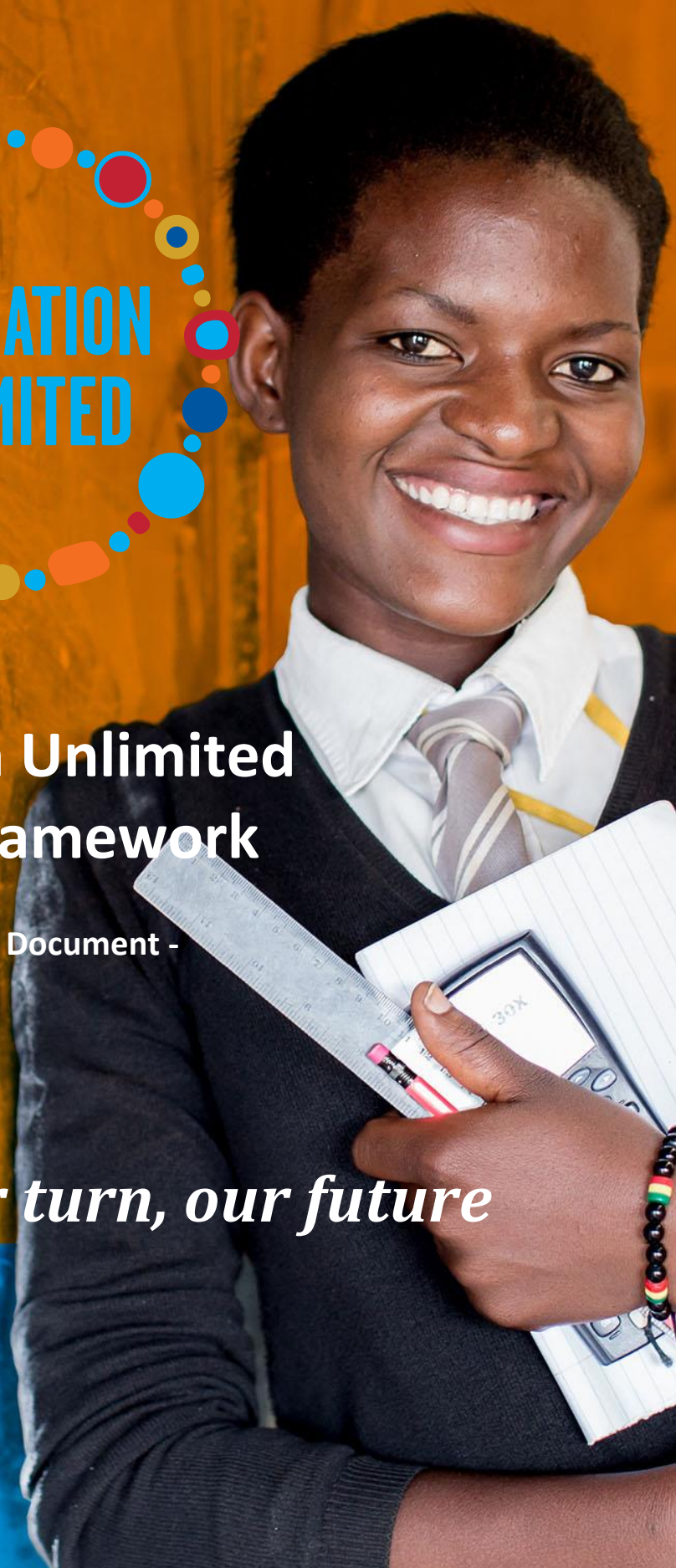




Generation Unlimited Results Framework

- Working Document -

Our time, our turn, our future



Introduction

Results frameworks serve several important functions: they are helpful for planning strategy, guiding teams in implementing the strategy, enabling managers and governance bodies to monitor the implementation of the strategy, and providing a framework for evaluating the effectiveness, efficiency, sustainability and impact of the strategy. This document has three parts corresponding to these purposes:

- Part 1: Managing, monitoring, evaluating, and learning from Generation Unlimited's three core activities¹
 - Country Investment Agendas
 - Global Breakthroughs
 - Global movement building, specifically the Youth Challenge²
- Part 2: Communicating progress to key decision makers
- Part 3: Monitoring global trends in GenU areas of focus

Each of these parts will cover operational indicators based on Generation Unlimited's ("GenU") Theory of Change, as well as indicators of impact on young people's outcomes, to varying degrees of detail based on the audience and function.

This document is accompanied by the Generation Unlimited Theory of Change and Generation Unlimited Indicator Bank, which outlines additional indicators related to youth outcomes that could be considered by implementing teams looking to construct programmatic results frameworks.

Please note: The frameworks presented in this document are designed to be a starting point for GenU's results measurement. As the strategy is operationalized, the results frameworks and measurement needs may evolve. This document is not intended to commit GenU to future measurement that is not aligned with its strategy. In addition, as GenU operationalizes within countries, more specific types of result measurement should be explored and the common indicator bank expanded and refined³.

Part 1: Managing, monitoring, evaluating, and learning from GenU's activities

In order for GenU to be successful in its highly ambitious goal of fundamentally transforming the ecosystems in which young people access education, training, employment and entrepreneurship, GenU will need to navigate a tension between two principles:

¹ This is linked clearly to the inputs, outputs, outcomes and impacts in the GenU Theory of Change. Refer to Generation Unlimited Theory of Change document for more details.

² GenU's movement building activities are intended to evolve over time. At this point, the primary focus is the Youth Challenge and as such this is the only globally-driven program included in the Results Framework.

³ Refer to the Operating Model for more detail on usage and modification of the Results Framework and its components

- **Flexibility and agility in devolving ownership to local partners and teams:** allows teams to tailor initiatives to the specific content and context, and to move fast and avoid unnecessary red tape
- **Precise and exact adherence to the multi-sector collective impact methodology:** guides teams and partners in overcoming the bias to revert to old and familiar ways of approaching the youth agenda. Particularly in early years as the methodology is refined with on-the-ground learning, it will be crucial that improvisations and improvements are tracked and their merits evaluated, to inform the methodology in future initiatives in different countries and topic areas.

Therefore, the Results Frameworks for Country Investment Agendas and Global Breakthroughs will consist of two types of measurements:

- **Uniform high-level indicators** according to the GenU Global Theory of Change (see Figure 1)
 - Each component of the Theory of Change is assessed according to one or multiple indicators outlined in the Scorecards (see pages 5-19). For each indicator, the 'gold standard' target recommendation is outlined. Using this target, implementing teams and the Global Team will populate the rest of the scorecard to create a mutually-agreed standard of assessment, adjusting the targets for best-case to worst-case based on context
 - After the scorecard is completed, it will be used by the implementing team to evaluate progress and report to the Global Team
 - Select indicators from this scorecard will be synthesized across all initiatives and cascaded up into the results framework for communication of progress to the Global Board and investors (see Part 2).
- **Customized detailed indicators** according to the initiative-specific Theory of Change
 - Based on the Country Investment Agenda Roadmap or the Global Breakthrough Business Plan, the implementing team, executing anchor partners, and Global Team will articulate a Theory of Change and corresponding Results Framework
 - The programmatic indicators for this Results Framework will be drawn from the Indicator Bank or other appropriate sources⁴. Where the implementing teams and Global Team M&E Manager determine that the indicators in the Indicator Bank are not appropriate or sufficient, additional indicators may be added to the Indicator Bank. The M&E Manager should also work with M&E experts in partner organizations to keep abreast of new indicators that are developed, and recommend creation of new indicators where there are significant gaps.
 - Of these programmatic indicators, there are **eleven outcome- and impact- level indicators** of GenU contribution to the Strategic Priorities that teams should always include in their individual Results Frameworks⁵. This will allow key data to be aggregated across initiatives

⁴ Indicator Bank includes key global indicators as a starting point, but additions can be made by country or breakthrough teams in consultation with Global Team

⁵ If the initiative has a Theory of Change towards the corresponding Strategic Priority

and cascaded up into the results framework for communication of progress to the Global Board and investors (see Part 2)

Additionally, the Youth Challenge will have an operational and programmatic Results Framework measuring key outputs and outcomes; refer to the Youth Challenge Operational Manual for further information.

The following pages outline the GenU Theory of Change⁶, Operational Scorecards for the Country Investment Agendas, Global Breakthroughs, and Youth Challenge.

⁶ Abbreviated, see Theory of Change document for full documentation

Inputs

Outputs

Outcomes

Impacts

GenU Vision

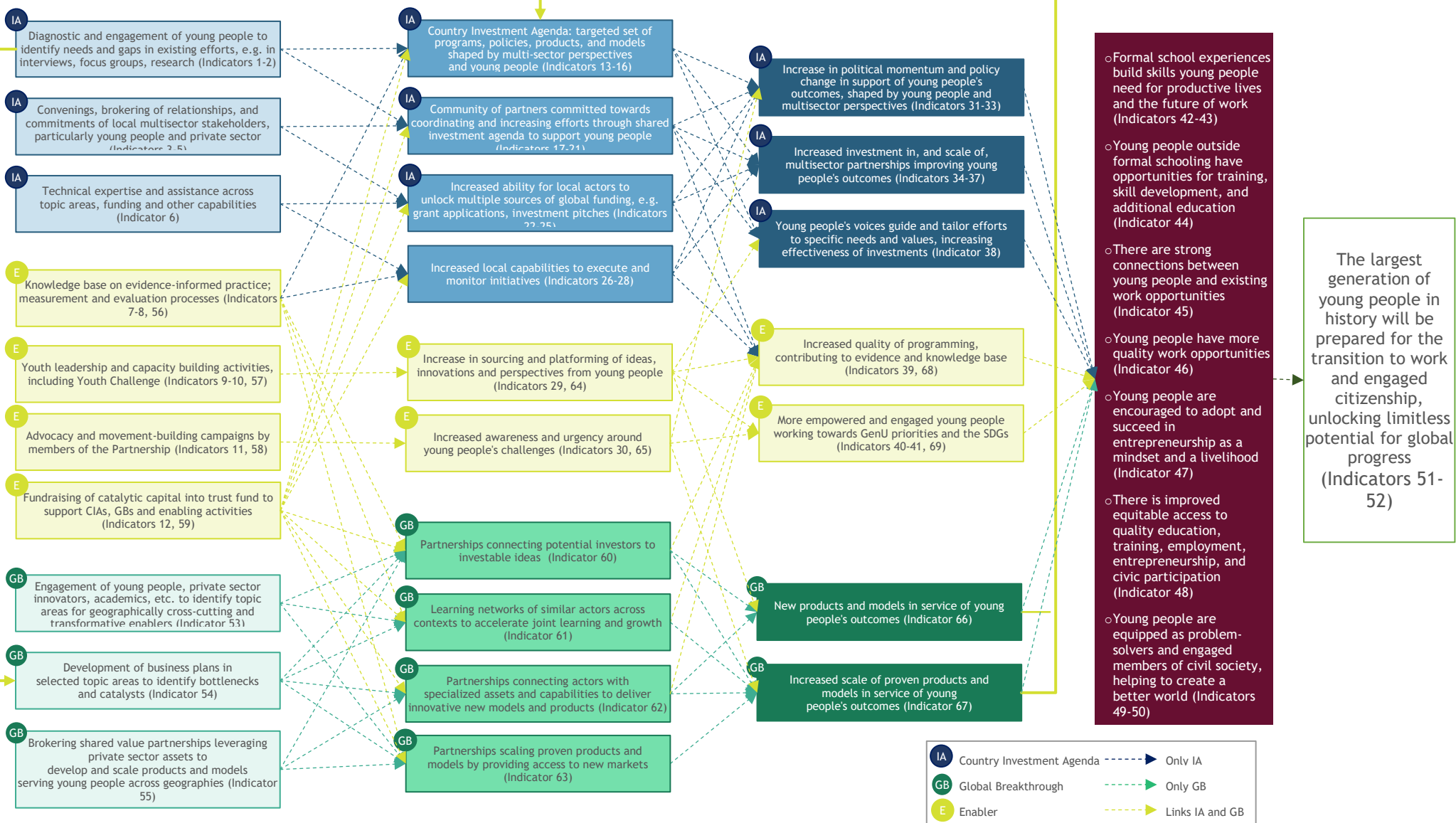


Figure 1: Generation Unlimited Theory of Change

Country Investment Agenda Scorecard

This scorecard is used by GenU Country Teams, with support from GenU Global Team M&E manager, to report their performance and progress. The Global Team uses these scorecards to identify areas where Country Teams require additional support

Country:

Year:

Host:

| Theory of Change component | Indicator | Score | GenU recommendation | 1 (best case) | 2 | 3 | 4 (worst case) |
|--|--|-------|---|---------------|---|---|----------------|
| Inputs – measured by GenU Country Teams, with support from GenU Global Team M&E manager | | | | | | | |
| Input 1: Diagnostic and engagement of young people to identify young people's needs and gaps in existing efforts | 1. Extent of multi-sector engagement | | Interviewed stakeholders across ALL stakeholder buckets: senior government, private sector (large conglomerates), private sector (chambers of commerce or associations of SMEs), educational and training institutes, academics, civil society organizations (particularly young people led), local offices of international agencies | | | | |
| | 2. Extent of engagement of young people | | >100 young people reached through 1:1 interviews and focus groups; significant portion of youth population reached through surveys | | | | |
| Input 2: Convening, brokering of relationships, and commitments of locally relevant multisector stakeholders, including young people | 3. Participation in, GenU convenings | | Senior level participation from ALL stakeholder buckets: senior government, private sector (large conglomerates), private sector (chambers of commerce or associations of SMEs), educational and training institutes, academics, civil society organizations (particularly young people led), local offices of international agencies | | | | |
| | 4. Depth and impact of commitments secured | | Commitments secured towards several new investments involving multi-sector partnership, in addition to coordination of current aligned efforts | | | | |
| | 5. Depth of participation of young people | | Young people contribute significantly towards strategy outlined in convenings (including via the Young People's Action Team surveys), young | | | | |

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|--|---|--|---|--|--|--|--|
| | | | people-led CSOs and enterprises are supported as part of investment agenda | | | | |
| Input 3: Technical expertise and assistance across topic areas, funding and other capabilities | 6. Utilization of partner network experts | | Topic area experts are regularly involved in strategy and implementation of investment agenda, including unlocking access to resources and markets | | | | |
| Input 4: Knowledge base on evidence-informed practice; measurement and evaluation processes | 7. Contributions to global knowledge base | | GenU Country Team works with local academic institutions / other organizations with capabilities to conduct impact evaluations of suitable initiatives within Country Investment Agenda | | | | |
| | 8. Comprehensiveness of monitoring and measurement | | GenU Country Team works with partners with M&E expertise to set up customized results framework and M&E process, including feedback surveys reaching a significant portion of target young people population; executes on M&E strategy | | | | |
| Input 5: Youth leadership and capacity building activities, including Youth Challenge | 9. Youth leadership and capacity building programming | | There are fellowship and mentorship programs enabling young people to participate as full equals in convenings, in addition to structured opportunities in advocacy and other movement building efforts for young people to participate | | | | |
| | 10. Young people's inclusion in design and execution of Country Investment Agenda | | Young people participate in co-creation and execution (including girls, disabled persons, and other marginalized communities) | | | | |
| Input 6: Advocacy and movement-building campaigns by partners | 11. Political and social advocacy to raise profile of young people's issues | | There is a nationally supported campaign, driven by social media engagement and physical events, raising awareness and support for GenU activities and priorities | | | | |
| Input 7: Fundraising of catalytic capital into trust fund to support Country Investment Agenda | 12. Domestic catalytic capital raised | | In addition to catalytic capital raised from global partners directed to the country's investment agenda, there is also catalytic capital raised from new domestic donors | | | | |

Outputs – measured by GenU Country Teams, with support from GenU Global Team M&E manager

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|---|--|--|--|--|--|--|--|
| Output 1: Country investment agenda initiatives | 13. Systems and scale | | Investment agenda is integrated into national education and training systems, as well as national trade and business associations | | | | |
| | 14. Policy reform | | Education and labor policy reformed to align with market needs and internationally agreed standards | | | | |
| | 15. Accountability | | Specific investments and policy recommendations are outlined, with targets and timelines assigned to accountable actors | | | | |
| | 16. Number and value of investments | | XX [to be determined based on country context] worth of investments laid out in programs, infrastructure, products, services and models | | | | |
| Output 2: Community of partners | 17. Private sector | | Commitments made to new investments and shared value partnerships from corporations, small and medium enterprises | | | | |
| | 18. Government | | Relevant ministries commit to establishing process for coordination, allocate additional budget to supporting GenU investment agenda | | | | |
| | 19. Young people | | Young people-led CSOs, enterprises and NGOs are funded and included in investment agenda | | | | |
| | 20. CSOs | | CSOs provide access to grassroots populations, input and technical expertise | | | | |
| | 21. Local branches of international agencies | | Host and non-host agencies coordinate all on-the-ground activities with other GenU partners, contribute technical expertise, knowledge resources and capabilities, and networks | | | | |
| Output 3: Increased ability for local actors to unlock multiple sources of global funding | 22. Commercial financing | | Investment cases and targeted de-risking successfully incentivize XX amount of commercial funding, at ratio of catalytic funding 1: XX [to be determined based on country context] | | | | |
| | 23. Donor funding | | Grant application support and investment cases unlock XX amount in donor funding, particularly to governments, NGOs, CSOs and SMEs that have not previously accessed funds [to be determined based on country context] | | | | |
| | 24. Domestic public funds | | XX increase in domestic budget devoted to young people's programming, coordinated under | | | | |

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| | | | central GenU node in government [to be determined based on country context] | | | | |
| | 25. Development loans | | Loan application and project design support enables development banks to increase lending to countries for young people's outcomes by XX % [to be determined based on country context] | | | | |
| Output 4: Increased local capabilities to execute and monitor initiatives | 26. Sharing of relevant global databases with local actors | | Local NGOs, CSOs and SMEs have easy and useful access to relevant data to guide efforts (e.g. translated resources from other partners) | | | | |
| | 27. Transfer of skills and processes around fundraising, monitoring and evaluation, investment planning | | Relevant ministries commit to establishing process for coordination, allocate additional budget to support GenU investment agenda | | | | |
| | 28. Governance and leadership capacity building in young people | | Young people-led CSOs, enterprises and NGOs are funded and included in investment agenda | | | | |
| Output 5: Increase in sourcing of ideas and perspectives | 29. Young people's input received | | Wide crowdsourcing of young people's ideas through Youth Challenge; wide collection of young people's perspectives through surveys for diagnostics and feedback | | | | |
| Output 6: Increased awareness and urgency | 30. Awareness and perceived urgency as assessed through online pulse check | | GenU administered survey reaching significant population (not just young people) produces level of perceived urgency commensurate with impact indicators in the country | | | | |
| Outcomes – measured by GenU Country Teams, with support from GenU Global Team M&E manager | | | | | | | |
| Outcome 1: Increase in political momentum and policy change in support of young people's outcomes, shaped by young people | 31. Political momentum within government | | Heads of state and ministers in relevant ministries frequently express high public support for GenU, devote financial and political capital towards GenU agenda | | | | |
| | 32. Demand from private sector for GenU involvement | | Private sector leaders express recognition of high and unique value of GenU's convening, facilitating and brokering roles in promoting investment and multi-sector partnerships | | | | |

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| and multisector perspectives | 33. Extent of policy reform | | Policies in education and labor are aligned to international recommendations, promoting young people's outcomes given local market contexts | | | | |
| Outcome 2: Increased investment in, and scale of, multisector partnerships improving young people's outcomes | 34. Number of new investments | | Significant number of investments made to promote young people's outcomes that would not have existed without GenU involvement, with clear path to impact in GenU Strategic Priorities | | | | |
| | 35. Systems-strengthening investments | | Significant amount of resources invested in non-beneficiary centric initiatives, focusing on strengthening systems and ecosystem enablers | | | | |
| | 36. Reach and scale of investments | | Investments reach majority of young people in country; with clear path to impact in GenU Strategic Priorities | | | | |
| | 37. Expressed satisfaction and impact on young people | | Positive feedback from young people on quality and relevance of investments made in GenU investment agenda | | | | |
| Outcome 3: Young people's voices guide and tailor efforts to specific needs and values, increasing effectiveness of investments | 38. Feedback and diagnostic | | Initiatives are clearly modified and adapted in real-time based on young people's feedback provided through surveys | | | | |
| Outcome 4: Increased quality of programming, contributing to evidence and knowledge base | 39. Results of impact evaluations | | Majority of GenU's initiatives are demonstrated to have significantly improved young people's outcomes in the Strategic Priority areas | | | | |
| Outcome 5: More empowered and engaged young people working towards GenU priorities and the SDGs | 40. Expressed community engagement | | Majority of young people polled by GenU after participating in GenU initiatives express increase in enthusiasm | | | | |
| | 41. Grassroots efforts aligned with GenU's priorities and the SDGs | | Significant number of new grassroots efforts set up by young people working towards GenU's Strategic Priorities and the SDGs; and increased expressed capabilities by existing grassroots | | | | |

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| | | | organizations to more effectively work towards GenU's Strategic Priorities and the SDGs | | | | |
| Impacts – Global Trend indicators collated by Global Team M&E Manager; proxy contribution data to be aggregated by Country Team and Global Team M&E Manager from relevant indicators in the customized Country Investment Agenda Results Frameworks | | | | | | | |
| SP1: Promote formal school experiences that build skills young people need for productive lives and the future of work | 42. SDG Indicator 4.1.1: Proportion of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 43. SDG Indicator 4.4.1: Youth with information and communications technology (ICT) skills, by type of skill | | Number and proportion of young people reached by GenU initiatives demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry) | | | | |
| SP2: Provide young people outside formal schooling with opportunities for training, skill development, and additional education | 44. SDG Indicator 4.3.1: Participation rates in formal and non-formal education and training, by sex | | Number and proportion of out-of-school young people reached by GenU initiatives providing quality education and training opportunities (e.g. formal secondary school, training programs, apprenticeships) Proportion of out-of-school young people demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry) | | | | |
| SP3: Improve connections between young people and existing work opportunities | 45. SDG Indicator 8.5.2: Unemployment rate, by sex, age, persons with disabilities | | Number and proportion of young people reached by GenU initiatives demonstrating improved employment outcomes (e.g. placement in jobs, duration of unemployment, wages, retention, labor productivity) | | | | |
| SP4: Increase the number of quality work opportunities available to young people | 46. SDG Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age | | | | | | |

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| | and persons with disabilities | | | | | | |
| SP5: Foster entrepreneurship as a mindset and a livelihood | 47. World Development Indicators: Vulnerable employment as % of total employment | | Number and proportion of young entrepreneurs demonstrating improved business outcomes (e.g. income, survival rate, employee count) | | | | |
| SP6: Promote equitable access to quality education, training, employment, entrepreneurship, and civic participation | 48. SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all indicators | | Parity indices in all GenU supported programs ⁷ | | | | |
| SP7: Equip young people as problem-solvers and engaged members of civil society, helping to create a better world | 49. SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels 50. UNICEF Adolescent Civic Engagement module (in development) | | Number and proportion of GenU programs incorporating and supporting young people's leadership and innovation | | | | |

⁷ To be determined by Country Team

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|---------------------------------------|--|--|--|--|--|--|--|
| Young people's wellbeing and optimism | <p>51. Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time</p> <p>52. Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average</p> | | <p>Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time</p> <p>Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average</p> | | | | |
|---------------------------------------|--|--|--|--|--|--|--|

Global Breakthrough Scorecard

This scorecard is used by GenU Global Breakthrough Teams, with support from GenU Global Team M&E manager, to report their performance and progress. The Global Team uses these scorecards to identify areas where Global Breakthrough Teams require additional support, as well as to revise the Global Breakthrough method and process

| Theory of Change component | Indicator | Score | GenU recommendation | 1 (best case) | 2 | 3 | 4 (worst case) |
|---|---|-------|---|---------------|---|---|----------------|
| Inputs – measured by GenU Global Breakthrough Teams, with support from GenU Global Team M&E manager | | | | | | | |
| Input 1: Engagement of young people, private sector innovators, academics, etc. to identify topic areas | 53. Extent of multi-sector engagement | | Experts and innovative thinkers are interviewed on largest topic areas needing innovation and/ or most promising innovations in need of scale | | | | |
| Input 2: Development of business plans in selected topic areas to identify bottlenecks and catalysts | 54. Targeted and comprehensive business plans | | Business plans are created by GenU teams after analysis and diligence of the industry or topic area - and potential catalysts for investment - detailing theory of change of the Global Breakthrough, required partners and partner expertise, and countries for pilots | | | | |
| Input 3: Brokering shared value partnerships to develop and scale products and models serving young people across geographies | 55. Champions and shared value partners | | GenU team identifies and secures 'champions' for a Global Breakthrough idea, in addition to other partners who will provide core assets and expertise in shared value partnership, and investors contributing capital | | | | |
| Input 4: Knowledge base on evidence-informed practice; measurement and evaluation processes | 56. Usage and contribution to global knowledge base | | GenU Global Breakthrough team works with partners and experts to draw on global evidence base, and contributing relevant learnings | | | | |

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|---|---|--|--|--|--|--|--|
| Input 5: Youth leadership and capacity building activities, including Youth Challenge | 57. Crowdsourcing young people's ideas | | Young people are polled on topic areas needing most innovation (including via YPAT); young innovators and entrepreneurs are consulted on their ideas on content and approach | | | | |
| Input 6: Advocacy and movement-building campaigns by partners | 58. Political and social advocacy to raise profile of young people's issues | | There are campaigns accompanying pilots of Global Breakthroughs, driven by social media engagement and physical events, raising awareness and support for GenU activities and priorities | | | | |
| Input 7: Fundraising of catalytic capital into trust fund to support Global Breakthrough | 59. Targeted catalytic capital raised | | In addition to catalytic capital raised from global partners directed to the GenU trust fund, there is also catalytic capital raised directly towards specific business plans | | | | |
| Outputs – measured by GenU Country Teams, with support from GenU Global Team M&E manager | | | | | | | |
| Output 1: Partnerships connecting potential investors to investable ideas | 60. Commercial investment and financial sustainability | | GenU is able to mobilize funding from venture capital, private equity and sovereign wealth funds, among others, to invest in developing and scaling Global Breakthroughs, with minimal de-risking required, by providing strong investment pitches | | | | |
| Output 2: Learning networks of similar actors across contexts to accelerate joint learning and growth | 61. Scale and efficiency gains | | GenU connects similar actors across contexts in order to socialize learnings and evidence, and to promote tangible synergies through partnership, e.g. market expansion, sharing proprietary tools | | | | |
| Output 3: Partnerships connecting actors with specialized assets and capabilities to deliver innovative new models and products | 62. Shared value partnerships | | GenU brokers and provides framework and foundation for partnerships between actors leveraging core business assets across sectors and industries in order to produce novel products and models, including de-risking and connecting to other investors/ donors | | | | |

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| Output 4: Partnerships scaling proven products and models by providing access to new markets | 63. Scale and new market access | | GenU brokers partnerships between actors with existing proven products or models and actors with access to a new population of young people (countries, age groups, etc.) | | | | |
| Output 5: Increase in sourcing of ideas and perspectives | 64. Young people's input received | | Wide collection of young people's perspectives are gathered through surveys for identifying topic areas and feedback on pilots | | | | |
| Output 6: Increased awareness and urgency | 65. Awareness and perceived urgency as assessed through online pulse check | | GenU administered survey reaching significant population (not just young people) indicates high awareness and demand for Global Breakthrough innovation, particularly in contexts where there is a lack of existing political will | | | | |
| Outcomes – measured by GenU Country Teams, with support from GenU Global Team M&E manager | | | | | | | |
| Outcome 1: New products and models in service of young people's outcomes | 66. Products and models that support young people | | Products and models innovated as a result of GenU partnerships are relevant to Strategic Priorities, effective in improving outcomes for young people, and repeatable | | | | |
| Outcome 2: Increased scale of proven products and models in service of young people's outcomes | 67. Uptake and access for young people | | Proven products and models are accessible financially and geographically to all populations of young people, for whom they are relevant | | | | |
| Outcome 3: Increased quality of programming, contributing to evidence and knowledge base | 68. Results of impact evaluations | | Majority of GenU's initiatives are demonstrated to have significantly improved young people's outcomes in the Strategic Priority areas | | | | |
| Outcome 4: More empowered and engaged young people working towards GenU priorities and the SDGs | 69. Expressed community engagement | | Majority of young people polled by GenU after participating in GenU initiatives express increase in enthusiasm | | | | |

| Impacts - Global Trend indicators in pilot countries collated by Global Team M&E Manager; proxy contribution data to be aggregated by Country Team and Global Team M&E Manager from relevant indicators in the customized Country Investment Agenda Results Frameworks | | | | | | | |
|--|---|--|--|--|--|--|--|
| SP1: Promote formal school experiences that build skills young people need for productive lives and the future of work | 42. SDG Indicator 4.1.1: Proportion of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 43. SDG Indicator 4.4.1: Youth with information and communications technology (ICT) skills, by type of skill | | <ul style="list-style-type: none"> Number and proportion of young people reached by GenU initiatives demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry) | | | | |
| SP2: Provide young people outside formal schooling with opportunities for training, skill development, and additional education | 44. SDG Indicator 4.3.1: Participation rates in formal and non-formal education and training, by sex | | <p>Number and proportion of out-of-school young people reached by GenU initiatives providing quality education and training opportunities (e.g. formal secondary school, training programs, apprenticeships)</p> <p>Proportion of out-of-school young people demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry)</p> | | | | |
| SP3: Improve connections between young people and existing work opportunities | 45. SDG Indicator 8.5.2: Unemployment rate, by sex, age, persons with disabilities | | Number and proportion of young people reached by GenU initiatives demonstrating improved employment outcomes (e.g. placement in jobs, duration of unemployment, wages, retention, labor productivity) | | | | |
| SP4: Increase the number of quality work opportunities available to young people | 46. SDG Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities | | | | | | |

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|---|--|--|---|--|--|--|--|
| SP5: Foster entrepreneurship as a mindset and a livelihood | 47. World Development Indicators: Vulnerable employment as % of total employment | | Number and proportion of young entrepreneurs demonstrating improved business outcomes (e.g. income, survival rate, employee count) | | | | |
| SP6: Promote equitable access to quality education, training, employment, entrepreneurship, and civic participation | 48. SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all indicators | | Parity indices in all GenU supported programs ⁸ | | | | |
| SP7: Equip young people as problem-solvers and engaged members of civil society, helping to create a better world | 49. SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels 50. UNICEF Adolescent Civic Engagement module (in development) | | Number and proportion of GenU active countries where young people's leadership and innovation are included in supported programming | | | | |

⁸ To be determined by Global Breakthrough Team

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|---------------------------------------|--|--|---|--|--|--|--|
| Young people's wellbeing and optimism | 51. Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time | | Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | | | | |
| | 52. Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | | | | | | |

Youth Challenge Scorecard

This scorecard is used by GenU Youth Challenge Team, with support from GenU Global Team M&E manager, to report their performance and progress. This is a high-level dashboard; refer to the Youth Challenge operational manual (currently under review) for detailed and updated results framework.

Country:
 Year:

| Indicator | Score | Target | 1 | 2 | 3 | 4 |
|------------------------|-------|---|---|---|---|---|
| Partner support | | Youth Challenge run with a strong anchor partner, national awareness and advocacy campaign, and a number of other partners contributing resources as judges and youth mentors | | | | |
| Funding for winners | | Partners and donors provide prize money to Youth Challenge winners as a grant for seed or growth capital, commensurate with startup market norms in the country context (e.g. average seed capital investment or grant) | | | | |
| Direct reach | | Participation in Youth Challenge reaches XXX attendance at bootcamps, with outreach efforts to specifically target marginalized populations | | | | |
| Wellbeing and optimism | | Proportion of participants expressing increased wellbeing and optimism over time | | | | |
| Increase in skills | | Number and proportion of participants demonstrating increase in relevant skills | | | | |
| Destinations | | Number and proportion of participants demonstrating longer-term engagement in employment, entrepreneurship, GenU governance and other community roles ⁹ | | | | |
| Indirect reach | | XX number of young people impacted through youth-led solutions | | | | |

⁹ Aspirational measurement, as recognized that longitudinal data over longer time horizons may be difficult to track

Part 2: Communicating progress to key decision makers

Key indicators and data from the comprehensive results framework outlined in Part 1 will be synthesized and aggregated into a dashboard that the Global Team uses in its target setting with the Global Board, annual reports to the Global Board, and investment cases to potential investors, governments and donors. These indicators will be a mix of operational indicators and programmatic indicators; and targets outlined below are preliminary and subject to revision.

In selecting the key impact indicators in particular, the GenU Global Team has aimed to balance several competing priorities. The resolution of each of these potential tensions is outlined in the table below.

- **SDG focus vs. direct measures of GenU Strategic Priorities:** Stakeholders, particularly private sector partners, express a desire for GenU's executive-level results framework to remain oriented around the SDGs for ease of communication and to provide momentum towards the global movement. However, the SDG indicators do not map perfectly to the GenU Strategic Priorities (e.g. there is not an indicator focused specifically on entrepreneurship)
- **Lowering overhead of data collection vs. shortcomings from using third party data:** GenU is a partnership with a bias towards action, and in particular operating at a pace and style that is conducive to private sector partnership. This requires a high return on investment and a lowering of overhead where possible, including in data collection; hence there is a bias towards utilizing existing data collected by organizations such as UNESCO and the ILO. However, such statistics do not reflect the impact of GenU programming as there will be discrepancies in the sample population, a significant time lag, as well as impacts from various other variables. Additionally, there is significant variance in the availability and analysis of available data that impedes comparison of GenU's efforts in different countries
- **Ease of comparison across contexts vs. need for local ownership and customization:** There is a need for GenU to be able to articulate a concise and impactful statement of its progress as a global multi-sector partnership, particularly to global agencies, donors and partners. To this end, GenU will need a concise set of statistics that are commonly measured across all its initiatives. However, GenU is designed to be flexible and allow for local customization of the initiatives to the diverse and highly nuanced needs of different populations and locally active partners. In the pursuit of innovation and local ownership, partners may design programs and initiatives with Theories of Change that are not uniform across countries and therefore face difficulties in comparing results across countries
- **Focus on systems change vs. broader toolkit to achieve direct impact on young people:** There is an expressed desire, particularly in the space of education, to focus on systems change. While systems change is an important tool for achieving impact, it may not always be the most efficient path forward and comparative advantage for GenU, in comparison to other assets and paths GenU has to achieve impact for young people

| Principles in tension | Path forward and rationale |
|---|--|
| SDG indicators preferred by partners, but imprecise to GenU Strategic Priorities | <ul style="list-style-type: none"> Selected SDG or other widely recognized global indicators to track global trends and provide a picture of the state of the world's young people To supplement and bring closer to GenU Strategic Priorities, created proxy indicators that illustrate the goals of the Strategic Priorities while creating clear link of alignment with the selected SDG indicators |
| Data collection is expensive, but difficult to capture attributability using third party data and there are significant data gaps | <ul style="list-style-type: none"> Use third-party data where available for illustrating state of world's young people, but supplement with implementing partner-collected data for the GenU proxy indicators of contribution Include commentary of availability of third-party data, and work with partner organizations to improve data collection |
| Need for some uniformity in executive level reporting, but also for local ownership and flexibility in designing initiatives that are not overly constrained by globally dictated targets and indicators | <ul style="list-style-type: none"> GenU proxy indicators are clearly tied to Strategic Priorities and are general enough to allow aggregation from a variety of different impacts; GenU Global Team M&E manager responsible for harmonizing and aggregating across initiatives At the Country Investment Agenda and Global Breakthrough level, teams create their own Results Frameworks based on individual Theories of Change, but shape strategy to be guided by the proxy indicators and draw upon the common Indicator Bank |
| Systems change is important, but may not always be the best tool in GenU's broader toolkit to achieve direct impact on young people | <ul style="list-style-type: none"> GenU Global Team should emphasize systems change and use appropriate indicators from the Indicator Bank where contextually relevant, but this will not be prescribed as one of the key eleven indicators aggregated across countries |

The overall executive level dashboard of indicators will comprise four parts. Tables 1 contains GenU's operational metrics, monitoring whether GenU is making progress on the key inputs to its ultimate impact.

Table 2 measures global trends in young people's outcomes to provide broader context for GenU's activities (this set of indicators are further discussed in Part 3), and then has a set of more proximate outcome metrics measuring GenU's contribution to progress.

- *[Table 1- GenU capabilities]* Core operational indicators, with targets, based on GenU's core capabilities (i.e., a multi-sector partnership aiming to mobilize and coordinate resources, increase young people's ownership and leadership, and building a global movement to support young people in their economic realities as well as in fulfilling their hopes for themselves and their communities)
- *[Table 1 - Key activities]* Core operational indicators, with targets, in each of GenU's key activities: Country Investment Agendas, Global Breakthroughs and the Youth Challenge; aggregated from operational scorecards evaluating implementation of each activity (see Part 1)
- *[Table 2 - Global trends]* Trends in global impact indicators, **without** targets, in each of GenU's Strategic Priority areas
 - This data will be pulled from partners' data sources¹⁰ and not from GenU's own measurement and evaluation. GenU will not be accountable to targets in these indicators as they are measured without accounting for GenU's actual reach, as well as because Generation Unlimited works in the highly complex spaces of education, training, employment, entrepreneurship and civic engagement, where global or national indicators are more barometers of global economic events and national economic policies than a function of Generation Unlimited's initiatives
 - GenU will track **trends** in these indicators in order to better contextualize the **progress** in the proxy indicators
 - GenU may choose to refine this set of indicators over time as data availability changes, and may choose to add additional indicators tied to priority areas being pursued, e.g., as suggested by the ILO, if GenU has an emphasis on renewable energy jobs through Country Investment Agendas and Global Breakthroughs, GenU may wish to add a global indicator around number of young people in green jobs globally and GenU's contribution
- *[Table 2 – GenU contribution]* Proxy indicators of GenU's contributions to each Strategic Priority area, with targets, aggregated from Results Frameworks of each activity (see Part 1). These are the impacts that GenU will be primarily accountable and responsible for, in the context of global trends. Additionally, the GenU Country Teams and country Young People's Action Team will also collect frequent (e.g. monthly) pulse checks of young people's self-assessed subjective wellbeing and optimism, making use of UNICEF's Subjective Wellbeing of Young People MICS module through a variety of appropriate instruments, e.g. household surveys, labor force surveys, U-Report.

¹⁰ ILO labor force statistics and UNESCO education statistics data collection varies in frequency by country (minority of countries report annual data)

Table 1: Operational indicators of GenU's organizational Theory of Change and core activities

| | Dimension | Operational/ Methodological Indicator | Proposed 2024 target (starting point to be revised) | Current | YoY progress |
|--|--|--|---|---------|--------------|
| GenU capabilities | Resource mobilization | • Amount of catalytic funding raised by GenU Global Team at global and country levels | 300M | | |
| | | • Amount of resources mobilized towards Country Investment Agendas, Global Breakthroughs and Youth Challenge by source (private core business, private capital, private philanthropy, official development assistance, development loans, domestic public funds) | 10B | | |
| | Multi-sector partnerships | • Number of partners making financial, technical and in-kind contributions, by sector and actor (development bank, domestic private sector, multinational private sector, domestic public sector, ODA, philanthropy etc.) | 200 | | |
| | Young people's involvement in governance, co-creation and implementation | • Proportion of governance of GenU at global Global Team and country leadership structures under the age of 30; presence of a Young People’s Action Team at country and global levels | 30% / Yes | | |
| | | • Proportion of engaged young people reached in diagnostic and feedback who belong to marginalized groups (persons with disabilities, girls, etc. ¹¹), across Country Investment Agendas and Global Breakthroughs | Proportionate to demographics | | |
| | | • Proportion of organizations supported as part of Country Investment Agendas, Global Breakthroughs and Youth Challenge that are led by young people | 30% | | |
| | Contributions to global knowledge management | • Proportion of GenU initiatives within Country Investment Agendas and Global Breakthroughs reporting measurement and evaluation, working with partners where possible to contribute to global knowledge base | 100% | | |
| | Momentum of the global movement | • Number of people engaging with GenU on social media | 1M | | |
| | | • Number of large-scale advocacy campaigns and events supported by GenU | 100 | | |
| Young people's optimism and optimism gap | • Proportion of young people in GenU active countries expressing increased optimism across GenU's strategic priority areas | 100% | | | |
| Key activities | Country Investment Agendas | • Number of countries in Tier 1 | 10 | | |
| | | • Number of countries in Tier 2 | 30 | | |
| | | • Proportion of young population reached through investments in each Country Investment Agenda | 70% | | |
| | Global Breakthroughs | • Number of new products and models developed as a result of Global Breakthroughs | 20 | | |
| | | • Proportion of young population globally reached by Global Breakthroughs | 50% | | |
| | Youth Challenge | • Number of countries in which Youth Challenge is active | TBD | | |

¹¹ To be determined by Country Team

| | | | | |
|--|---|-----|--|--|
| | • Number of young people participating in Youth Challenge | TBD | | |
|--|---|-----|--|--|

Table 2: Trends in global impact indicators and proxy indicators of GenU's contributions to each Strategic Priority area and corresponding indicator

| Dimension | Impact Indicator (active countries data) | Global trend | GenU proxy of contribution (GenU M&E) ¹² | Proposed 2024 target (starting point to be revised) | Current | YoY |
|---|---|--------------|---|---|---------|-----|
| SP1: Promote formal school experiences that build skills young people need for productive lives and the future of work | <ol style="list-style-type: none"> SDG Indicator 4.1.1: Proportion of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex SDG Indicator 4.4.1: Youth with information and communications technology (ICT) skills, by type of skill | | <ul style="list-style-type: none"> Number and proportion of young people reached by GenU initiatives demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry) | To be determined by IA and GB teams | | |
| SP2: Provide young people outside formal schooling with opportunities for training, skill development, and additional education | <ol style="list-style-type: none"> SDG Indicator 4.3.1: Participation rates in formal and non-formal education and training, by sex | | <ul style="list-style-type: none"> Number and proportion of out-of-school young people reached by GenU initiatives providing quality education and training opportunities (e.g. formal secondary school, training programs, apprenticeships) Proportion of out-of-school young people demonstrating increase in relevant skills (e.g. coding, bookkeeping, husbandry) | To be determined by IA and GB teams | | |
| SP3: Improve connections between young people and existing work opportunities | <ol style="list-style-type: none"> SDG Indicator 8.5.2: Unemployment rate, by sex, age, persons with disabilities | | <ul style="list-style-type: none"> Number and proportion of young people reached by GenU initiatives demonstrating improved employment outcomes (e.g. placement in jobs, | 70% | | |

¹² Refer to indicator bank for relevant sub-indicators that can be aggregated to these indicators; examples of metrics in parentheses

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| | | | | | | |
|---|--|--|---|------|--|--|
| SP4: Increase the number of quality work opportunities available to young people | 5. SDG Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities | | duration of unemployment, wages, retention, labor productivity) | 70% | | |
| SP5: Foster entrepreneurship as a mindset and a livelihood | 6. World Development Indicators: Vulnerable employment as % of total employment ¹³ <i>Alternative:</i> SDG Indicator 8.3.1: Proportion of informal employment in non-agriculture employment, by sex | | • Number and proportion of young entrepreneurs demonstrating improved business outcomes (e.g. income, survival rate, employee count) | 70% | | |
| SP6: Promote equitable access to quality education, training, employment, entrepreneurship, and civic participation | 7. SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all indicators | | • Parity indices in all GenU supported programs ¹⁴ | 1 | | |
| SP7: Equip young people as problem-solvers and engaged members of civil society, helping to create a better world | 8. SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels 9. UNICEF Adolescent Civic Engagement module (in development) | | • Number and proportion of GenU active countries where young people's leadership and innovation are included in supported programming | 100% | | |
| Young people's wellbeing and optimism | 10. Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time 11. Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | | • Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time • Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | 100% | | |

¹³ The share of young own-account workers and contributing family workers in total youth employment. Vulnerable employment is a measure of persons who are employed under relatively precarious circumstances as indicated by the status in employment. Because contributing family workers and own-account workers are less likely to have formal work arrangements, access to benefits or social protection programmes and are more “at risk” to economic cycles, these are the statuses categorized as “vulnerable”. There is a strong connection between vulnerable employment and poverty: if the proportion of vulnerable workers is sizeable, it may be an indication of widespread poverty. The connection arises because workers in the vulnerable statuses lack the social protection and safety nets to guard against times of low economic demand and often are incapable of generating sufficient savings for themselves and their families to offset these times. It is important to bear in mind that the indicator is not without its limitations; some wage and salaried workers might also carry high economic risk and some own-account workers might be quite well-off and not vulnerable at all. Source: ILO

¹⁴ To be determined by Country Team

Part 3: Monitoring global trends in GenU areas of focus

Lastly, a subset of the above indicators will be used on Generation Unlimited's website and in public external communications. These indicators and metrics will:

- Raise awareness of the gravity and complexity of the issues that GenU is taking on
- Ground GenU's efforts as working in support of the Sustainable Development Goals
- Consolidate data related to young people into a single integrated snapshot data (compiled from various global data sources on GenU's Strategic Priorities), providing actors conducting aligned advocacy, programming, and other initiatives with a framework for involvement
- Highlight where data gaps exist and the importance of data collection

This set of indicators and statistics will **not** be used to hold GenU or its partners accountable, as Generation Unlimited works in the highly complex spaces of education, training, employment, entrepreneurship and civic engagement. In these topic areas, global or national indicators are as much, if not more, barometers of global economic events and national economic policies rather than Generation Unlimited's initiatives. However, they serve a useful purpose to create a common basis from which members of the movement can contextualize their involvement towards one or more of the indicators tracked. Below are the proposed indicators that GenU tracks for this purpose, pulling from partners' data sources¹⁵ and not from GenU's own measurement and evaluation; as well as an illustrative heat map of how the indicators could be reported by country.

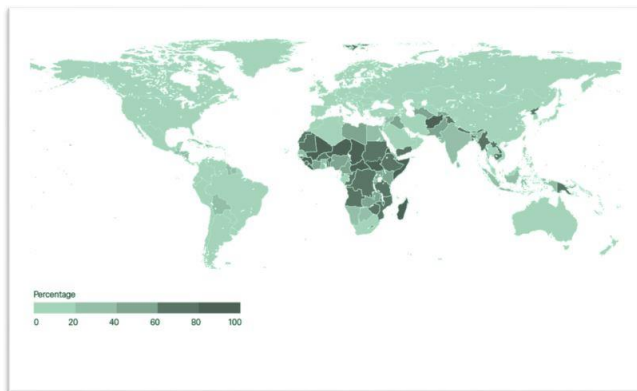


Figure 1: Illustrative heat map according to one of 12 indicators

¹⁵ ILO labor force statistics and UNESCO education statistics data collection varies in frequency by country (minority of countries report annual data)

Table 3: Dimensions and global indicators related to GenU Strategic Priorities

| Dimension | Indicator | Data source |
|---|---|--|
| SP1: Promote formal school experiences that build skills young people need for productive lives and the future of work | <ol style="list-style-type: none"> SDG Indicator 4.1.1: Proportion of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex SDG Indicator 4.4.1: Youth with information and communications technology (ICT) skills, by type of skill | UNESCO Institute for Statistics |
| SP2: Provide young people outside formal schooling with opportunities for training, skill development, and additional education | <ol style="list-style-type: none"> SDG Indicator 4.3.1: Participation rates in formal and non-formal education and training, by sex | ILO |
| SP3: Improve connections between young people and existing work opportunities | <ol style="list-style-type: none"> SDG Indicator 8.5.2: Unemployment rate, by sex, age, persons with disabilities | ILO |
| SP4: Increase the number of quality work opportunities available to young people | <ol style="list-style-type: none"> SDG Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities | ILO |
| SP5: Foster entrepreneurship as a mindset and a livelihood | <ol style="list-style-type: none"> World Development Indicators: Vulnerable employment as % of total employment SDG Indicator 8.3.1: Proportion of informal employment in non-agriculture employment, by sex | ILO |
| SP6: Promote equitable access to quality education, training, employment, entrepreneurship, and civic participation | <ol style="list-style-type: none"> SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all indicators | UNESCO Institute for Statistics |
| SP7: Equip young people as problem-solvers and engaged members of civil society, helping to create a better world | <ol style="list-style-type: none"> SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels UNICEF Adolescent Civic Engagement module (in development) | UNESCO Institute for Statistics UNICEF |
| GenU's presence | <ol style="list-style-type: none"> Classification of countries according to GenU Country Investment Agenda tiers, Global Breakthrough presence, Youth Challenge presence | GenU internal assessment according to scorecards |
| Young people's wellbeing and optimism | <ol style="list-style-type: none"> Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | Survey (U-Report, MICS, labor force surveys) |

Appendix 1: High-level commentary of data availability for Global Trend indicators

| Dimension | Indicator | Data source | Data public availability ¹⁶ (high/medium/low) |
|---|---|--|--|
| SP1: Promote formal school experiences that build skills young people need for productive lives and the future of work | 1. SDG Indicator 4.1.1: Proportion of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex | UNESCO Institute for Statistics | Medium |
| | 2. SDG Indicator 4.4.1: Youth with information and communications technology (ICT) skills, by type of skill | | Low |
| SP2: Provide young people outside formal schooling with opportunities for training, skill development, and additional education | 3. SDG Indicator 4.3.1: Participation rates in formal and non-formal education and training, by sex | ILO | Low |
| SP3: Improve connections between young people and existing work opportunities | 4. SDG Indicator 8.5.2: Unemployment rate, by sex, age, persons with disabilities | ILO | High |
| SP4: Increase the number of quality work opportunities available to young people | 5. SDG Indicator 8.5.1: Average hourly earnings of female and male employees, by occupation, age and persons with disabilities | ILO | Low |
| SP5: Foster entrepreneurship as a mindset and a livelihood | 6. World Development Indicators: Vulnerable employment as % of total employment | ILO | High (Modeled ILO Estimate) |
| | 7. SDG Indicator 8.3.1: Proportion of informal employment in non-agriculture employment, by sex | | Medium |
| SP6: Promote equitable access to quality education, training, employment, entrepreneurship, and civic participation | 8. SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all indicators | UNESCO Institute for Statistics | Low |
| SP7: Equip young people as problem-solvers and engaged members of civil society, helping to create a better world | 9. SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels | UNESCO Institute for Statistics | Low |
| | 10. UNICEF Adolescent Civic Engagement module (in development) | UNICEF | N/A |
| GenU's presence | 11. Classification of countries according to GenU Country Investment Agenda tiers, Global Breakthrough presence, Youth Challenge presence | GenU internal assessment according to scorecards | N/A |

¹⁶ Source: <https://data.worldbank.org/indicator/SL.EMP.VULN.ZS>; <https://unstats.un.org/sdgs/indicators/database/>

| | | | |
|---------------------------------------|---|--|-----------------------|
| Young people's wellbeing and optimism | <ul style="list-style-type: none"> 12. Proportion of young people in GenU active countries expressing increased wellbeing and optimism over time 13. Difference in wellbeing and optimism between young people impacted directly by GenU initiatives and national average | Survey (U-Report, MICS, labor force surveys) | To be created by GenU |
|---------------------------------------|---|--|-----------------------|