

Professional Development and Apprenticeships

A blended model where participants receive:

1. Business development training AND
2. Hands-on skill training from a local trade professional (ex: carpentry, sewing, hairdressing, motorcycle mechanics, metal work, etc.). Often includes job shadowing, practical exercises, or short apprenticeships led by local experts instead of Youthline volunteers.

This model thrives in urban or peri-urban areas with strong informal trade economies.

Who it's for:

- Young adults
- Vocational students
- Trade trainees
- Individuals seeking employment or specialized skill mastery

What it builds:

- Employable skills tied to local industries
- Understanding of how to price services
- Ability to manage a small trade-based enterprise
- Stronger linkages to local employers and mentors

When to select this model:

Choose this model when the community:

- Has youth or young adults needing pathways to employment
- Has a trusted local trade partner willing to facilitate training
- Has strong demand for a trade like carpentry, mechanics, tailoring, etc.
- Is ready for more advanced, career-oriented training
- Already has a foundation in business basics

Pre-Trip Planning:

1. Gather Community Context and Information
 - a. The Committee Mentor Leads the committee in gathering:
 - i. Past Committee Project reports
 - ii. Notes from past teams
 - iii. Notes from the ICC
 - iv. Information regarding typical local business
 - v. What people usually sell/buy
 - vi. Barriers to business or employment
 - vii. Key demographics you will be working with
 - b. ICC committee worksheet, current and past leadership, and ICC are all major resources to help you understand context and nuances of your site
2. Identify the participation group:

- a. With ICC and Team Leader support, determine who you will be teaching and working with:
 - i. Group size
 - ii. Languages
 - iii. Literacy levels
 - iv. Gender and ages
 - v. Typical daily schedule
 - vi. Preferred time of day
 - vii. Location for teaching
3. Establish an Apprenticeship opportunity
 - a. What are they're needs
 - b. What are they're goals
 - c. What are they're current skills or proficiencies
 - d. What local professionals are willing to take on an apprentice ship workshop and teach skills
 - e. What are the associated costs or materials needed for this skill?
4. Create a Draft Seminar Format and Schedule:
 - a. Work with your Team Leader, ICC, and Professional to decide what format and schedule will work best within your timeline with the community
5. Understand the lessons and schedule that is necessary for the professional to teach necessary skills
6. Assign lessons to committee members regarding personal development and leadership
 - a. Everyone on the committee will need to plan, prepare, practice and teach 1-2 lessons
7. Prepare teaching materials: as a committee review all materials needed
 - a. Picture cards for low-literacy teaching
 - b. Lesson posters and hand outs
 - c. Business Plan Cards (icons)
 - d. Business Plan Poster
 - e. Cashflow example
 - f. Money journals- one for each community participant
 - g. Markers, Paper, Tape
 - h. Any prizes or gifts associated with lessons or seminar participation
 - i. Certificates of completion
8. Practice Teaching:
 - a. Review Youthlinc Teaching Model
 - b. Rehearse Lessons
 - c. Practice using an interpreter
 - d. Run mock lessons and rotations
 - e. Practice adjusting your pace and timing
 - f. Practice challenging scenarios
 - g. Prepare back up explanations for each concept
 - h. Prepare back up activities

Committee Roles and Assignments

- **Business Mentor**
 - Primary curriculum specialist
 - Ensures teaching quality
 - Supports youth volunteers
 - Supervises pacing and interpretation
 - Handles sensitive cultural or financial questions
- **Youth Volunteers**
 - Lead activities
 - Teach modules in pairs or small groups
 - Support participants during exercises
 - Build confidence through positive reinforcement
 - Model kindness, patience, and cultural humility
- **In-Country Coordinator (ICC)**
 - Recruits participants
 - Provides translation or interpreter(s)
 - Ensures scheduling fits local routines
 - Advises on cultural norms
 - Helps maintain community safety and respect
- **Interpreter**
 - Translates youth-friendly, simple English
 - Breaks content into small chunks
 - Helps explain culturally-specific examples

Teaching Roles Assignments

Your committee should set clear roles every day. You will need to work with your team leader to build a schedule for your projects, lessons, and activities.

For each lesson or activity you will need:

- **Lead Teacher:**
 - leads the lesson, asks questions, and runs activities
 - Assistant Teacher: Hands out materials, supports the group, and monitors understanding.
- **Interpreter:** Supports comprehension, adds local context, and facilitates interpretation and translations as needed
- **Mentor:** Ensures teaching quality, steps in if youth teachers are stuck, keeps the pace and timing, guards cultural sensitivity, and assists with trouble shooting challenges
- **Flex Volunteer(s):** helps participants, gathers materials, observes mood/tone of group, and promotes engagement (as needed)

Monitoring and Sustainability

- During the seminar:
 - Daily attendance
 - Youth volunteers record observations
 - Mentor notes which concepts were well understood or confusing
- After the seminar:
 - ICC gathers informal community feedback
 - Participants take their Business Plan Posters home
 - Local NGO partner may follow up with coaching or group discussions
 - Youthlinc receives a short report from the Mentor

Youthlinc does not promise business success — we aim to build skills and confidence.