of homicide victims were 15-24 year olds (National Civil Police, 2016)
- One in four schools report internal security problems due to gang activity (Ministry of Education, 2016)
- 60% of schools report gang presence in their surroundings (Ministry of Education, 2016)
- 40% of youth witness assaults or drug deals in their communities (UNDP El Salvador, 2018)
Situation of youth in San Salvador Metro Area

- **High youth unemployment**
  
  (19% in San Salvador Metro Area)

- **Vulnerable employment:**
  
  (68% earn less than minimum wage)

- One in two complete high-school and just one in five go to college

- One in four youth are out of the system
  
  (24% are not in employment, education or training)
But NEETs are not really idle!

24.3% of all youth

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“Real” NEETS

4 in 10 NEETs are looking for work

1 in 2 female NEETs do unpaid carework

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Source: FUSADES. Listening to Youth from the AMSS Survey

4 in 10 NEETs are looking for work

1 in 2 female NEETs do unpaid carework
Beeing NEET correlates with areas known for gang activity

- Gang dominance of territory limit access to school or jobs
- 36% of 15-17 year old males not in school said violence is the reason
- Stigmatization of youth living in areas known for gang activities
- NEETS are not very different from other youth out of school who work
¿How can we address the high violence/low opportunities equilibrium in the region?

Contributing to reduce stigma

Hypothesis:
If youth become agents of change by generating solutions to problems that are relevant to their communities and society

+ Actors articulate to support youth in their initiatives to become agents of change

= Will change perceptions about youth from vulnerable communities
¿How can we address the high violence/low opportunities equilibrium in the region?

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A. Students
B. At risk youth
C and D “Mainstream” youth
Innovating to transcend: building a private-public model

Actions to sensitize private sector, public sector and innovation ecosystem to recognize youth potential

- Identify challenges valuable to society
- Provide differentiated training to vulnerable youth (Groups A, B1, B2 and C)
- Youth upgrade their capacities (technical and soft skills) and empowerment
- Open call for solutions (Group D)
- Youth compete with solutions (Groups A, B1, B2, C and D) Winners invited to bootcamp
- Provide seed funding
- Provide specialized technical assistance
- Youth develop solutions
- Increased leadership, further empowerment. Increased employability
- Actions to build in youth a sense of belonging to an important initiative: Center of Urban Innovation
- Provide training to former participants to become trainers of new cohorts (Groups B1, B2, C, D)
Developing a sustainable scalable innovative private-public-citizen collaborative model

How do we identify what works and how to bring it to scale?

How do we help youth become agents of change for their communities and country?

How do we create better opportunities for youth?

How do we help actors to support youth initiatives?

How do we help youth become agents of change for their communities and country?

How do we support more and better innovations so they can grow?

Responding collectively to key social challenges relevant to the society

Training youth with different initial capacities to innovate

Incubating and supporting best innovation solutions

Strengthening the innovation ecosystem
¿What do we need to learn?

Can we generate evidence about links between opportunities and insecurity?

Can articulating diverse actors in a meaningful project reduce stigma?

What mechanisms are behind positive change in youth? For males? For females?

What elements of the model will contribute to a reasonable scalability?
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