GENERATION UNLIMITED

Our Time. Our Turn. Our Future.

Solutions and Promising Ideas Book

Please note: This publication contains working documents that have not been fact checked or copy edited.

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Chapter 1:
Solutions

Co-Creation and Curation of Solutions

Co-creation is a central strategy of the Generation Unlimited. The focus of the co-creation process is leveraging partnerships in order to identify solutions that have the potential to be scaled up – solutions that address: secondary-age education; skills for learning, employability and decent work; and empowerment, with a focus on girls. Co-creation involves partners from different sectors and global, regional and country contexts.

Since April 2018, the co-creation process has been implemented through direct outreach and dialogue with a selected pool of high-profile partners with different expertise, including international organizations and leading private sector, civil society and youth organizations through meetings, conference calls and digital outreach. Through this targeted approach, these organizations were invited to provide information on solutions that have delivered results at scale or are promising to be taken to scale. Approximately, 75 partners received a template inviting them to submit solutions. These partners included: 32 private sector entities, 16 civil society and youth organizations, four bilateral development partners, six United Nations Agencies and international financial institutions, two academic institutions, and 15 governments. Through this outreach process, 109 solutions were identified for curation.

The process of developing a curated portfolio of solutions followed these steps:

Step 1: Review of solutions by experts using criteria and assessment tools established for the Generation Unlimited with input from the Secretariat.
The process of curating solutions started with an independent external review by Cambridge Education of the 109 submitted solutions. Cambridge Education is a leading firm in the fields of diagnostic review, school improvement, instructional design, student achievement and change management.

A scoring index was created to guide the review team in shortlisting 30 solutions. The scoring index considered the following criteria: relevance to the three thematic areas of focus, description of the interventions and summary of results achieved, potential for scalability, participation of young people in the design and implementation of the solution and degree to which the solution addresses inequalities for disadvantaged young people.

Step 2: Review and scoring by the Generation Unlimited Global Board

The 30 shortlisted solutions by Cambridge Education were then shared with the Generation Unlimited Global Board with a scoring sheet that included criteria similar to those used in Step 1. Members of the Global Board reviewed the material and scored the solutions. Cambridge Education tallied the scoring to arrive at a portfolio of 20 solutions to be discussed during the technical meeting on co-creation of solutions for young people, 17-18 July 2018.

Specific Asks

- Financial investments to help solutions with a proven track record of results go to scale
- Pro-bono technical expertise to improve and refine solutions
- Mentoring and learning opportunities for young people, solution owners and implementing partners
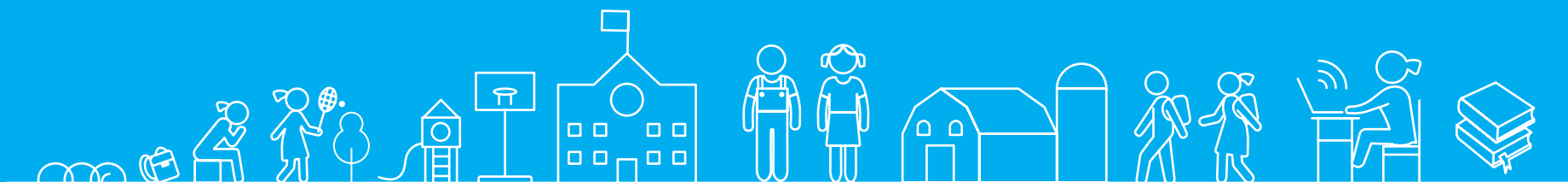
Sistema de Aprendizaje Tutorial (Tutorial Learning System, SAT) Program

Synopsis: Sistema de Aprendizaje Tutorial (SAT) provides alternative secondary education to rural communities with no access to conventional secondary schools. This formal education modality is delivered through a public-private partnership in Honduras and Colombia where it has been integrated into Ministers of Education regular operation. The model has been implemented on a smaller scale in Guatemala, Nicaragua, Ecuador, and several countries in East Africa and South Asia.

Country/Region: Latin America and Caribbean

Implemented by: Government of Honduras and Bayan Association

Partners: University of California, Berkeley (research and evaluation, material development), Summit Foundation (donor), Tinker Foundation (donor).

Start date: Founded in 1980s in Colombia. 1996 first pilot in Honduras. Officially approved by Honduran government in 2002.

Problem statement

In rural areas with little educational infrastructure, few adolescents and young people have access to lower and upper secondary education and even fewer have access to skills training that is attuned to the context where they live. Governments have limited budget to expand quality secondary education services in these hard to reach places.

Description of the solution and its approach

The Sistema de Aprendizaje Tutorial (Tutorial Learning System, SAT) Program provides alternative lower- and upper-secondary education to rural youth in Honduras.

Education is delivered in a way that integrates relevant theory and practice so that students can continue to work on their agricultural pursuits and livelihoods. The program's trained tutors use a "learning-by-doing" methodology, such as learning mathematics and science in the context of agricultural innovation, to promote rural education and community development in marginalized communities.

The program reaches adolescents from Grade 7 to 12 with a specialized learning programme geared to their needs. The programme includes interactive workbooks and lessons guided by a tutor, who is a community member. In Honduras, the government pays the tutors, who deliver the curricula by linking it to adolescents' lives in their communities. The tutors are required to have completed upper secondary education, completed 200 hours of training in the program's specialized pedagogy, and be enrolled in a pedagogical university. Most recently, due to new legislation, all tutors are required to hold a bachelor's degree in pedagogy.

The curricula focus on teaching capabilities rather than subjects. These capabilities include mathematics, sciences, language, technology, and service to the community. They also have a strong emphasis on agriculture and rural well-being. Learning materials on child marriage and sexuality education have been developed and are in the process of being implemented in all SAT learning centers -complete rollout of this component in 2019. The goal of the curriculum is to provide education and skills that are relevant for community development and transformation.

The classes are held in locations in the community, so no infrastructure is required and they can be scheduled at a time that fits the students' life. Students are required to complete a set number of hours of instruction and they are tested every three months to monitor learning. Communities often raise funds to build a learning center for SAT to function in.

The students who complete the full programme receive an official secondary education certification: Upper Secondary Diploma with emphasis on rural sustainable development. It is considered part of the Honduran and Colombian formal education system, and therefore graduates are eligible to attend any tertiary education or skills development program.

Summary of results

Test scores—Children in SAT villages in Honduras had test scores 45 percent higher than children in neighbouring conventional public rural schools.

Social learning outcomes— Qualitative studies suggest that SAT students in Honduras had a stronger sense of social responsibility for their communities, and female SAT students had enhanced levels of empowerment (defined by their capacity for self-determination and their ability to make strategic life choices).

Rural development—By hiring tutors from local communities, SAT contributes to employment creation; applied learning projects contribute to the improved well-being of communities.

Involvement of Young People

SAT leverages education as "a key tool to unlock the development process where actors are the key agents of change". Because students are guided by ethical values and principles of social
responsibility, human interconnection, and gender equality, they realize their own potential through actions of service, applying their knowledge to the improvement of their own communities.

Potential for scalability

In Honduras the government funds 90 per cent of the programme, including tutors' salaries, and 10 per cent is the cost of the NGO. 100,000 students have been reached so far.

The SAT model has been previously scaled up in Colombia, and more recently implemented with varying degrees of success across countries in Latin America. In Africa, Southeast Asia, and the Pacific, SAT has been adapted into a sister program called Preparation for Social Action, known as PSA.

Gender and equity

Adolescents from grade 7-12 participate in this solution in rural areas where there is little educational infrastructure and limited access to secondary education and skills training attuned to the context. Learning materials on gender equality, child marriage and sexuality education have been developed and are in the process of being implemented in all SAT learning centers -complete rollout of this component in 2019.
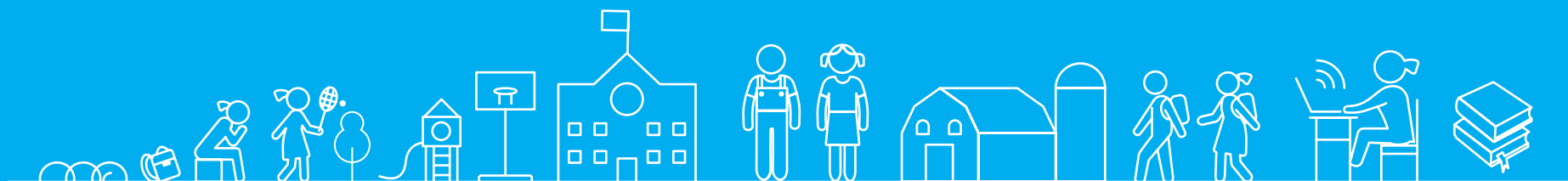
Technology- based rural schools in Argentina

Synopsis: Technology-based rural schools increase access to secondary education for adolescents living in remote rural communities in Argentina. The approach is fully integrated into the current educational system at the provincial level and certificates are recognised nationally. The programme has also contributed to reducing the digital gap which exists between students in rural and urban areas.

Country/Region: Argentina

Implemented by: Government in six states of Argentina (Provincial Education Ministries).

Partners: National School Connectivity Plan, Aprender Conectados Program (Conectar Igualdad component), UNICEF, Chevrolet, Carrefour, Samsung, ENARSA

Starte date: 2012

Problem statement

Since secondary education became compulsory in Argentina in 2006, the challenge has been to bring secondary education to remote and isolated locations while ensuring opportunities and quality learning for all adolescents. While the country made substantive progress in establishing schools in rural areas, coverage of secondary schools was low, particularly for upper secondary education.

Around 40% of rural primary schools do not have a secondary school nearby. 17% of 12 – 17 year olds in urban areas are out of school, compared with 34% in rural contexts. Only 34% of adolescents in rural areas complete upper secondary education (vs. 46% in urban areas) and 22% of 15 – 17 year olds drop out of school before starting upper secondary education.

In the wider context, rural populations represent 9% of the total population of Argentina, with one out of four adolescents in rural areas living in households with unmet basic needs. By the age of 18, one in ten rural adolescents become head of household and 34% are involved in economic activities (15 – 19 years old).

Description of the solution and its approach

The program is led by provincial authorities and started in 2012 in one state in Argentina and then expanded to five other priority states. The goal is to guarantee access to secondary education for all adolescents living in remote rural areas without secondary schools.

Reduce the digital gap which exists between students in rural and urban areas and let them develop 21st century skills to increase adolescent's social and economic development and that of their communities.

Classrooms located in remote rural communities are connected through an online educational platform to a lead school located in an urban headquarter (known as a hub school). Teaching and learning strategies are supported daily by an online platform and other offline technologies. Each student has a laptop to connect with the main team of teachers at the urban hub. Specially trained teachers and community facilitators supervise the work and teachers help students with their school work based on corresponding age groups. Teachers from the hub school visit the communities at least twice per year to meet the students and their families.

Summary of results

By May 2018, there are seven TechBRSS hub schools and 78 rural classrooms in six priority states and a total of 1,400 students enrolled (56% males and 44% females). 215 students graduated (75% of the respective cohort). 46% of students belong to more than 10 different indigenous communities. In the state of Jujuy, the program serves 21% of the rural adolescents who were previously out of school (1,900 adolescents).

At the provincial level, this approach has been fully integrated in the current educational system. Their function and certificates are recognized in the same way as regular secondary education.

National authorities are currently considering promoting this approach as a national public policy in varied contexts where adolescents need more flexible options to complete upper secondary education.

Research shows that the initiative promotes high attendance rate to secondary-school with a flexible model that also allows adolescent fathers and mothers, as well as those who have drop out to return to school. It increases graduation rates and the development of ICT skills, which improves adolescent´s employability. In addition, the program enhances community bonds and empower adolescent students as community leaders.

Technology based rural schools are fully integrated into the secondary level educational policy, both nationally and provincially, and lead to lower and upper secondary education certification. This alternative modality of secondary education is part of the formal education system.

Involvement of Young People
The solution is designed and implemented by adults for young people.

Potential for scalability
The modality has proven to be cost effective. In a recent cost analysis comparing this rural secondary school modality vs. other strategies implemented in non-remote areas, this model proved to be more cost effective both in the initial investment to set up the model and in its annual operating costs (12% lower than the regular secondary, and 30% lower than other modalities that require teachers traveling

extensively to rural locations). It has to be noted that any other modality has proved to be sustainable in these rural remote contexts.

To date, the program is being implemented in six provinces. The plan is to expand the model to double the number of adolescents living in isolated areas enrolled and graduating from these schools. The program's enrolment is nearly half from ethnic minority communities, and could potentially help up to 65,000 Argentinian out-of-school adolescents to complete secondary education.

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National authorities are currently considering promoting this approach as a national public policy in varied contexts where adolescents need more flexible options to complete upper secondary education.

A set of key technical tools and program documents have been developed to improve the program efficiency and promote the scaling-up process: a cost-effective study, a guide for implementation, and guidance to develop a specific TechBRSS academic regulation.

The program is government-led and the current pilots require technical assistance and support from a telecommunication company to improve internet access in rural locations and educational platforms. A range of
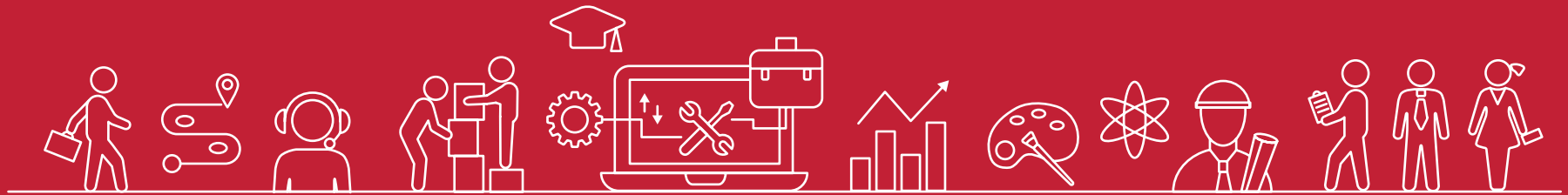
partners, have been able to support the programme with school supplies and ICT equipment, teacher training and M&E. It is expected that in scaling up the government will absorb part of these costs.

Gender and equity

In Argentina, rural populations, including indigenous groups in rural locations, are amongst the most marginalized groups with the highest rates of poverty. Adolescents who live in rural areas and are part of indigenous communities experience the lowest chances of accessing and completing upper secondary education. Targeting this population and making sure that the most marginalized adolescents are supported to access upper secondary education is an important matter of equity in a middle-income country like Argentina. The target population is rural adolescents, who make up 9% of Argentina's total. Of these, 1 in 4 live in houses with unmet basic needs. Twice as many rural adolescents are out of school (34%) as urban (17%). One third of rural adolescents complete secondary education, compared to 46% urban. The programme's enrolment is nearly half from ethnic minority communities. 46% of students belong to more than 10 different indigenous communities.

In addition, one of the main reasons for dropping out of secondary school when adolescent girls and boys become parents. Teenage parenthood remains common in northern Argentinian provinces. This flexible and innovative secondary education model is committed to addressing gender and equity gaps in rural communities. This flexible modality allows adolescents mothers and fathers to continue their studies.

Alternative Learning Programme ◀ ◀

Synopsis: The Alternative Learning Programm (ALP) provides alternative skills acquisition pathways to the most disadvantaged and vulnerable out-of-school adolescents. Young people participate in a 6-month programme of on-the-job, theoretical and skills training in selected trades and occupations. To date, an estimated 36,000 out-of-school adolescents have been reached.

Country/Region: Bangladesh

Implemented by: BRAC Bangladesh

Partners: ILO (during design), UNICEF

Start date: 2015

Problem statement

The education system of Bangladesh is not responding appropriately to skills development and training to meet the sustainable development needs of the nation. Technical, vocational education and training (TVET) is weak and has a very low capacity to meet the nation's rising skilled manpower needs. There are a large number of out-of-school adolescents without alternative pathways for acquiring skills and preparation for gainful employment. Every year more than 2 million young people are entering the work force. A large portion of them are unskilled out-of-school adolescents who become vulnerable to exploitation, hazardous low paying jobs and other forms of abuse.

Description of the solution and its approach

The programme, designed, piloted and implemented by BRAC since 2012 with the technical assistance from UNICEF and ILO, provides alternative skills acquisition pathways to the most disadvantaged and vulnerable out-of-school adolescents in Bangladesh for gainful employment and a decent life. Young people participated in a six-month programme of on-the-job, theoretical and skills training (such as managing money, speaking to customers, essential English, and social and labour rights) leading to a national qualification. Traditional apprenticeships have been adapted to include supervised competency based training combined with on the job trade training and soft skills learning. The solution is community based and starts with a survey and market scan in the nearest communities to identify trades in demand, 'Master Craft Persons' to lead the apprenticeships, and the most vulnerable and disadvantaged out of school adolescents. Trainees receive stipends to cover the essential costs as an incentive.

The programme is linked to the National Technical and Vocational Qualification Framework (NTVQF). The trades and occupations of the programme are standardized and aligned with NTVQF. Trades and occupations include refrigeration and air conditioning, block and screen print, mobile phone servicing, wooden furniture making, tailoring and dress making, motor cycle mechanics, and working in a beauty salon. Successful completers receive certifications that enable them to enter the formal technical education system for further learning.

Summary of results

Over five years (the pilot phase began in 2012), this intervention has benefitted 28, 277 vulnerable out-of-

school adolescents. of which 15,629 were girls. Another 7,500 adolescents are in training now out of which 4,461 are girls. Participants have benefitted from skills training and opportunities to find gainful employment and 95%found employment in relevant trades within one month of completing the programme. A tracer study conducted by BRAC showed that after 2.5 years, 77% continue to be employed in relevant trades. The programme's impacts include a reduction in early marriage among the young and a reduction in social barriers and stigma related to gender-based work distribution and female mobility.

Involvement of Young People

The solution is designed and implemented by adults for young people.

Potential for scalability
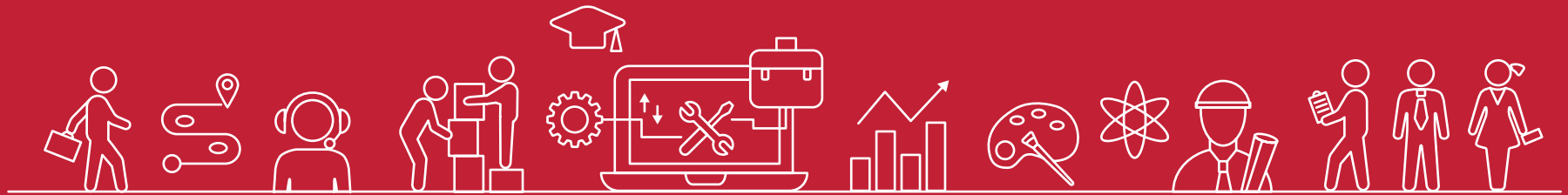
The innovation started with 2,000 and gradually reached 35,777 out-of-school adolescents. BRAC, has reached 28,277 young people using their own resources as well as resource mobilized from other partners.

Work is ongoing to incorporate the foundational skills component of the program as an Alternative Learning Program (ALP) for out-of-school adolescents within a national program.

Gender and equity

The intervention has benefitted 35,777 vulnerable out-of-school adolescents. 20,090 of these are girls, 299 transgender and 3359 adolescents with disabilities.

Solutions: Skills for learning, employability and decent work

Educate! ◀ ◀

Synopsis: Educate! prepares youth in Kenya, Rwanda and Uganda with the skills to succeed in today's economy. Educate! addresses youth unemployment by reforming what schools teach and how they teach it, so that students have the skills to start businesses, get a job, and drive development in their communities.

Country/Region: Uganda, Rwanda, Kenya in both rural and urban areas.

Implemented by: Educate!

Partners: Ugandan Ministry of Education, the Ugandan National Curriculum Development Center (NCDC), the Rwanda Education Board (REB), and the Kenya Institute of Curriculum Development (KICD)

Start date: 2009

Problem statement

Nearly 50% of all African citizens are younger than 18, and that number is rising. These demographics, along with a scarcity of jobs, have led to dramatic rates of youth unemployment, with as little as 25% of youth expected to get formal jobs. Education systems in Africa already face challenges in meeting young peoples' needs. Current curricula and teaching methods don't consistently prepare students for what is to come following graduation. In a world where 50% of the world's children are expected to be African

by the turn of the century, reforming secondary education is a catalytic, high leverage solution to youth unemployment and consequent development issues.

Description of the solution and its approach

The Educate! Project (implemented by Educate!) started in 2009 in Uganda. Since that time, the organization has scaled nationally in Uganda (where it is now working in nearly 25% of all secondary schools), and launched operations in Rwanda (2016) and in Kenya (2018). Educate! works hand-in-hand with governments towards system-level adoption of its solution, and has integrated key components of its model into the national education systems of Uganda, Rwanda and Kenya.

Educate! believes that by transforming secondary education we can equip youth with the skills to disrupt the systemic problem of youth unemployment. By creating a new educational model that reforms what schools teach and how they teach it, Educate! is empowering teachers and youth mentors to equip students with the skills to drive measurable change. Educate!'s experiential model teaches the "hard skills" of business including planning, budgeting, savings and market research, complemented by the "soft skills" demanded most by employers and students themselves, such as teamwork, public speaking, networking, critical thinking, self-confidence and creativity.

Educate! works in two ways: 1) implementing leadership, entrepreneurship, and workforce readiness training directly in secondary schools; 2) partnering with governments to integrate this solution into national education systems in East Africa, starting with Uganda, Rwanda, and Kenya. This model is delivered through trained teachers and empowered youth mentors in existing secondary schools.

Summary of results

This year, Educate! is working in more than 900 schools, impacting more than 40,000 students and reaching more than 500,000 youth in Uganda, Rwanda, and Kenya.

Two external evaluations—a randomized controlled trial and a quasi-experimental evaluation—have shown that Educate! graduates double their income and are 44-64% more likely than their peers to own their own business. Girls achieve even greater results.

In Uganda: Educate! participants experienced improved livelihoods (Educate! participants earned 95%—nearly 2x—more, on average); increased small business ownership and employment (the Educate! program increased business ownership among participants by 44% and employment by 50%, compared to the control group); decreased gender gaps (female Educate! participants benefitted even more than their male peers, with an increase in annual income of 244%, business ownership by 91%, and employment by more than double – 113%).

Involvement of Young People

The frontline field staff who implement the model in schools are volunteer youth mentors. There are currently over 300 mentors, many of whom are themselves Educate! graduates.

In 2018, Educate! is directly impacting more than 40,000 students across 900 schools, and reaching over 500,000 youth in total, in Uganda, Rwanda, and Kenya. In 2017, 53% of their scholars were female and 47% were male.

Potential for scalability

Educate!'s solution is targeting massive scale through systems-level adoption in the long term. Key aspects of the Educate! model are now being utilized in national education systems in Uganda, Rwanda, and Kenya. In 2012, Educate! partnered with Uganda's government to integrate curriculum and a student business club structure into Uganda's entrepreneurship course nationally; in 2015, Educate! served as a technical advisor to Rwanda on its secondary education reform; and in 2016, Educate! began serving as a technical advisor to Kenya on its national curriculum reform. Major components of Educate!'s model are now a key part of Rwanda's new entrepreneurship subject, and Educate!'s Student Business Club structure is a part of both Uganda and Rwanda's upper secondary curriculum.

In Rwanda, Educate! is launching in 170 new schools in 2018, reaching 10,500 students with intensive inputs annually and over 200,000 more broadly.

In Kenya, in 2018 Educate! is launching a pilot program to design and test a new Community Service Learning subject in schools, which will eventually be rolled out to all upper secondary school students in the country—up to 1.5 million annually.

In Uganda, Educate!'s direct delivery program model is currently operating at scale. Educate! is continuing to scale up their skills-based model nationwide to 700+ schools in 2018 (about 25% of all secondary schools in the country), and working to support lower secondary education reforms.

Gender and equity

The solution reaches equal numbers of boys and girls in targeted secondary schools in rural and urban areas. Educate! works with equal numbers of boys and girls in the same program, which includes targeted pedagogy and content aimed at meeting girls' specific needs. Working with boys and girls side by side ensures that young men are equal partners in challenging structural injustice and dismantling the societal barriers that hold girls back.

Educate!'s model is designed to directly target the critical gaps—such as the asset gap and the skills gap – to change girls' life outcomes. Educate! brings in teachers and school administrators and supports them to become gender advocates in their schools. The model is designed to ensure girls can lead alongside boys, building girls' confidence in themselves, their ability to speak up and make decisions, and the soft and hard skills they need to be successful in life after school.
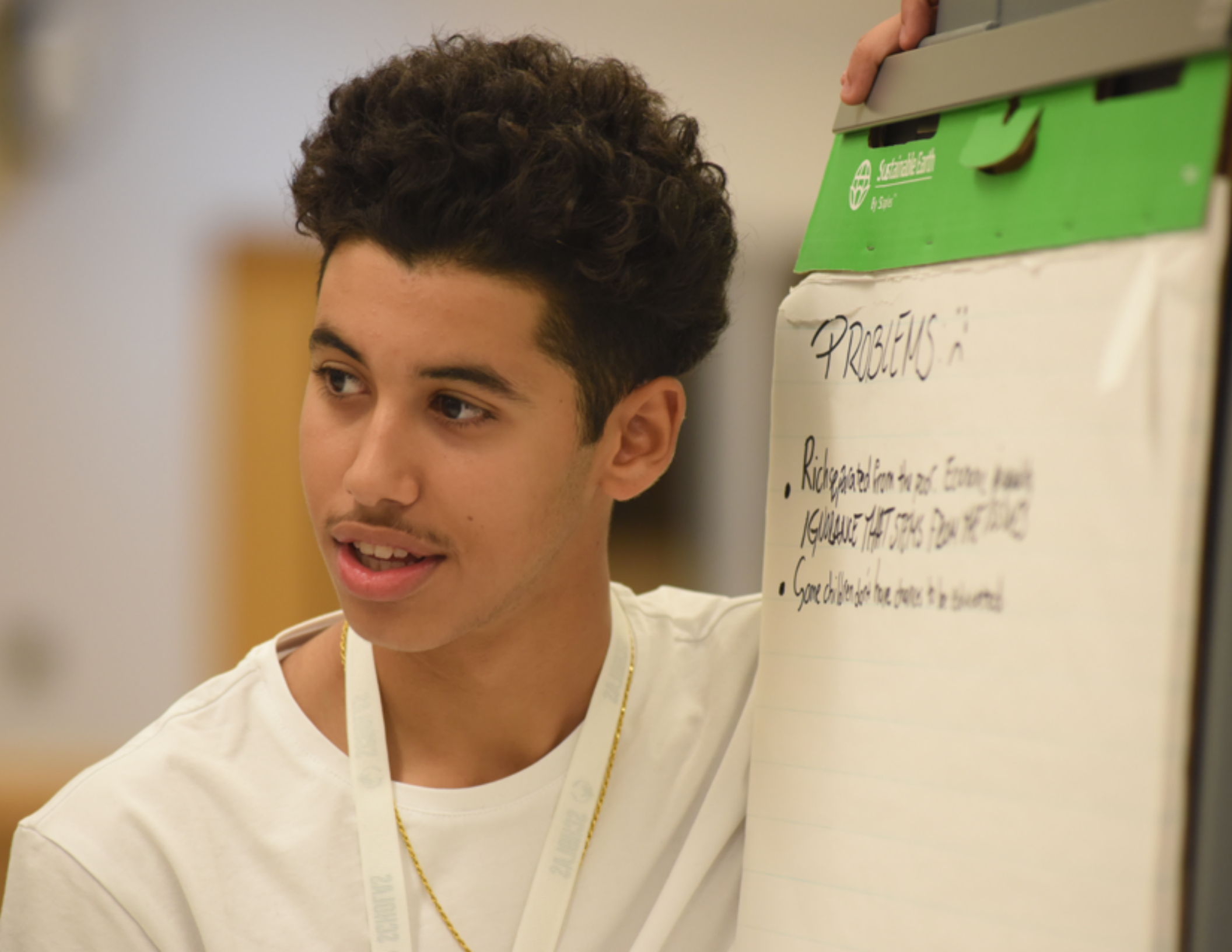
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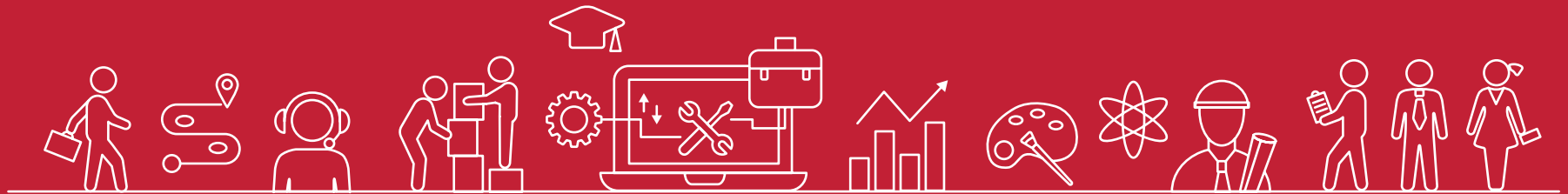
Generation

Synopsis: Generation is a nonprofit youth employment organisation that recruits youth, trains them in profession-specific skills, and places them in jobs. The goal is to empower young people to build thriving, sustainable careers and to provide employers with the highly skilled, motivated talent they need. To date, the programme has graduated 20,000 young people.

Country/Region: Global

Implemented by: Generation (a global non-profit organisation, founded by McKinsey & Company) and its network of 75+ implementing partners, including organisations as varied as IL&FS Skills Development Corporation, the Idea Center at Miami Dade Community College, Odisha Skills Development Authority, Ijalti, the Punjab Skills Development Fund, and Centum

Partners: 2000 employer partners and philanthropic funders/donors including McKinsey & Company, USAID, Walmart Foundation, Rockefeller Foundation, the European Social Fund, and the United Way Worldwide.

Start date: 2015

Problem statement

Youth unemployment is a global problem with more than 73 million unemployed and many more underemployed. Yet, 40% of employers say they cannot find the talent they need even for entry-level roles. Many workforce programmes seek to bridge this gap, spending hundreds of billions of dollars per year. The majority fall short because they tend to be supply-driven and therefore have job placement rates below 50%. For those that are demand-driven and place youth in jobs, they tend to have small annual volume (low hundreds to low thousands), are expensive, and are single-country and/or single industry focused. Further, few programmes measure the return on investment for both learners and employers after placement. As a result, their impact is less clear and their ability to scale is limited. Funders, employers, and learners want to understand the true ROI of workforce training.

Description of the solution and its approach

Generation, a global youth employment non-profit founded by McKinsey & Company, recruits youth, trains them in profession-specific skills in 23 professions across four sectors, places them in jobs, and provides graduates ongoing mentorship support for three to six months post job placement. Generation is a methodology and is delivered through a network of 75 implementing partners. The program aims to deliver high employment and job retention rates, tangible return on investment for learners and employers, and is cost-effective, scalable, and global.

Generation's seven-step approach addresses gaps in the employment value chain:

1. Engage with employers from the start to pre-commit job opportunities for program graduates
2. Recruit learners with alternative profiles
3. Offer a 4-12 week bootcamp that integrates technical, mindset, and behavioral skills and provides repeated, intensive practice in the activities that differentiate a great employee
4. Provide social support services in parallel to ensure even the most vulnerable students can be successful while they are in the bootcamp—including a mentor that stays with graduates into the critical early months of their job
5. Track and report on the return on investment for learners (personal and financial well-being), employers (productivity, quality, retention, speed to promotion) and programme effectiveness (cost per employed day, wage to cost ratio)
6. Cultivate a community among our alumni to sustain and support them
7. Use data to continually improve program performance

The solution is operating in six countries: China (Hong Kong), India, Kenya, Mexico, Spain, and the United States. Generation is currently launching in Pakistan (the Punjab region), the United Kingdom, France, and Italy.

Generation was born out of McKinsey & Company research that examined 150 employment programmes across 25 countries and surveyed 15,000+ employers, young people and providers. The study identified two significant unmet needs in the field among employment programmes— scale and ROI— and Generation was specifically designed to combine the most effective components from leading programmes, and add new components, to address these two needs.

Summary of results

After three and a half years, the programme has 20,000 graduates and over 2,500 employer partners. Over 70% of graduates enter jobs directly after program completion, and a further 13% gain employment in the next three months, for a total of 83%. More than two thirds of placed graduates stay with their first employer for at least 6 months and over 60% stay at least a full year at the first employer where Generation places them, typically increasing retention by at least 2x at most of their employer partners. The vast majority (85%) of programme employer partners say Generation graduates outperform their peers and nearly all (98%) of programme employer partners say they would hire Generation graduates again. After completing Generation, graduates earn two to six times more than they did before, and have cumulatively earned over $60M in salary to date.

Involvement of Young People

Although designed and implemented by adults, Generation engages young people and uses their feedback in a variety of ways to improve the programme. Graduates of the programme also act as mentors to support current students.

Potential for scalability

In just three years, Generation has grown to be the largest (by annual volume) and fastest-scaling global youth employment organisation of its kind. It currently operates across six countries, 69 cities, and 173 locations, and is launching in four to five more countries in 2018. Generation also offers programmes in 23 professions, spanning healthcare, tech, customer service, and skilled trades. It takes 10-12 weeks for Generation to create a new curriculum from scratch.

One of the pathways to scale and sustainability for Generation is through partnering with government workforce development programmes, known as TVET (technical and vocational education & training) in many parts of the world. Generation has already forged partnerships with TVET programmes in two of its countries: Kenya and India. In both cases, the model embeds Generation's approach into existing programmes, with the aim of achieving higher employment and retention outcomes at lower costs.

Generation is designed to reach financial self-sufficiency. Philanthropic funding has provided the catalyst to set up new programmes; and, the sources of sustainable funding are employers and governments, supplemented by small participant fees in selected countries. By the end of 2017, Generation achieved 40% sustainable funding, is expected to reach 60% by the end of 2018, and close to 100% by the end of 2020.

Gender and equity

Generation serves unemployed and underemployed young people aged 18-29 who are disconnected from the labour market or have struggled to find meaningful work. 54% of participants are female and 40% have dependents (children or family members). The participants typically come from contexts of significant hardship, including poverty, single-parenthood, and domestic or sexual violence.
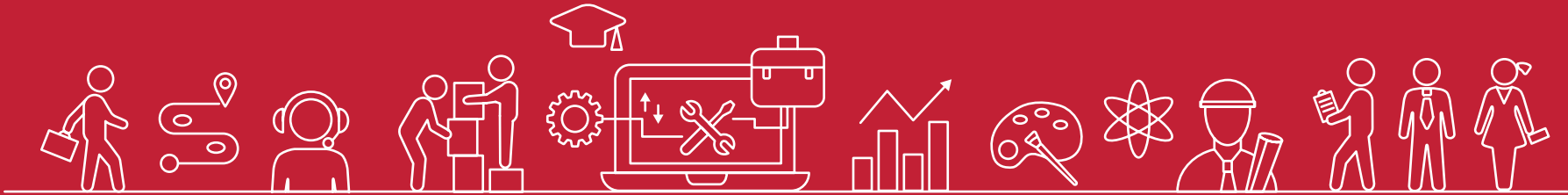
Life Skills Education

Synopsis: Provision of life skills training and psychosocial support for conflict affected adolescents in Eastern Ukraine through online training of teachers and psychologists. The training has been integrated into the curriculum and scaled up nationally to benefit 300,000 adolescents.

Country/Region: Ukraine: piloted in five eastern oblasts (regions) of Kharkiv, Dnipropetrovsk, Zaporizhzhia and government-controlled areas of Donetsk and Luhansk and scaled up nationally

Implemented by: Health Through Education, Word's Help – local NGOs.

Partners: Ministry of Education and Science, regional department of education and science, Institute of In-serve training, UNICEF

Start date: 2015

Problem statement

The eruption of the armed conflict in Eastern Ukraine in the spring of 2014 has and continues to have far reaching consequences which severely impact all children, particularly those living in the five conflict-affected oblasts of eastern Ukraine. A 2016 study showed that 24% of children aged 9-17 still experienced high levels of post-traumatic distress in Donetsk and Luhansk oblasts even after more than a year without direct exposure to hostilities. Another assessment showed that only 19% felt they could cope by themselves

and 50% reported that they did not feel supported by adults. In the 2016 Global Youth Development Index, Ukraine registered a 9% decline, the largest deterioration of all 183 countries covered.

Description of the solution and its approach

In Ukraine, Health Through Education developed a Life Skills Education (LSE) curriculum for children around the concept of "learning to live together" focusing on developing values and key life skills to build interpersonal and inter-group relations. This curriculum was developed in close collaboration with the Ministry of Education and includes a 72-hour course including 28 hours in primary school and a further 44 hours in basic and high school. A teacher training was developed for teachers to learn how to deliver the LSE courses. In conflict affected areas, World's Help developed a psychosocial (PSS) training for education professionals to provide knowledge, skills and tools for early identification and provision of support to children with high levels of distress. It puts a strong emphasis on teacher-student relationships, parent engagement and referrals for professional support in case of acute stress. Working in close collaboration with the Ministry of Education (MoES) ensured both scale and sustainability.

Summary of results

Since 2015, 300,000 children across the five eastern oblasts benefitted from LSE courses and PSS support. To allow for scaling up the approach, a detailed LSE curriculum, including course delivery materials, was developed and the LSE teacher training module was adapted to an e-learning course which has been certified and integrated into the Ministry's in-service teacher training institutes while the PSS teacher training e-learning module is currently under review for similar accreditation. While over 5,000 educational professionals received face-to-face training under the intervention, in 2017 alone an additional 22,000 teachers from across Ukraine completed the LSE e-learning course.

Both students and teachers reported behavioural and attitude changes. Pre/post evaluation revealed a decline in disruptive behaviour among children benefitting from the intervention. The evaluations also showed an increased display of respectful behaviour and support, acceptance and welcoming of internally displaced children therefore validating the link between individual capacity building and efforts at improving community resilience. Students and teachers alike report an improvement in teacher-student relationships with a high number of teachers reporting that the trainings were "life changing". Strong, consistent anecdotal evidence was collected that reported that the trainings received had a strong psychosocial impact on teachers.

Involvement of Young People

Children and adolescents, their parents and teachers provided inputs to the content and methods of the LSE and PSS programmes through design workshops. Moreover, through in-depth interviews, their feedback has also been incorporated in the development of the psychosocial interventions. The teaching and learning methods are learner-centred, active, participatory and varied.

Total number of children reached: 307,758

Number of 10 – 14 year olds: 169,893

Number of 15 – 19 year olds: 59,371

Sex (number of female, male, other): 156,955 girls and 150,803 boys. The total target group also includes 78,494 children aged 6-10

Potential for scalability

The success of the LSE course as a subject in its own right under the umbrella of the "Basics of Health" government programme has provided MoES with evidence and a model for child-centred, active, participatory learning. The Ministry plans to implement the course throughout Ukraine within the "New Ukrainian School" reform process.

The LSE programme has also been accredited as an optional course and included in the official curriculum for in-service teacher training. To allow for scale-up, an online e-learning course on LSE was developed. The online course was endorsed by the MoES and recommended for application and dissemination. All materials are available online in two languages (Ukrainian and Russian) and are accessible to educational professionals. The curriculum and approaches were aligned to the "New Ukrainian School" education reform.

Gender and equity

The project specifically targets 5 eastern Oblasts (regions) where the most conflict-affected children live and in the areas where armed conflict took place, therefore targeting the most at-risk children (boys and girls).
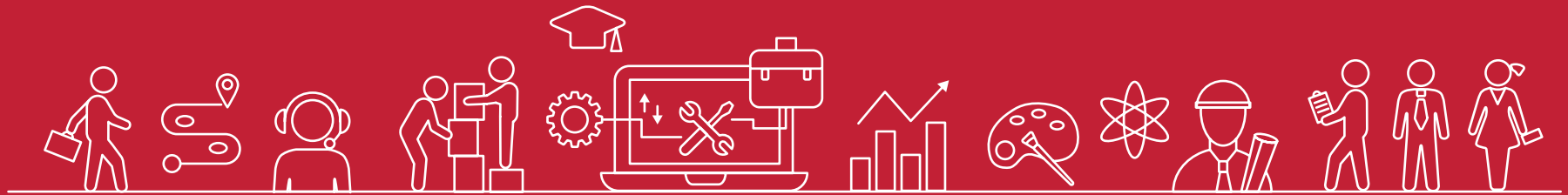
Out of School Youth

Synopsis: This Out of School Youth Project (OYSP) targeted out-of-school children in the Timbuktu region southern/central Mali and provided them with literacy, entrepreneurship and technical training with the objective of supporting them in becoming self-employed or strengthening their existing income-generation activities.

Country/Region: Mali

Implemented by: Education Development Center, Inc. (EDC), in collaboration with implementing partners Catholic Relief Services (CRS), Swisscontact, Association Jeunesse Action (AJA), Association Malienne pour la Survie au Sahel (AMSS)

Partners: U.S. Agency for International Development (USAID), Ministry of Employment and Professional Training, Ministry of Youth and Sports, Ministry of Education

Start date: 2010

Problem statement

Roughly half of Mali's population is under the age of 18; yet about a third of school-aged children are not in school. Retention rates for enrolled children are poor.

Mali faces some of the highest adult illiteracy rates in the world, 71% of adult males and 79% of adult females. Aside from the waste in human potential, youth unemployment and illiteracy pose a threat to political and social stability,

placing youth at risk of being recruited by violent extremist groups or tempted to emigrate from Africa to Europe. In 2012, the coup d'état in Timbuktu paved the way for a rebel takeover of the North by jihadist groups. Consequently, much of the infrastructure in the region was destroyed and the economy of the region was severely weakened.

The Out of School Youth project (OSYP) provides youth in Timbuktu with access to educational, economic, and community engagement opportunities.

Description of the solution and its approach

In 2010, USAID conducted a youth assessment to determine the needs and aspirations of rural youth. One major finding was that youth prefer to live in their home village if they can earn a living there. Based on the results of this assessment and consultations with key stakeholders, including multiple ministries, OSYP developed an integrated holistic model to promote skills development and positive youth development.

The OSYP entails an integrated model of support and training that includes: 1) basic education courses to improve literacy and numeracy; 2) entrepreneurship courses; 3) e-learning via mobile phones; 4) technical training in income generating activities (IGA); 5) a starter kit with basic equipment and materials needed to launch an IGA; 6) linkages to savings and internal lending groups; and 7) support from young volunteers, field agents and technical trainers.

Training and support is provided in three ways: 1) through Youth Corps volunteers (unemployed graduates who live in project villages); 2) through qualified local trainers who travel to villages to provide skills development for youth; 3) through Village Youth Associations who encourage civic engagement and ongoing support.

Between 2011 and 2015, three cohorts of youth completed this cycle. With each new cohort, the model was adjusted based on evaluation data, and assessment of the main difficulties encountered and lessons learned from the previous cohort.

Summary of results

Some of the results achieved include:
- 7,408 youth or 77% demonstrated improved reading skills
- 10,951 youth completed technical training.
- 8,077 youth launched a microenterprise as became self-employed.
- 82% of trained youth who received kits were still self-employed up to 24 months after the end of the youth development cycle.
- 70% of youth who launched microenterprises between 2011 and 2013 were still operating their businesses as of November 2015.
- 481 Savings and Internal Lending Community (SILC) Groups were established with 9,534 members, over the life of the project.
- 3,863 youth participated in the design of 228 community service projects.
- 4,906 youth were trained in conflict mitigation and creating a culture of peace and citizenship.

In April 2015, an external group assessed the impact that the project had on youth and confirmed that OSYP had a positive impact on countering violent extremism.

Involvement of Young People

Adults initiated the programme but established strong partnerships with young people who worked as volunteer community development agents, enabling them to have a direct influence in their community.

Out-of-school youth were the target participants, but the project also sought to provide young educated Malians with an opportunity to acquire relevant job skills by serving as volunteer community development agents and classroom facilitators. Through a two-year service term, youth volunteers acted as the project's implementers, living in project villages, providing training courses, accompanying the youth and assisting with awareness raising and community service activities. Over the life of the project, the Mali Out-of-School Youth project deployed 303 graduates to serve as Mali Youth volunteers, 77 of them women.

Potential for scalability

The basic education modules and supporting materials developed, produced and used under the project have been officially validated by the Ministry of National Education as appropriate for the target audience and a valuable resource for the Ministry.

The technical training modules and supporting materials for 14 IGAs were also validated by the Ministry of Employment, Professional Training, Youth and Citizenship. However, the project is not embedded in the Government and is still being scaled-up independently.

Gender and equity

The target group for the project is out-of-school, marginalised youth. Although the project aimed for gender parity, women made up 54% of the youth in Cohort 1 and 60% in Cohort 3. Cohort 2 was almost evenly divided between women and men.

Over the life of the project, 82% of youth who completed technical training and received an IGA starter kit were self-employed. Women outperformed men—87% of women were self-employed compared to 75% of men.

Solutions: Skills for learning, employability and decent work

SmartUp

Synopsis: SmartUp Factory provides skills training and mentorship to poor and marginalised young men and women so they can develop innovative solutions to day-to-day challenges and implement them.The projet encourages entrepreneurship, employment, volunteering and community leadership.

Country/Region: Four districts across Uganda (Gulu, Kampala, Lira, Tororo, Kamuli) and Addis Ababa, Ethiopia

Implemented by: Plan international

Partners: Resilience Africa Network; Kampala Capital City Authorities; CEEDUganda; R-Labs (South Africa); Community Action for Sustainable Livelihood; Media Challenge Initiative; GoSol (company focusing on use of solar thermal energy); Eseeker (Vocational Training and Research Center on renewable energy); Caritas Counselling Training Institute; and Whitaker Innovation Hub

Start date: 2015

Problem statement

Since marginalised youth experience different challenges in their community and society first hand, they are in a crucial position to identify those challenges and come up with innovative solutions to overcome them. However, marginalised youth do not have opportunities to pursue their ideas, leaving their potential untapped. A vast majority of marginalised youth don't have access to trainings, mentoring or opportunities to innovate. Most development projects also address only one aspect of their lives (e.g. employment, health, security, entrepreneurship or life skills etc.).

Description of the solution and its approach

The SmartUp Factory project aims to create an enabling environment where marginalised young men and women aged 17-26 are empowered through personal and skills development to incubate innovation for positive social change. The program has the following objectives:

- To create an inclusive, safe, inspiring, youth friendly and enabling space for youth to innovate and develop skills, using youth led approaches, with a special emphasis on girls and women.
- To support young people, especially girls, to interact, network and access opportunities that allow them realize their dreams and enter meaningful employment.
- To strengthen the leadership capacity of young people, especially girls and women, to effectively participate, engage in decision-making processes on issues that affect them.

Through dedicated training, mentoring, peer-to-peer support and peer learning, and access to tools and resources, participants are provided an enabling environment to develop innovative solutions that address the challenges they face every day. To ensure that participants have the tools and resources they need to create change in their communities, each Smartup Factory is well resourced with space and equipment. In addition to this, Smartup training provides a menu of courses which youth can choose to support their 'personal roadmap'. Some of the courses are compulsory, others optional.

The project has an established network of partners including governments, service providers and community organisations.

Summary of results

Between 2015 and 2017, the project reached 3,246 youths in 5 districts, with a balance of boys and girls amongst those reached. A total of 128 business concepts were elaborated and over a dozen of them are being effectively run by youth themselves for their own employment. 55% of the concepts were created by girls. A recent project evaluation found that 88% of the participants reported being skilled and empowered by the project to identify challenges in their community and come up with innovative solutions.

Involvement of Young People

The SmartUp Factories are youth-driven. Alumni of the programme are empowered to take ownership and manage the factories. The SmartUp hubs take in on average

250 youth four times a year. They enter the programme and receive full access to the mentoring, training and equipment. After the training, the youth still receive one-to-one mentoring and follow-ups while giving space to the newcomers. Alumni who are interested in taking on more responsibilities can be chosen to be part of the SmartUp management team.
Between 2015 and 2017, the programme reached 3,246 youths in five districts: 1,652 boys and 1,594 girls.

Potential for scalability
The project is working closely with the Government and district authorities in both Ethiopia and Uganda. In Uganda, the city authorities and local governments have recognized the positive outcomes of the project and are giving free office spaces for establishing new centres. The Smartup Factory has also been registered as an independent organisation which can also seek funding directly.

That said, long term sustainability of the programme will come from a combination of the local government supporting the project and groups of youth taking responsibility and leadership in running the centres.

Gender and equity
The solution specifically targets poor and marginalised young men and women who are mostly unemployed. Of all youth receiving access to the Smartup Factory, at least 50% are girls and women.

Girls and women have focus group sessions through which they identify barriers limiting their peers from applying to the Smartup program as well as hindering them from having the same opportunities as boys do. They also come up with an action plan to address the barriers.
In the future, Smartup Factory will place special emphasis on including youth with disabilities. They will receive tailored support to reach equal opportunities as well as act as role models for other youth with disabilities.

Special Olympics Unified Schools ◀ ◀

Synopsis: Special Olympics Unified Schools promote social inclusion through inclusive student iniativies such as sports teams, student clubs and youth leadership.

Country/Region: Latin American and Caribbean (20 countries)

Implemented by: Special Olympics Latin America

Partners: Inter-American Development Bank, Stavros Niarchos Foundation, Hasbro, Secretary of Disability in Panama, Ministries of Education in Panama and Costa Rica.

Start date: Not specified

Problem statement

Young people today face many challenges, from achieving personal and academic success to feeling emotionally and physically healthy and safe. Unfortunately, the typical school and social environment for young people can be fraught with obstacles that hamper their learning and that negatively impacts their overall happiness and development. These challenges are compounded for students with intellectual disabilities. While progress has been made, many students with disabilities experience social isolation and

rejection, and even victimization in the form of bullying. In many cultures, young people with disabilities are educated separately from peers without disabilities, or do not attend school at all.

Description of the solution and its approach

Unified Schools promote social inclusion by bringing together young people with and without disabilities on sports teams, through inclusive student clubs, in school or community-wide initiatives, and by fostering youth leadership. At its core, Unified Schools are about unifying all students, with and without disabilities, using sports as a catalyst for social inclusion and attitude and behavioural change. Unified Schools is a global initiative (135 countries participating) with both a strong foundation and room to grow in Latin America. The Unified School program was developed in the United States in partnership with the US Department of Education and has been adapted to a Latin American environment through a partnership with the Inter-American Development Bank and the Ministry of Education of Panama.

Summary of results

From a handful of participating schools in the United States in 2008, the Unified Schools program has grown to engage over 110,000 schools in 135 countries. The most rigorous Unified Schools program evaluation has been completed in the United States by the Center for Social Development and Education at the University of Massachusetts Boston. The results of the programme include:

- Schools and community environments become more welcoming to people of all abilities. In the evaluation of the US Unified School programme, 93% of surveyed teachers believe that the program creates more socially inclusive environment in the school; 96% of surveyed students report that they are comfortable interacting with students with intellectual disabilities.

- Socially inclusive school climates become free from teasing, bullying and the exclusion of any group of students. In the evaluation of the US Unified School programme, 88% of surveyed school staff believe that the program has made a big impact in reducing bullying in their school.

- Students with disabilities are routinely included in and feel part of all social activities and opportunities. In the evaluation of the Unified School programme in the US, 89% of involved teachers/school staff have observed that the Unified Champion Schools programme increases opportunities for students with disabilities to get involved in school activities.

- Young people with and without disabilities play sports together and interact socially. In the evaluation of the Unified School programme in the US, 92% of surveyed teachers have observed increased opportunities for students with and without disabilities to work together as a result of the Unified School programme.

- Students without disabilities hold more positive attitudes towards their peers with disabilities. In the evaluation of the Unified School programme in Great Britain, 90% of surveyed youth participants report a more favourable view of people with ID after participation in the Unified School programme. In the evaluation of the Unified School programme in the US, 96% of surveyed student participants report that they are comfortable interacting with people with intellectual disabilities.

- Special Olympics is viewed as a school and community partner that offers an inclusive programme that benefits all students. From the 2017 annual program evaluation, evaluators stated that Unified Schools "should be considered a youth development program. Not only do they facilitate youth developing more positive attitudes and perceptions of inclusion and peers with intellectual disabilities in their school, but, as the annual evaluations have demonstrated, it also results in youth developing social emotional learning skills and developing their character."

Involvement of Young People

The strategy does not intend for students to simply be recipients of the programme, instead, young people are the architects of lasting change and community building. Adults serve as allies to youth, rather than managers of youth. Youth with and without intellectual disability play as teammates on inclusive sports teams and develop youth leadership skills together through inclusive student organizations and clubs.

Potential for scalability

The Unified Schools programme presents a scalable intervention model combined with a global Special Olympics platform.

Special Olympics is the world's largest sports organisation for children and adults with intellectual disabilities, providing year-round training and competitions to 5 million athletes and Unified Sports partners in 172 countries. As a grassroots movement, Special Olympics staff and volunteers operate in each of these 172 countries, providing local support to the global ideal of inclusion.

The Unified Schools' model for social inclusion is flexible to accommodate cultural and structural differences between countries' educational systems. Though it was developed in the United States, the program has been implemented successfully in 135 countries and a wide variety of cultural contexts, including China, sub-Saharan Africa, Middle East North Africa, India, Europe, and Latin America.
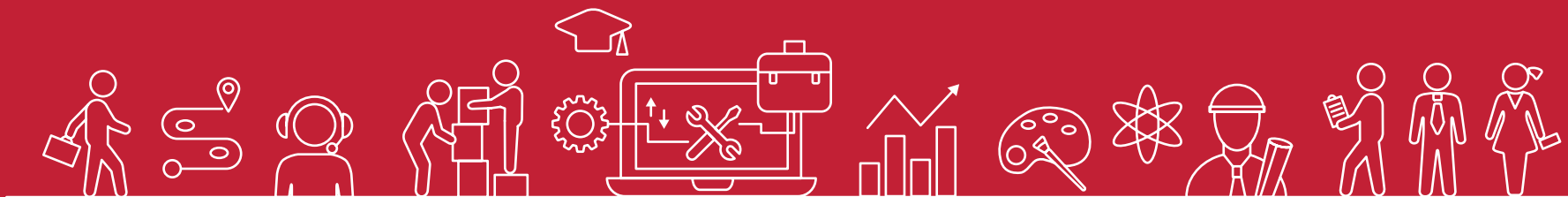
The Unified Schools programme has been successfully implemented in the United States for the past 10 years; over 6000 schools in the United States participate in the program. Worldwide, over 110,000 schools participate in the Unified Schools program (including 100,000 in India).

Special Olympics Latin America started implementation of Unified Schools in 2017 and now 1992 schools across the region participate in the program. Agreements to implement Unified Schools have been successfully reached with the Governments of Panama, Costa Rica and Peru.

Gender and equity

Unified Schools is about unifying all students, with and without disabilities, using sports as a catalyst for social inclusion and attitude and behavioural change. The program provides opportunities for girls with and without intellectual disability to grow and develop through sport and leadership alongside their male peers.

Systems Change for Youth Employment

Synopsis: Systems Change for Youth Employment is a partnership between public and private sector training providers which seeks to address the skills gap for young people by introducing systems level changes.

Country/Region: Mexico, South Africa, Mozambique, and Tanzania

Implemented by: International Youth Foundation (IYF), Colegio Nacional de Educación Profesional (CONALEP) in Mexico, College of Cape Town and other Technical and Vocational Education and Training (TVET) colleges in South Africa; Vocational Educational and Training Authority (VETA) in Tanzania; and Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo (IFPELAC) in Mozambique

Partners: USAID, the Multilateral Investment Fund (FOMIN) of the InterAmerican Development Bank and PepsiCo Foundation in Mexico; Irish Aid and JPMorgan Chase in South Africa; and the MasterCard Foundation in Tanzania and Mozambique

Start date: Mexico: 2013; Tanzania and Mozambique: 2016; South Africa: 2017

Problem statement

Many low and middle-income countries face a demographic challenge, and opportunity, known as the youth bulge – where a large percentage of the population is young and will enter the labour force over the next twenty years. At the same time, their education and national training systems, composed of both public and private training providers, are often not equipped to provide youth, and particularly girls, with the skills, competencies and behavioural practices they need to be successful in school, in the transition to work and in life. In addition, many of these training institutions experience high levels of student dropout rates, leaving them without the students who enrolled and creating many young people who are not employed or in education or training (NEETs). Subsequently the private sector is not able to source the talent it needs with the appropriate skills and competencies to fill open positions, leading to many young people being un- or under-employed. There is also evidence that the private sector often simply retires jobs for which it cannot find qualified candidates, reducing the pool of available jobs and comprising productivity and growth for the private companies and the economy of the country as a whole. The system failure involves all of these actors: youth who require relevant skills and behavioural competencies, youth and parents who need accurate information on career opportunities, training institutions seeking to prepare their students for work or for further education that lack relevant curricula and engaging teaching pedagogies and companies that require skilled and reliable sources of talent. The system failure is often a result of each party working in isolation and not functioning as an eco-system to address common problems and identify practical solutions.

Description of the solution and its approach

In Mexico (since 2013), South Africa (since 2017), Mozambique and Tanzania (both since 2016), the International Youth Foundation (IYF) has been working with youth, with public and private sector training providers and with the private sector itself to address the skills mismatch and ensure that all parties collaborate to address the lack of relevant skills, lack of qualified talent and lack of relevant information.

The intervention, called Systems Change for Youth Employment, includes the development of a common vision among the various parties, the development of actionable research such as labour market assessments and identification of growth sectors, the provision of facilitation and institutional diagnosis to determine incentives for moving forward, the identification of institutional bottlenecks that can be addressed, stress-testing the system to ensure that it is able to undertake the proposed changes, and then an action plan for implementation. IYF serves as the anchor institution to align efforts and provide support and technical assistance and solutions. IYF has created partnerships with public sector Technical and Vocational Education and Training (TVET) systems, with private sector companies and industry groupings, with chambers of commerce and with youth themselves in all of the countries where IYF is working with partners to implement this system change approach.

An important component of the systems change approach in all four countries is constant monitoring, evaluation, learning and adaptation. IYF establishes systems in all the countries to monitor and evaluate results of program

interventions to ensure that they are producing the desired results and to adapt and modify system changes as needed. The evaluation results also serve to inform policy and practices of system partners and to extend promising practices more deeply into systems.

Summary of results
The results differ from country to country based on the maturity of the systems change approach in the country:

In Mexico, for example, IYF has developed five new technical curricula in collaboration with industry leaders and educators in the areas of automotive manufacture, coding and automation. Soft skills training has also been integrated into 39 campuses of Colegio NacionaL de Educación Profesional Técnica (CONALEP), the technical high school system in Mexico. 242 teachers have been trained in the soft skills pedagogical approach and over 56,000 students have been trained in the soft skills curriculum with industry-relevant work readiness skills. 82% of graduates from the programme were employed. A matching service has also been created through a national jobs portal allowing employers to identify qualified youth and students to identify relevant job openings. Called Portal del Servicio Nacional del Empleo, and accessible via a youth-friendly innovative app, the portal enables improved access to job vacancies.

In South Africa, the programme is working with five TVET colleges and have trained 1388 youth in improved and industry-relevant soft skills. In addition, the Department of Higher Education and Training (DHET) has approved an expansion of the program given positive results to date and is assuming the full cost of the program into their budget. In Tanzania and Mozambique, the programme has provided enhanced soft skills training to 5,604 youth and has trained 230 teachers in learner-centric pedagogy through the TVET public systems in both countries.

Involvement of Young People
In all the programmes, young people are involved in the design and the implementation of the programmes. In Tanzania, in particular, IYF is involving youth in focus group discussions, the creation of video diaries, and a local television show to highlight youth needs and aspirations.

Potential for scalability
In Mexico, 90,000 youth have been reached with these programmes over the past five years and an additional 135,000 are expected to be reached over the next three years. In addition, the potential for scalability is great in extending the model to other high population density states in Mexico with strong economic growth and labor demand and other parts of the TVET system.   In Tanzania and Mozambique, the goal is to train and support 30,000 over the next three years. In South Africa, the goal is to support 16,000 young women and 11,000 young men over the next three years, with an additional program underway that has the potential to reach 225,000 youth.

In all four countries, the programme works with public sector training institutions to embed the initiatives. In Mexico, the solutions are already built into the ongoing work of CONALEP in five states. In Tanzania, the programme works with the Morogoro Teacher Training Centre of the Vocational Educational and Training Authority (VETA) to build capacity for ongoing teacher training, and in South Africa is training Master Trainers in the College of Cape Town and other TVET colleges to sustain the training in life skills.

Gender and equity

Working nation-wide in all four countries the programmes have reached over 100,000. Participants fall into the category of 15-25-year olds. In some programmes, a larger number of female participants are targeted. In Mexico, IYF will be pilot testing and then building into the program a revised version of our soft skills curriculum, Passport to Success, with enhanced gender awareness and with new modules addressing work readiness needs of girls and young women.
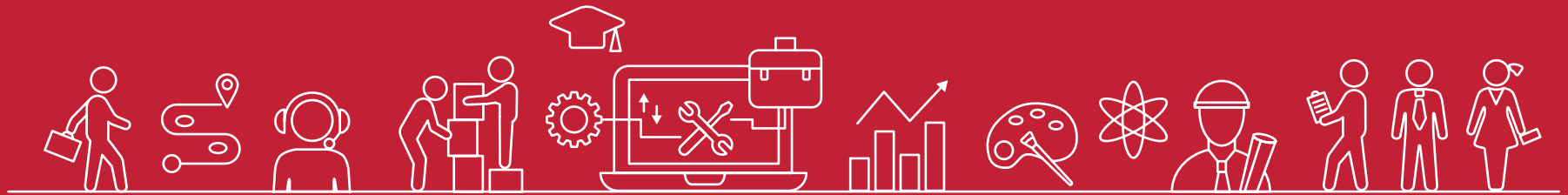
TechnoGirl

Synopsis: TechnoGirl is a mentorship and job-shadowing programme for young girls from underprivileged schools in South Africa studying Science, Technology, Engineering and Mathematics (STEM).

Country/Region: South Africa (three provinces at the beginning of the project, all nine provinces in 2018)

Implemented by: The TechnoGirl Trust

Partners: Department of Women, Department of Basic Education (DBE) and State Information Technology Agency and UNICEF

Start date: 2005

Problem statement

South Africa has a shortage of skills in Science, Technology, Engineering and Mathematics (STEM)-related fields and girls have generally not received sufficient encouragement to pursue these traditionally male-dominated fields. This reduces the career opportunities and earning potential that young women might otherwise enjoy, as well as the potential for contributing to the growth of South Africa's economy. The TechnoGirl programme was initiated to help address these imbalances.

Description of the solution and its approach

The programme was initiated in 2005 and is based on a model of public–private partnership in which companies and organisations provide job-shadowing opportunities for girls focusing on STEM careers. Through the TechnoGirl programme, adolescent girls (aged 15–18) in Grades 9–11 at underprivileged schools with an aptitude for mathematics and science are identified and placed in a structured job-shadowing initiative in private and public companies. This corporate mentorship provides them with exposure to the workplace in STEM-based careers and helps build their confidence and skills.

The specific objectives of the Techno Girl programme are to:

1. Increase the knowledge and understanding of the importance of careers for adolescent girls in STEM.
2. Empower girls with the necessary knowledge, skills and attitudes to improve their confidence, boost their communication skills, as well as assist in planning their future careers to facilitate their entry into STEM-careers and corporate success.
3. Provide girls with positive female role models in STEM careers to mentor them.
4. Provide girls with the opportunity to practise their newly acquired knowledge, skills, values and attitudes in an educationally safe environment with their male counterparts.
5. Improve the economic status of young women by encouraging them to take up careers in sectors where there is demand and where women are under-represented

The strategy is that by participating in a 'structured job-shadowing process', girls improve the knowledge and skills relevant to careers which are in demand in the job market. Job shadowing exposes girls to job experience and role models in STEM careers with the idea of motivating these girls to aspire to careers in STEM and to study in these fields. The programme involves placing girls in company workplaces on a long-term, structured and systematic basis. Typically, the adolescent girls (15-18 years old) are placed within a company for five days per school holiday, three consecutive holiday periods annually over a period of three years.

Summary of results

Since its inception in 2005, about 11,241 girls have benefited from the programme, and more than 100 partner companies with 233 outlets across 76 districts of the nine provinces have hosted almost 6,000 job-shadowing opportunities. This year alone there are 2,000 girls participating in job shadowing opportunities with different companies.

An evaluation of the programme between 2005 to 2014 took place and the main findings were:
- Alumni (96%) reported that work experience through job shadowing was the most important opportunity offered by the programme.
- The level of impact of the programme on increased career uptake in STEM was slower than hoped for.

Based on the findings and conclusions, the evaluation report made several practical recommendations on ways to strengthen the Techno Girl programme and improve the quality of its interventions:

- Creating an enabling environment which promotes self-confidence and success in STEM
- Supporting job coordinators and teachers with tools, resources and training.
- Monitoring programme activities and outcomes as well as participant performance
- Developing criteria for targeting partners and selecting participants
- Designing and managing the programme for scalability, sustainability and greater impact in the long term.

Involvement of Young People

Even though the solution was initially designed and implemented by adults for young people with the launch of the TechnoGirl Alumni in 2013 the redesign of the programme has been achieved through engagement and involvement of young people. It reached 11,241 girls in underprivileged schools.

Potential for scalability

The TechnoGirl programme is currently implemented at scale in all nine provinces of South Africa. The public–private partnership model is central to the delivery of the intended outcomes of the TechnoGirl programme.

In its shift from a pilot project to a national programme, the DBE took on a stronger role in providing leadership, aligning the programme to education priorities and policies, and creating synergies with other education programmes and government partners. The Techno Girl programme is now well aligned with South Africa's equity, equality and empowerment agenda. The target of the programme is now about mainstreaming it in government systems, strengthening monitoring and evaluation, marketing it to companies for greater uptake, and strengthening its innovation and knowledge management.

Gender and equity

The solutions focus on young females (aged 15–18) with an aptitude for mathematics and science and in Grades 9–11 at underprivileged schools.

UPSHIFT

Synopsis: UPSHIFT empowers marginalised youth and adolescents to become social innovators and entrepreneurs through capacity building workshops for young people focusing on personal empowerment, workforce readiness and active citizenship skills. Selected youth-led initiatives can access financial and mentorship support.

Country/Region: Global: Kosovo, Jordan, Italy, Lebanon, Macedonia, Moldova, Montenegro, Myanmar, Sudan, Tajikistan, Ukraine, Viet Nam

Implemented by: Locally selected implementing partners, such as CSOs and governments
Partners: There are a range of different partners in each country:
  • Youth organisations
  • UNICEF
  • Ministries of Education, Youth, Science and Technology
  • Schools and non-formal education centres
  • Local businesses and organisations that support start-ups
  • Universities

Start date: 2014

Problem statement

Marginalised young people are disproportionately likely to miss out on opportunities within a rapidly changing world. They are often disenfranchised and more likely to be out of school, displaced and lacking the skills to enter or create employment. However, these young people have a deep understanding and insight into the challenges they, their peers, and their communities are facing. With the right tools and support, they can develop their own solutions to these challenges, benefitting themselves and their wider communities.

Description of the solution and its approach

UPSHIFT combines leading approaches to youth and adolescent development, social innovation, and entrepreneurship to empower marginalised youth and adolescents to become social innovators and entrepreneurs. Using experiential learning techniques, participants acquire skills that support personal empowerment, workforce readiness and active citizenship.

UPSHIFT is built on human-centred design methodologies, giving marginalised young people the skills to identify and research challenges in their communities, before designing and testing solutions to address those challenges. The core UPSHIFT content is very modular, allowing it to be adapted to different contexts and to be delivered in different settings – ranging from youth innovation labs to non-formal education centres. There are a number of different components to UPSHIFT:

1. "Understand" - Participants gains skills in research and problem solving, enabling them to analyse the needs, motivations, pain points, and other conditions pertinent to community members or targeted clients.

2. "Design" - Participants learn and utilise creativity and design tools, including a range of approaches for conducting end-state analysis; creative techniques for structured and unstructured brainstorming and methods for generating model products and/or service interventions.

3. "Build and Test" - Participants learn and employ methods for rapid prototyping - utilising cutting-edge tools, and physical modelling and user testing for iterative, user-centred designs, modelling and feedback.

4. "Pitch" - Participants develop confidence and communication skills as they learn how to pitch their ideas, before doing so in front of a panel.

5. "Make it Real" - Participants are supported to turn their ideas into (social) ventures. This includes tools to refine the ideas, undertake market and customer analysis and build a business and revenue model, ultimately aiming for sustainable ventures.

UPSHIFT was initially developed in Kosovo as a non-formal response to the challenges and lack of opportunities for young people, many of whom were not in education, employment, or training. It scaled organically to Montenegro and Vietnam and inspired similar programmes in Jordan, Lebanon and Myanmar. Since late 2017, UNICEF's Office of Innovation has been working together with Kosovo and other Country Offices to synthesise learnings and support wider scale up, with two countries (Tajikistan and Moldova) having piloted UPSHIFT, a further three countries about to launch (Ukraine, Macedonia, Sudan) and numerous others planning pilots.

Summary of results

The overall outcome for UPSHIFT entails young people gaining a number of valuable skills, including:

- Skills for employment
- Problem solving skills
- Critical thinking
- Creativity and creative confidence
- Communication and leadership skills
- Collaboration and teamwork

At a country level, each specific UPSHIFT programme has demonstrated different immediate results:

- In Kosovo: UPSHIFT has supported 200+ youth-led projects, with 20 of those projects becoming established businesses, 25+ becoming CSOs, and 200+ participants being employed as a result of the programme's skill-building.
- In Montenegro: there have been 7 UPSHIFT workshops, with 70 youth-led initiatives developed and 35 given seed funding. Initiatives have reached 23,000 young people, which is 25% of the adolescent population of Montenegro.
- In Viet Nam: there have been 4 UPSHIFT workshops, 40 youth led projects developed, with 50% for young people with disabilities. 30,000 young people have benefitted from projects.
- In Jordan: the focus is on skills building and UPSHIFT aims to reach 10,000 young people by the end of 2018.

Involvement of Young People

One of the core values of UPSHIFT is 'by youth for youth'. The human centred design methodology focuses on youth as the source of problem solving and solution design. Solutions are then piloted and adapted together with youth (and partners) and in many countries, the implementing partners (and staff) are youth organisations.

Potential for scalability

UPSHIFT is operational at different levels of scale within different countries. It is at scale in Kosovo, with discussions now underway to incorporate it into the formal education curriculum. In Vietnam, UPSHIFT forms part of the Child Friendly City Initiative in Ho Chi Minh City and will be institutionalised through partnerships (for example with the Saigon Innovation Hub, the Dept for Science and Technology). In Tajikistan, UPSHIFT is aiming to scale through the non-formal education sector. In Jordan, it is being rolled out as part of their social innovation lab programme, in UNICEF Makani centres, with plans to scale into non-formal and formal education. UPSHIFT is being piloted in Moldova, with pilots about to commence in Ukraine, Macedonia and Sudan.

In addition to this, the UPSHIFT approach (facilitation manual and content) will be open sourced and available for other organisations to use. Discussions are underway with a number of global youth and entrepreneurship network organisations to make UPSHIFT available to their networks.

Gender and equity

UPSHIFT's target group are adolescents and youth from: non-majority communities, rural communities, communities living in poverty, young people with disabilities, out of school adolescents, young people who have been repatriated, children in conflict with the law as well as high school students. More specifically, in Montenegro 66% of participants were girls and in Vietnam, 37% of participants were young people with disabilities and 61% were female.
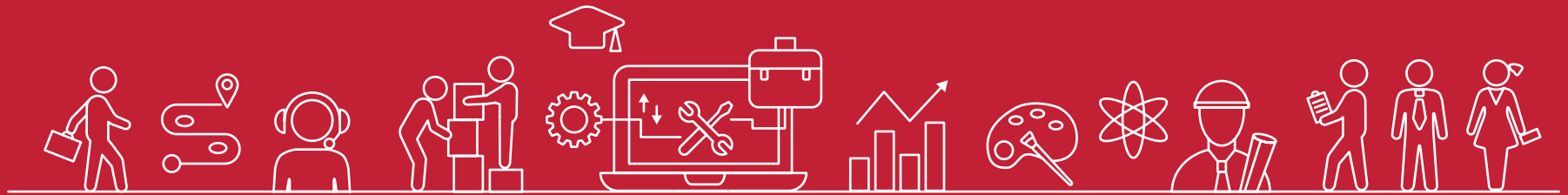
YES! Digital

Synopsis: The Youth Employment Solutions (YES!) Digital Ecosystem designs and customizes interconnected ICT solutions to enhance youth employment programmes which seek to address skills gaps.

Country/Region: Global

Asia: Philippines, Vietnam, Thailand, Bangladesh, Nepal, Sri Lanka, Indonesia, Timor Leste, Thailand, Myanmar

Africa: Tanzania, Zambia

The Americas: El Salvador, Colombia, Guatemala (2019)

Others: USA, UK

Implemented by: Plan International

Partners: Asian Development Bank, Accenture and Microsoft, local NGOs, AIESEC

Start date: 2013

Problem statement

Young people have the potential to be Asia's greatest resource for sustainable economic growth and development. More than 33 million young people struggling to find jobs, and 48% of employers are reporting difficulties to fill vacancies due to the lack of sufficiently skilled applicants.

The opportunities that Information, Communication and Technology (ICT) presents for enhancing the quality of education and skills development programmes are severely under-utilized. There is a necessity to leverage ICT solutions to address the growing skills gaps among young people through innovative programming.

Description of the solution and its approach

The Youth Employment Solutions (YES!) Digital Ecosystem has been implemented by Plan International since 2013 in different regions of the world.

YES! designs and customizes integrated digital solutions that together, offer an agile digital offering for youth practitioners and young people to address widening skills gaps. The YES!DIGITAL Ecosystem aims to ultimately provide a step change in Plan's youth employment programming while increasing reach, insights, efficiency, accessibility replicability and customization of youth employment services through innovation.

The YES!DIGITAL Ecosystem currently consists of:
- YES!HUB: A practitioner's e-Portal which serves as a 'one-stop eShop' for knowledge and tools such as online market tools to help design, develop and execute higher quality interventions. A Digital MarketScan housed within, provides a robust method for data collection and insights to improve the quality of interventions prior to their implementation.
- YES!ACADEMY: A Learning Management System that prioritizes local content, user experience and gamification for youth employment initiatives, which provides online access to proven life skills and technical and vocational education and training (TVET) curricula;
- YES!ME: A Direct Beneficiary Monitoring System that traces individual participants for up to five years post-program and measures the impact of the project at individual and aggregate levels.

Over the next 6 months, the following will be added to the Digital Ecosystem:

- TESSA: A virtual learning assistant who supports and coaches youth along the journey from training, and linking them with decent work opportunities to accelerate their career.
- CNEXT: By combing concepts from social networking, job matching and machine learning, CNEXT will aggregate labour market information, skills and job requirements and match these to user profiles. CNEXT will leverages cutting edge technologies and brings them together for the benefit of those that are often digitally disadvantaged. It automates processes that have previously been time consuming and resource heavy. It's a selection process that looks for talent where nobody else is, and identifies potential for learning over prior work experience.

Independent yet integrated with unique data flows empower partners and country offices to choose the most appropriate technologies for their contexts and available funding. This enables new countries to determine for themselves how best to integrate the individual components into existing (or future) funding and programs, and relate to the needs of the local context.

Summary of results

YES!DIGITAL Ecosystem products are in use for designing and implementing quality youth employment programmes in several Asian countries and across the globe.

- 98 programme staff have been trained on the use of the Yes!HUB component in 11 countries.
- Market scans (inside Yes!HUB) have been completed in five countries.
- 8 customized e-learning modules developed by YES!ACADEMY have been completed and in use in 7 countries.
- 4 countries adopted the YES!ME for use with 5,945 entries.
- TESSA prototype has been developed and is currently being piloted in Philippines before scale-up across Asia.

The YES!DIGITAL Ecosystem is used across youth employment programs in Asia under the leadership of the Youth Employment Solutions (YES!) team in the Plan International Asia Regional Office. Fifteen other Plan offices have adopted the use of different components of the Ecosystem. Some partners, including Vietnam-based

NGO, REACH, which specialize in vocational training and employment for the country's most disadvantaged young people, and AIESEC, the world's largest youth organization, will be using the YES!ACADEMY to complement their programs.

Additionally, Plan International is working with the Asian Development Bank, Accenture and Microsoft, to develop new, and scale up tested, digitally-enhanced youth employment solutions in the region and around the globe. Plan International also engages government agencies in countries to leverage the YES!DIGITAL Ecosystem in support of national education and skills development programs.

As a living ecosystem, the YES!DIGITAL Ecosystem continues to undergo enhancements and expansion, with new products slated for integration in the coming years.

Involvement of Young People

The prioritization of a Human Centred Design approach ensures young people are the key designers and co-creators of YES!DIGITAL Ecosystem solutions. They are involved in the design, development, testing, and roll-out to ensure the solutions are user centred and address the needs of end users.

In all of the other YES! Components, young people could also be involved in the future as co-creators/implementers, when possible.

Potential for scalability

YES!DIGITAL Ecosystem solutions are built as an open-source model to reduce costs and promote sustainability. Following the design thinking principles, all new product scale and sustainability models are developed concurrently to the product design to ensure all products have a product pipeline that aligns with product lifecycle models.

The programme is engaging government agencies and multilateral institutions including the Asian Development Bank, and private sector organisations like Accenture and Microsoft to leverage and scale up the YES!DIGITAL Ecosystem in support of national education and skills development.

Gender and equity

To comply with Plan's gender transformative policy, YES! Digital Ecosystem is also adopting a gender transformative approach to its human centred design to avoid significant shortcomings in the traditional design thinking methodology, particularly in relation to developing gender inclusive digital solutions. Many of these products have been developed for the most vulnerable groups. This includes developing solutions that are built on an 'anytime, anywhere, on any device' principles. This ensures all products align with the 'universal access' philosophy.

In addition, YES! Gender Resource kit for Youth Employment and Entrepreneurship has been introduced to help practitioners design gender transformative programs/products and interventions.

Youth Connekt

Synopsis: Youth Connekt is a multi-faceted project which aims to tackle youth empowerment, youth unemployment and underemployment in Africa through a range of initiatives including skills development, positive values and attitudes, entrepreneurship, access to jobs and finance, awareness raising, and promotion of youth leadership and citizenship through community work and inclusion in local and national policy dialogue.

Country/Region: Rwanda (already launched in five other countries and scaling-up continentally)

Implemented by: Government of Rwanda through the Ministry of Youth in partnership with One UN Rwanda

Partners: United Nations Development Programme (UNDP) and several partners from the public and private sector

Start date: 2013

Problem statement

Projections show that by 2030, the number of youth living in Africa will have increased by up to 42 percent. While the growing youth population presents important opportunities, there are many challenges linked to such rapid growth.

These include: i) increasing youth unemployment as well as high and pervasive underemployment rates, with the latter ranging from 60-80% in most Sub-Saharan African countries; ii) high incidence of working poverty among the youth, with up to 40% of working youth living in extreme or moderate

poverty in 2017; iii) lack of either coherent and coordinated deliberate transformative macro-economic and sectoral policies that foster job creation or inefficient implementation of such policies where they exist; iv) lack of updated inclusive and supportive youth strategies and policies in most countries; iv) marginalisation of youth in leadership, social, economic, and civic processes - which dampens their voice and reduces the impact of their contributions to society; v) lack of technical, entrepreneurship, and soft skills; and vi) lack of adequate access to productive assets, technology and financial resources.

Description of the solution and its approach

Rwanda's Ministry of Youth and ICT (now Ministry of Youth) in partnership with UNDP, and private sector companies like ADMA, Tigo, and HeHe, launched Youth Connekt in 2013 as a platform to connect innovative young Rwandans and to help them contribute to the country's inclusive economic transformation.

This platform serves as a channel for youth, private sector, and government to address the challenges youth are facing in terms of employment and entrepreneurship among other things.

The platform has a practical, results-oriented format, including interactive, multi-stakeholder panel discussions, partnership announcements, as well as opportunities for participants to showcase their business proposals and ICT innovations to potential partners and donors. The Youth

Connekt hangouts provide an excellent networking platform for leaders from the public, private and financial sectors to meet and forge new partnerships for the future.

The hangouts focus on different themes such as Youth Employment, Entrepreneurship, and Youth Access to Finance; Information and Communication Technologies for Development (ICT4D), Environment; Investment Promotion. The hangouts are supported by an active website and social media. Youth Connekt connects youth to opportunities such as skill development, jobs, access to finance, business incubators, mentorships, and internships.

Five ICT competitions were also arranged to encourage young people, particularly women, to showcase their skills in ICT, boosting the ICT and mobile app environment in Rwanda. Around 300 girls have been participating in the competitions which have resulted in training 100 young people and creating 25 start-ups.

Some of the activities offered are leadership training and mindset changes through boot camps, campaigns, social media events and youth connect forums, creation of off farm jobs, entrepreneurship and social innovation training for young people. YouthConnekt also runs a competition to reward the best business plans developed each year and help them scale-up. The monetary award provides a crucial stepping stone for nascent businesses.

Summary of results

Using the Youth Connekt modality in Rwanda, the Government has been able to reach over 4,000,000 youth between the ages of 16-30 through Connekt hangouts. This has been critical in engaging young people in national dialogue. In addition, the over 500 young entrepreneurs who have participated in the Youth Connekt bootcamps, and who were provided with entrepreneurship and social innovation skills to promote the growth of their businesses, have created over 6,000 mostly permanent off-farm jobs, many of them in new technology areas.

Aligned with the UNDP Youth Strategy and the Global Programme on Youth Empowerment, the YouthConnekt programme provides an Africa-specific approach to youth engagement. It also contributes to the Sustainable Development Goals.

Involvement of Young People

This solution has been created by adults with young people, who are encouraged to create their own businesses and become role models or 'champions' for their peers.

Potential for scalability

After the success of the programme in Rwanda, UNDP Africa teamed up with UNDP Global Innovation Facility, supported by the Government of Denmark, to scale up the programme to other African countries. The UNDP Innovation Facility helps UNDP and its partners to explore new approaches to complex development challenges.

Already five other African countries have launched Youth Connekt programmes. Other interested countries will launch their national YouthConnekt initiatives with support from UNDP Africa and a continental Youth Connekt Hub and Fund being established. UNDP Africa is also helping to build partnerships with the private sector, civil society, national Governments and in conjunction with the African Union (AU). An ambitious Regional Programme for further support has been designed, with clearly stated goals for scale-up in 15 new countries.

The regional programme includes goals regarding the reduction of gender inequality, the creation of jobs and opportunities through training, etc.

Gender and equity

The initiative aims at reducing gender inequality and part of the activities focus on young women (ICT competitions). Reducing gender inequality remains one of the key targets for scale-up.

Youth Leadership Programme

Synopsis: The Youth Leadership Programme aims to develop a generation of young leaders, innovators and change-makers in the Arab region by strengthening youth competencies and skills in the areas of leadership, social innovation, social entrepreneurship, digital technologies, and the Sustainable Development Goals, and by providing a regional platform for information and knowledge sharing.

Country/Region: Arab States (several countries depending on partnerships)

Implemented by: UNDP Arab States Regional Office and Country Offices and selected youth-serving organizations of each country.

Partners: UNITAR, UN Women, HULT Business School

Start date: 2015

Problem statement

Currently in the Arab states, more than 60% of the population is under the age of 30. Most of these young people live in a constant struggle to achieve full economic, political and social integration in their societies. The challenges faced by youth in the region include legal and social discrimination and violence, inadequate livelihoods, and general social, political, and economic exclusion.

The region continues to show one of the highest youth unemployment rates compared to other regions of the world, with young women being particularly affected. Civic and political participation, outside of demonstrations and protests, remains weak among youth in the region. For example, in 2010, 29 percent of Arab youth participated in demonstrations compared to 15 per cent globally, while 19 percent of youth participated in civic groups (15 per cent females, 25 per cent males). In terms of political involvement, voting is extremely low in comparison to the rest of the population. Furthermore, with the average age of eligibility for parliaments being 26, there is a bias towards older people across the region.

Description of the solution and its approach

This UNDP Youth Leadership Programme (YLP), which started in 2015 in the Arab States region, is strengthening competencies and skills for youth in the areas of leadership, social innovation, social entrepreneurship, digital technologies, and the Sustainable Development Goals (SDGs), and providing a regional platform for gaining experience and sharing knowledge. By strengthening innovative thinking and leadership skills among youth; promoting the production and diffusion of knowledge on youth-led social innovation; and facilitating youth access to local, regional and global value chains and networks, YLP enables youth of the region to become effective change-makers.

Cross-cutting issues such as gender equality, civic engagement and social cohesion are relevant to all aspects of YLP, and are part of the programme design, curriculum and implementation.

The programme also improves the youth-led social innovation ecosystem in the Arab region, by supporting organizations to foster youth-led innovative solutions; promoting multi-stakeholder collaborations on youth-led innovations for development; and complementing country-level efforts to promote an enabling policy environment for youth and youth-led initiatives.

The programme is now in its 4th edition, and is building on the success of previous years, and reaching more young change-makers as the programme evolves. At the end of each edition, the youth produce the "YLP Declaration," an official reflection of their vision, principles and commitments to fellow youth, communities, governments, and international bodies. The youth's aspirations for equitable representation and for meaningful citizen engagement in decision-making are asserted in this declaration, formulated and ratified by the participants including participants of former years.

Summary of results

During the first 3 editions of the programme, 1,500 youth have been reached and 5,000 more will have been reached at the end of 2018. At the end of YLP3, 70% of participants rated the programme either excellent or very good. A lot of former participants report an increased success to their projects after participating in YLP. A significant number of former participants start new projects, scale up their

projects, become youth-leaders through other platforms and/or engage with reputational institutions on their projects after participating in YLP. Some of the former participants even became later elected politicians in Tunisia or Lebanon, or hold talks at renowned universities like Stanford. Some participants also remain highly engaged with YLP, serving as mentors to new participants.

Involvement of Young People

Each year of the programme, youth feedback on YLP is evaluated and taken into account for next year's planning. Former participants serve in the advisory group of YLP Year 4, where they are asked to voice their opinion and contribute to the programme's development. Former participants serve as mentors during the workshops and conferences; and as YLP4 works with youth-serving organizations for the first time, organizations that were founded by former participants were prioritized and several are now implementing YLP year 4 in their countries.

Total number of young people reached in 2018: 5,000
Age 15 – 19: 500
Age 20 – 25: 4,000
Age 25 – 29: 500
40% male and 60% female participants

Potential for scalability

Lessons learned during YLP years 1, 2, and 3 have helped moved the programme in a new direction. In YLP Year 4 reach and impact will expand by partnering with national organizations that support youth empowerment. The

solution has been scaled up each year by engaging more youth from more Arab countries (YLP 1: 75 young participants; YLP 4: 5,000 young participants). YLP is continuously working with former participants, keeping them engaged with the Programme through inviting them to workshops, giving them new opportunities to grow and learn and supporting them and their evolving projects as well as new projects and initiatives.

Gender and equity

Gender equity and inclusion are crosscutting themes for the programme and are taken into account.

Free Being Me

Synopsis: Free Being Me's mission is to provide girls with body confidence and self-esteem education by organising fun and interactive activities with the support of Girls Guides/Girls scouts and empowering participants to take action through advocacy.

Implemented by: UNILEVER/DOVE/World Association of Girl Guides (WAGGGS)

Country/Region: Global (125 countries including Canada USA Brazil Argentina Mexico Japan Hong Kong Taiwan India Thailand Australia New Zealand Germany Austria France UK Ireland Netherlands Mexico, UK, India, Switzerland)

Partners: N/A

Start date: 2013

Problem statement

The Dove Global Girls Beauty and Confidence Report, which interviewed 5,165 girls aged 10-17 across 14 countries, found that higher levels of body esteem have a lasting impact on a girl's confidence, resilience and life satisfaction.

Globally, 5 in 10 girls (55%) will not spend time with friends and family, participate in activities outside the house, or join a team or club if they aren't happy with the way they look. This number significantly increases to 8 in 10 (80%) for girls with low body esteem, but drops to 4 in 10 (41%) for girls with high body esteem.

Description of the solution and its approach

The Dove Self Esteem Project (DSEP) and World Association of Girl Guides (WAGGGS) co-developed the Free Being Me (FBM) programme in 2013. The program's mission is to provide girls with body confidence and self-esteem education that empowers them to reach their full potential and lead a movement towards a world free of appearance-related anxiety. The FBM program uses fun and interactive activities, so children and young people learn that body confidence and self-esteem come from valuing their bodies, standing up to social pressures, and supporting others to be more body confident. The Free Being Me Programme has been created with world leading experts in body confidence and encourages and empowers participants to take action through advocacy.

Through the WAGGGS Member Organizations and by working directly with young people, Girl Guides/Girl Scouts groups (girl-only and boys and girls mixed), aged 7-14 are trained and encouraged to use the Free Being Me Programme. The non-formal education model has proven to be popular among group leaders and had impact on the lives of guides and scouts according to evaluation data. The FBM programme is currently being implemented in 125 countries.

Summary of results

Feedback from 291 leaders from 30 countries shows 94% of groups have done a "take action project", with 67% reaching at least 2 people each; 39% of these projects reaching 3 people or more. By the end of 2017 Free Being Me (FBM) has reached over 3.9 million lives across 125 countries, and has been translated into 18 languages.

The Oregon Research Institute and the Centre for Appearance Research conducted a series of interviews and surveys with 55 Member Organizations globally to collect quantitative and qualitative data from group leaders, girls and members of the global organization's teams from both Dove and WAGGGS. This research is not yet completed, however initial findings have shown that respondents expressed a need for FBM, and described it as a well-liked programme that could make a bigger impact.

Involvement of Young People

The partnership was developed by Dove and WAGGGS at a corporate level and then implemented through WAGGGS' global network of Girl Guide and Girl Scout Leaders. The Free Being Me program has proven to be ideal for peer educators or young leaders to run as peer leaders help girls and boys feel comfortable with taking a more active part in the activities.

Potential for scalability

Young people in over 125 countries have used the Free Being Me Programme. To drive a wider impact and build a bigger movement through partners, the solution requires continued funding. Funding support will help increase the scale through implementation, as well as start to create a movement to involve girls in championing the issues of body confidence.

Gender and equity

There is no specific focus on the most disadvantaged adolescent boys and girls and do additional information in the supporting documents.

Meena Manch and Gargi Manch

Synopsis: A programme which aims to improve girls' participation, learning and completion of education. Meena Manch are school-based clubs which provide teachers and girls with information, life skills and support. Implemented by the Rajasthan State Government, the programme has reached 380,000 girls.

Country/Region: India

Implemented by: Department of School Education, Government of Rajasthan

Partners: Rajasthan Council of Elementary Education, Shiva Shiksha Abhiyan (SSA), UNICEF

Start date: 2013

Problem statement

Despite improvements in children's enrolment, learning and retention in schools in Rajasthan, schools do not provide spaces for children to speak their minds; nor do they address gender inequalities, which can severely affect girls' retention and completion of school, aspirations for a career, and their confidence and mind-set as individuals. There are many gendered barriers in and outside of schools that perpetuate gender inequality and prevent girls' empowerment such as, a lack of safety and mobility, lack of freedom to express opinions, limited access to information, knowledge and technology, excessive time burdens for domestic chores and family responsibilities, and damaging masculine and feminine ideals and expectations.

Little has been done in Rajasthan to tackle the root causes of gender inequality in education. From an equity perspective, additional support to girls is crucial to ensure positive learning outcomes and empowerment. The period of early adolescence (10-14 years) is also critical for girls, as this is when gender norms and gendered expectations are solidified, which can severely limit their life and career opportunities, as well as future prospects. Supporting girls to be aware of their rights, review and critique gender norms, take leadership roles and explore future possibilities through education, is essential to prompt meaningful changes in their current status and empowerment.

Description of the solution and its approach

To improve girls' participation, learning and completion of education, a comprehensive set of activities has been implemented to address gender inequality in education and to empower girls. The first of these activities included setting up collectives (similar to clubs) exclusively for girls, known as Meena Manch at elementary level and Gargi Manch at secondary level.

Strategies for the clubs themselves included:
- Supporting girls to prioritise activities for the year;
- Creating space for the girls' collectives in the academic calendar;
- Improving response mechanisms to address violence and harassment through the girls' collectives, School Management Committees (SMC), etc.;
- Providing information and skills-based activities to improve personal empowerment, social and life skills;
- Building awareness and dialogue around issues such as child rights, violence, menstrual hygiene, child marriage and regular attendance;

- Creating opportunities through exhibitions, camps, etc for girls to learn from each other and from role models.

Strategies that targeted teachers and head teachers included:
- Making gender, life skills and chid rights part of teacher training programmes;
- Sensitising teachers on child protection and child rights issues using a gender lens;
- Strengthening gender equity in school leadership initiatives;
- Creating a pool of leaders to initiate dialogue on gender in education and its impact on the lives of children;
- Enhancing the capabilities of teachers to identify and respond to problems specific to girls;
- Creating systems and strengthening school-based processes for reporting violence.

Strategies that supported state and district education officers included:
- Developing standards and guidelines, allocating and monitoring budgets for schools and training programmes
- Integrating gender and outcome indicators into the state's robust monitoring mechanism
- Strengthening internal assessment systems
- Improving partnerships to support and mentor the girls' collectives and contribute in creating a gender sensitive learning environment in all schools

Summary of results

This intervention has reached 380,000 girls, across 33 districts of Rajasthan. Results have been seen at several different levels of the education system:

Results at the school level -
• All schools have girls' collectives, where they can discuss issues that hamper their studies, security and developmental opportunities;
• There are active peer support systems to enhance completion of elementary education;
• All schools have a trained teacher, in most cases female, to facilitate, mentor, guide, counsel and solve problems for members of the collectives.

Results at a programme/policy level -
• Guidelines have been developed for the girls' collectives which spell out their role and mechanisms for supporting capacity building amongst members;
• Activities have been linked to the academic calendar, which has improved girls' participation in school;
• Process/input indicators have been developed and incorporated into the monitoring system;
• Gender, life skills, and child rights are now incorporated into teacher training programmes;

Results at an Individual level -
• Improved confidence and participation in decision making and more effective communication skills;
• School attendance has improved for girls;
• Girls are more open to sharing their problems and seeking support on issues affecting their lives like menstrual hygiene, child marriage, career advice, etc.

The longer-term impact of this comprehensive approach will be:
• Improved gender parity for school enrolment;
• Enhanced legal literacy on education, protection and child marriage;

• A more sensitive school environment that acknowledges and addresses menstrual hygiene and the safety of girls in schools.

Involvement of Young People
A teacher facilitates the collectives, but the agenda and initiatives are set by girls.

Potential for scalability
Since the implementing partner is the Rajasthan State Government itself, the programme has the aim and potential to be scaled-up in all schools. The primary level girls' collectives (Meena Manch) is already part of Sarva Shiksha Abhiyan (SSA) guidelines (the Indian Government's programme for universal elementary education) and Beti Bachao Beti Padhao guidelines (a Government campaign that aims to generate awareness and improve the efficiency of welfare services intended for girls). The girls' collective at secondary level (Gargi Manch) has yet to be scaled up in all secondary schools across the state, but they are embedded within the academic calendar of the Department of Education, and are being integrated into teacher training and monitoring systems.

Gender and equity
The main target group are girls at primary and secondary level, particularly those who are at risk of dropping out. One aim of the collectives is to connect out of school girls with schools/teachers and improved levels of psycho-emotional support provided.

Strengthening Social Cohesion with Community Centres

Synopsis: Creation of community centres (multi-services centres) for Syrian refugees and Turkish host communities, in order to improve social cohesion and peaceful coexistence between the two communities. To date an estimated 100,000 young people have been reached.

Country/Region: Turkey (Sanliurfa, Kilis, Mersin, Mardin, Hatay, Istanbul and Ankara).

Implemented by: Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)

Partners: ASAM (Ankara), SSG (Mersin), IBC (Kilis), YUVA (Kirikhan), Deutsche Welthungerhilfe (Mardin), KLWA (Kiziltepe), RASAS (Istanbul), HRDF (Istanbul), STL (Sanliurfa)

Start date: Not specified

Problem statement

Turkey is currently hosting the largest number of refugees worldwide. These include 3.5 million Syrians under temporary protection. The majority (more than 50%) of registered refugees are children and youth (below the age of 24 years).

More than 93% of the Syrians in Turkey are living outside humanitarian camps, in rural and urban host communities. Especially in the South-East, communities must cope with some of the largest refugee contingents, which pose immense challenges for public institutions especially regarding the provision of social services, health as well as formal and informal

education. Many Turkish host communities are also struggling with poverty, unemployment and inflation and Syrian refugees are increasingly seen as a burden. Conflicts between Syrians and Turkish communities have been reported.

Turkey has developed relevant legislation such as the Temporary Protection Regulation and the Regulation on Work Permits to enable positive integration of Syrian refugees into Turkish host communities. In the school year 2016/2017, the Ministry of National Education (MoNE) provided access to formal education to almost half a million Syrian children and youth under the temporary protection measures. The Ministry of Family and Social Policies (MoFSP) provides a wide range of social services in more than 200 centres across the country, available for Turkish citizens and Syrian refugees alike. However, the language barrier and other inter-cultural issues must be overcome to improve access to these services for all.

Despite the tremendous efforts of the Turkish government, the capacity of national and local services is stretched, especially for vulnerable groups like children and youth. Worryingly this has resulted in the adoption of negative coping mechanisms (such as child labour, begging and early marriage), which have posed challenges to social cohesion and are source of tension in some communities.

Description of the solution and its approach
GIZ has been supporting community centres (Multi-Service Centres) financially and technically since 2015.

The community centres are a safe space to meet with peers and to provide a range of activities designed to promote integration (through joint events, music performances or sports) as well as courses to enhance everyday life skills (e.g. through language classes, IT courses, CV writing, handicraft etc.). Refugees also receive legal or psycho-social counselling and are supported in accessing the services of the state system e.g. through referral. For Syrian children and youth who have not yet entered the Turkish public school system, the community centres can provide complementary support information to prepare them for enrolment and participation in school.

There are currently nine community centres, operated by seven partner organizations in Turkey. The solution is implemented in partnership with a range of civil society actors at local level: YUVA Denergi in Kirikhan, Association for Solidarity with Asylum Seekers and Migrants (ASAM) in Ankara, Suriyan Social Groups (SSG) in Mersin, Human Resources Development Fund (HRDF) in Istanbul, and Deutsche Welthungerhilfe (DWHH) in Mardin, Women Leadership Association (KLWA) in Kiziltepe und Refugees and Asylum Seekers Assistance Solidarity Association (RASAS) in Istanbul, International Blue Crescent (IBC) in Kilis, Support to Life (STL) in Sanliurfa.

GIZ supports the development of community centres in the following three fields:

- Provision of needs-based social services, including opportunities for social interaction, for refugees and the host communities in community centres and through small scale community initiatives
- Harmonisation of standards of social services at community centres with those of state institutions through regular exchange formats

- Capacity development at individual and organisational level in the community centres and selected state institutions through the provision of training services

Summary of results

The participation in community centre services has risen continuously since the start of the project. By May 2018, a total of 194,604 persons have been reached with all kinds of services. Also, the number of participants from Turkish host communities has increased continuously.

407 events and activities have been implemented in the field of recreation and strengthening social cohesion through cultural and sport events. In 2 years of implementation the centres offered 1,080 skill development courses and reached with these courses 13,974 participants (3,750 male/ 10,139 female).

Overall, the participants are very satisfied with the quality standards that the courses fulfil (i.e. infrastructure, qualification of teaching staff and curriculum). Almost all course graduates (94%) agree that the course contents were useful for their daily lives or their future.

The community centres are highly valued for their positive contribution to social cohesion improvement – especially by young people. 84% of interviewed young persons (18-24) think that the community centres contribute to social cohesion, compared with just 66% of persons aged 25 and above.

Involvement of Young People

Community centres and its services are open to everybody: men and women, old people and children, refugees and host communities. Youth are an important age group: about half of all participants are under 25. Since the start of the project in October 2015, almost 50,000 children under 18 and 50,000 youth aged 18-24 were reached.

The centres offer a safe space for youth to get together, to meet with peers, who have similar experiences of being foreign and getting along in a foreign country.

To facilitate intercultural encounters, different activities are designed to attract youth. Youth particularly enjoy the music or sports activities that are offered by the centre. Approximately 50% of all participants in such activities that promote social interaction between Syrians and Turks are under 18. One centre has set up video games competition, another centre offers chess tournaments or photography activities.

Youth also show high interest in advancing their language skills and other life skills. For example, one centre offers shoe making and pastry courses, another centre has supported young students to prepare for the university exam or how to write a CV. Another centre also offers coding courses. So far, more than 1000 children have received language certificates. Through GIZ's support to develop the capacities of the community centre staff, the project also contributes to the professionalization of young people in Turkey and

onboarding in their work life: Most of the centres are run by young professionals, who have not yet had gained much hands-on job experiences before.

Potential for scalability

Community centres are in a transformation phase. What had started as an immediate and short-term support, requires now long-term solutions for continuity and further development of services.

To reinforce sustainability and scalability, the project intends to deepen the collaboration of civil society organizations with government institutions - at national level, particularly, with the Ministry of National Education (MoNE) and Ministry of Family and Social Policies (MoFSP), provincial level (governorates and municipalities) and local level (muhtars).

Scaling up would mean to secure the funding and enhance the capacity development process, e.g. by strengthening further participatory approaches in the centres, like establishing systematically youth councils and volunteer schemes.

Community Centres should also scale up the engagement of both refugees and members of Turkish host communities in all types of programme planning to improve decision-making and accountability to participants.

Gender and equity

The project focuses on the most vulnerable people and has developed concepts how to reach out to particularly disadvantaged groups, such as disabled people or working children. In order to promote participation and empowerment of women and girls, centres created some safe spaces only for them, and have set up solidarity groups or women`s councils, as well as handicraft groups, sports courses, or a women`s choir.

Youth Initiative Fund

Synopsis: The Youth Initiative Fund promotes social inclusion by providing space and budgets for young people to design, implement and monitor community based protection projects.

Country/Region: Global (where UNHCR operates)

Implemented by: UNHCR

Partners: Multiple and varies by location

Start date: 2014

Problem statement

Many children and youth that UNHCR works with and for – whether refugees, internally displaced or stateless –spend their childhood in displacement, uncertain about their future and face a lack of empowerment and engagement opportunities.

Description of the solution and its approach

In 2013, UNHCR conducted a Global Review of its engagement with displaced youth, identifying and making recommendations for action. The Youth Initiative Fund (YIF) was developed on the basis of this review, and for the first time provided a space and budget for young people to design,

implement and monitor community-based protection projects within their communities.

The Global YIF is designed to achieve a number of objectives. Using an annual world-wide call for proposals it provides displaced youth with opportunities to design and lead projects focusing on the protection of their communities. Furthermore, it builds institutional capacity in youth programming by raising awareness, collecting data and sharing best practices as well as practical tools and guidance. UNHCR and partners have also supported the process through capacity development and skills building for young people.

Summary of results

To date, the YIF has supported more than a hundred projects across multiple regions and countries.

The YIF has provided a platform for young people to contribute positively to their communities, have their voices heard and increase visibility and understanding of what young people can achieve when supported with meaningful opportunities. Capacity development and project management support, both central to all YIF projects, have been essential to increasing young people's self-confidence and hope for the future. By mobilising, sensitising and supporting their communities and partnering with multiple stakeholders, young people have also strengthened their support networks and sense of belonging.

In addition to this, intergenerational relations have frequently been strengthened and the understanding of young people's potential to contribute to their communities has greatly increased. As a result, youth have reported feeling more valued. Moreover, the YIF has enabled young people to be 'young' – to interact with their peers, to learn about themselves and self-care, to be creative and productive, and to have fun.

At a programmatic level, the YIF has also addressed a number of recommendations from the 2013 Global Review. These include: working to realign the way that UNHCR staff and country offices view and engage with young people; developing a culture of understanding within the humanitarian community that young people are rights holders with agency; advocating for increased engagement with young people in humanitarian situations; and developing programmatic responses that work with young people in humanitarian contexts.

Involvement of Young People

Although the YIF was initiated and designed by adults, all the ideas and actions have been led by youth. More specifically, young people have:

- Identified and referred vulnerable persons in need of assistance to appropriate organisations which can provide assistance and support;
- disseminated vital information within their communities on available services and resources;

- worked with individuals and groups to provide peer-to-peer support, mentoring and psycho-social first aid;
- raised awareness of, sensitised their communities to, and offered solutions for, local protection challenges;
- convened groups from diverse backgrounds, promoting social cohesion and peace building;
- created learning, social, creative, recreational and economic opportunities for themselves and their communities.

Potential for scalability

As the global YIF Programme is now well established, UNHCR is working towards mainstreaming the approach into all of its operations and responses. UNHCR is also working with the regional bureaux to regionalise/localise the approach. For example, the Regional Bureau for Europe established a European YIF programme in 2018, in partnership with the European Youth Forum. That said, as an institutional approach, the YIF global programme does require continued funding and support.

Gender and equity

From 2014-16, the YIF had 2,404 young people leading projects - all of whom were refugees, internally displaced or stateless. Of these young people, however, only 794 (33%) were female.

Youth Media Programmes

Synopsis: A youth development programme that has four youth media components: Voix des jeunes - a TV reality show; African Women Fellowship - a women's empowerment boot camp; Young reporters - a weekly radio show for and by youth; and U-Report which reaches over 260,000 young people.

Implemented by: Social Change Factory (CSO) is the main implementing partner leading the Voix des jeunes project which focuses on youth-led solutions.

Country/Region: Côte d'Ivoire

Partners: SEPHIS, Scouts, Children Radio Foundation and Ministry of Youth, Ministry of Education, UNICEF, ICTJ, Interpeace, Ministry of Women, Child protection and Solidarity

Start date: November 2017

Problem statement

Since the end of the 2011 post-electoral crisis, Côte d'Ivoire has experienced strong growth, but the rapid expansion of the economy has not been accompanied by real improvements in youth well-being. More than 50% of the population is under the age of 19. Despite their demographic weight, young people are rarely involved in decision-making processes and are still poorly represented on the political scene. Several

obstacles remain regarding youth exercising their right to vote, such as deficient electoral registration and remoteness of polling stations. Using U-Report (https://cotedivoire.ureport.in/poll/2279/) we asked young people if they felt their voice matters and 61% responded: no. Against the general background of under-representation of girls and youth voice, the country's 14 million young people are viewed as potential activists and changemakers who can lead progress towards a future that is brighter, better and more gender equitable. Thus, they have developed a suite of interventions designed to empower young women and men to speak out and take leadership roles.

Description of the solution and its approach

The programme's overall approach to empowering young people is to:

1. Listen to young people as decision makers
2. Strengthen and ensure synergy between existing youth engagement programs
3. Build a strong narrative (with key messages and a manifesto) and work with influencers
4. Produce content and useful tools adapted for young people, boys and girls

Read more here: https://goo.gl/1kc3Qw

Because of this approach, a youth engagement team made up of five young people, all younger than 30, began to implement the following youth engagement programs:

1. Voix des jeunes (Social Change Factory): A TV reality show where young university students (half women) propose solutions for social issues faced by young people and try to implement it at the community level. For more information about Voix des jeunes : http://www.voixdesjeunes.org/
2. The African Women of the Future Fellowship (Sephis): A series of training, workshops, and boot camps focusing on empowering young women to find solutions to issues that concern them. For more information about AWF: https://africanwomenoffuture.org/
3. Young reporters (Children Radio Foundation and the Scouts): 120 young reporters (14 to 21 years old and half girls) produce a weekly radio show in 8 locations across Côte d'Ivoire.
4. U-Report: A free SMS/social media based platform that aims to capture the voices and views of young people through surveys. In Côte d'Ivoire, U-Report has also been used to counteract the spread of rumours, the lack of access to accurate information and fight taboos using free SMS bots accessible 24/7 and live chats. But what is unique in Côte d'Ivoire is the fact that, supported by a strong narrative with the engagement of U-Reporters, young people decided to take action for positive change in their community themselves.
5. ICTJ and Interpeace: Help prevent future mobilization of youth into violence through capacity building, documentation, radio programmes, music production and other creative activities at the school and community levels to promote peace and social cohesion.
6. Photo album available on We Share: https://goo.gl/K5uT1y

Summary of results

A year and a half after Côte d'Ivoire decided to prioritize youth engagement and youth-led solutions and ensured coordination between its different initiatives, girls, and boys in Côte d'Ivoire have raised their voices on the issues, challenges, and concerns they face, coming together to build a movement for and by young people. Some key results include:

- More than 263,000 girls and boys are provided a voice through U-Report.
- More than 100,000 young people have been provided with accurate information about issues important to them thought U-Report automated bots on Jobs, education, STIs, HIV, flooding, migrations, including girls' focused content on periods.
- More than 1000 young people organized or participated in U-Actions (actions lead by young people for positive change in their community, such as cleaning up beaches, schools, health centers and communities, acting in emergencies by helping families affected by floods, planting trees, distributing school books to girls, etc.)
- 60 adolescent girls and young women have been trained as radio reporters and have been given a weekly platform to speak.
- 24 young women have been empowered through the African Women of the Future Fellowship.
- 48 young people have been empowered to speak up and given a voice through the Voix des jeunes program, am an inter-university competition that is featured as a reality television show where young people develop solutions to the problems that affect their community and try to implement them locally.
- 10,000 girls have been reached through international events such as panels of inspiring women and conferences such as Generation 2030 or Africa Dialogue.
- Overall, more than 3 million people have been reached indirectly (via TV, radio, and web) through Voix des jeunes broadcast, more than 261,000 people joined U-Report and 10,000 adolescents were reached directly through events and face to face mentoring.
- The girls' day celebration was based on the issue of SRGBV (School Related Gender Based Violence) with 600 adolescents (500 girls and 100 boys) who had the opportunity to share their experience and concerns with experts in this field.
- 707 community members including 200 youth were trained in conflict prevention and the use of early warning mechanisms like U-report to raise their voice on this issue.

Involvement of Young People

A team of young people were recruited to lead its young engagement programs. The groups are made of young influencers and former Voix des jeunes competitors, who bring forward their personal stories, social networks, creative ideas for the future and work expertise, to help shape the types of events, discussions, and partnerships. The four main youth engagement programs that this team leads entail a great deal of consultation, collaboration and end usage by young people.

Potential for scalability

U-Report was launched in Côte d'Ivoire in January 2017. In a little less than a year and a half, there are now more than 261,000 people on the platform with an average recruitment rate of 5000 people per week, U-Report Côte d'Ivoire is the 3rd U-Report country in the world in terms of numbers of young people (out of 45, behind Nigeria and Uganda) and 1st francophone country. A strong Government buy-in, strong synergy with other programs and youth engagement partners, and a strong narrative that led to offline engagement by young people in their communities show great potential for scalability with an objective of engaging 500,000 people on the platform by the end of 2018.

Voix des jeunes Côte d'Ivoire is at its second edition and is being implemented by more and more countries in the West African region. In Côte d'Ivoire, young people who went through the Voix des jeunes program are now online influencers and bloggers, some of which now work for the Government. It's popularity amongst young people has produced concrete results, such as providing young people with skills to join the job market. Its replication in the region also show great scalability potential.
The young reporters program has been successful in empowering young people to make their voice heard in 8 localities across the country through community radio. The alumni of the programme have shown affinity to become journalists and enter the work market with a sensitivity and knowledge of issues and problems faced by children in their community. The youth engagement team has been working with national radios (private and public) to amplify

their voice and increase their access to media-related jobs. The potential for scalability is great and is being further developed. The objective is to have at least one strong partnership with a national radio to amplify their voice, help them develop a network and facilitate their entry to the job market.

The partnership with the African Women of the Future Fellowship is at the very beginning yet, they have managed to indirectly impact more than 3,000 young women by recruiting them to join the U-Report, therefore, helping to reduce the gender gap on the platform.

Gender and equity

Of the four main youth engagement programs, the African Women of the Future Fellowship is the only one with an explicit focus on young women and girls through its targeted series of training, workshops, and boot camps. The other three youth engagement programs ensure that young men and women have the same opportunity to engage in constructive reflexions and actions. The strong U-Report narrative around youth engagement makes a clear statement about gender equality and equity, yet, it is unclear at this point if other equity issues or forms of marginalization are addressed by the programs.

Chapter 2:
Promising Ideas

Building and establishing the ideation process

Generation Unlimited is a new partnership with the goal that by 2030 every young person aged 10-24 is in some form of education, employment and training. As part of the development of the partnership, we have defined ten promising ideas that have transformative potential in the pursuit of this goal. They capitalize on major trends that are at critical turning points, enabling us to get ahead of the curve and reach scalability.

In order to deliver for all young people we must push out the frontier of what is possible. Thankfully, we can point to a number of trends and breakthroughs in research, data, technology, and economics that give us optimism, any one of which could lead to the emergence of a whole range of new solutions over the horizon. These are the basis of our ten promising ideas. How, though, can we deliver on their promise and bring that horizon closer?

Our starting point is to identify and bring together pioneers and experts in each of the ten areas to better understand what stands in the way of faster progress. By combining their insights with robust market research and analysis, we will define a Business Plan for each of the ten promising ideas intended to accelerate their realization over a 2 to 3 year time horizon. We will then work with a select group of partners at global and local levels to deliver on these plans.

These promising ideas capitalize on major trends that are at critical turning points, enabling us to get ahead of the curve and reach scalability.

A key characteristic of each of our ten plans will be their adoption of an ecosystem approach. Rather than seeking to identify and back a single pioneer whose work impresses us the most, we will seek to address challenges common to all actors working in the space, be it shared value-chains, policy and regulation, political support, or public goods such as market information and standards, common infrastructure and demand side factors. In this way, our plans will

seek to prime the pump for the emergence of future solutions. We welcome the engagement of partners with our ten promising ideas: whether sharing their insights, supporting the development of investment plans, or joining effort for their delivery. Taking this forward will require getting the right group of organizations and individuals around the table – and in a space where creativity and bold aspirations can be brought to bear.

Taking this forward will require getting the right group of organizations and individuals around the table – and in a space where creativity and bold aspirations can be brought to bear.

Specific Asks

We invite partners to:

- **Express interest in specific Promising Ideas** that they would like to pursue. Upon expression of interest, partners will **join a consortium of industry leaders** who are keen to explore and co-create ways of turning the promising idea into a reality.

- **Contribute financial investments to develop Business Plans on each of the Promising Ideas, in coordination with a consultancy firm.** These Business Plans will lay the foundations for how we will move the needle on these issues, and include concrete recommendations of the most exciting opportunities, partnerships, solutions and innovations that are both cost-effective and that can make the biggest impact possible. Once the Business Plans are completed, we will seek partners who can contribute both financially as well as in-kind towards their implementation. The areas which require seed funding will be determined once the Business Plans are complete.

Promising Ideas

Digital Connectivity

How can we affordably connect all schools to the Internet?

Job-matching
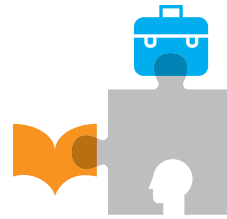
How can we harness data from labour markets to shorten the feedback loop between employers and education providers so that young people can develop skills that are in demand?

Green Economy
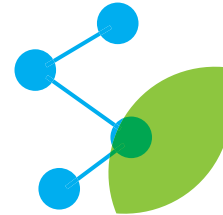
- How can we provide young people with skill-development opportunities in the rapidly growing renewable energy sector?
- How can we provide renewable energy to off-grid schools?

Remedial Learning
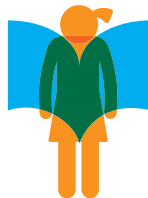
How can new breakthroughs in personalized technology-supported learning (i.e. artificial intelligence) be deployed to support remedial education for young people whose education has been disrupted by conflict, shock or migration?

Remote Learning and Work

How can we expand access to remote learning and work opportunities for young people will limited local opportunities?

Mental Health
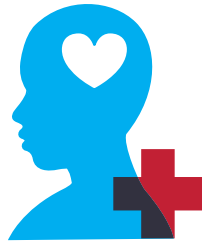
How can we leverage cognitive behavioral therapy for young people affected by conflict, and effectively combine it with other interventions?

Instant Translation

How can we utilize artificial intelligence-based language translation to enable more young people to access resources for learning, skills development and employment?

Portable Certification

How can we make sure that the certifications young people receive are portable and recognized across national boundaries?

Data and Measurement

How can we use new forms of data (i.e. from social media) to better measure, quantify and understand young people's empowerment?

Innovative Financing
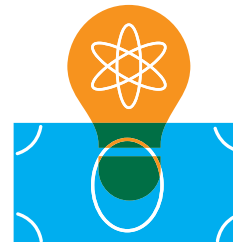
How can innovative financing mechanisms unlock the potential of each of the other Promising Ideas?

How can we affordably connect all schools to the Internet?

Digital Connectivity

The Issue

- Globally, 29 per cent of young people aged 15 to 24 worldwide – around 346 million – are not online. Young people in Africa are the least connected. Around 60 per cent of population aged 15-24 in Africa are not online, compared with 4 per cent of those in Europe.[1]
- Connectivity varies widely across the globe and within the regions. In Africa, the proportion of schools connected ranges between as low as two per cent (Ethiopia) to as high as 85 percent (Mauritius).[2]
- However, the growth of internet access around the world has slowed dramatically over the past years. Without action, the digital revolution will remain a distant dream for billions of the poorest and most isolated populations. [3]
- To be unconnected in a digital world is to be deprived of opportunities to learn, communicate and develop skills deemed critical for the twenty-first-century workplace. It will also exacerbate inequalities, reducing young people's economic opportunities and even means to access digital government services such as applying for ID cards.[4]
- The gender digital divide is also growing. In least developed countries, the gender gap of internet users increased between 2013 and 2017 from 29.9 to 32.9.[5] Also, in poor urban areas, men can outnumber women on the internet as much as two to one.[6]

The Opportunity

- Internet connectivity is cheaper than ever before, thanks to evolving technology and its widespread use (i.e. economies of scale). In 2017, the cost of mobile broadband data plans in lower-income countries decreased about 17.3% from the previous year.[7]
- There are more ways one can connect to the internet than ever before, including via mobile handset, wi-fi hotspots, or even low-orbiting satellite signals. Many technology giants are also exploring ways of bringing fast internet via the air: balloons, drones, satellites, and lasers rather than laying down cables. These trends make it possible to leapfrog much of the traditional infrastructure that was required in the past, and develop potentially highly cost-effective solutions.
- Expanding digital connectivity will accelerate economic growth. According to a World Bank estimate, increasing the percentage of the total population connected to the internet from 48 to 75 per cent would add US$2 trillion dollars per year to world GDP and help create 140 million jobs.[8]
- Schools represent an ideal starting point for connecting young people. Connecting schools and utilizing them as a locus for young people's learning and local community activities have tremendous potential for enhancing the quality of skills for young people, especially in remote areas.

Relevant SDGs:

1 NO POVERTY

4 QUALITY EDUCATION

5 GENDER EQUALITY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATI AND INFRASTRUCTURE

**17** PARTNERSHIPS FOR THE GOALS

How can we harness data from labour markets to shorten the feedback loop between employers and education providers so that young people can develop skills that are in demand?

Job-Matching

The Issue

- Globally, an estimated 21.8 per cent of young people are neither in employment, education nor training (NEET).[9] Youth are three times as likely as adults to be unemployed.[10]
- There is strong evidence of a skills mismatch between young people and employers. A McKinsey global survey found that while 72 per cent of educational providers surveyed believed their graduates were ready for the workforce, only 42 per cent of employers concurred.[11]
- Young people are not learning the skills they need to get jobs. Conversely, employers struggle to emit clear signals to education providers about the skills they require.
- The mismatch threatens to become worse with changing demands for skills spurred by rapidly-advancing technology. According to a recent study, between 75 million and 375 million workers (3 to 14 per cent of the global workforce) will need to switch occupational categories by 2030 if automation happens at a medium-to-rapid rate.[12]

The Opportunity

- We've seen a rapid take-off of online job-matching platforms, especially in the developing world. Online job platforms hold unique potential and can address the needs of workers in the informal sector and in small and medium-sized enterprises, as well as in high-skilled jobs.[13]
- Digital job-matching platforms generate a vast amount of data on the demand for skills. With the right partnerships, this growing mass of data could be harnessed to train young people preparing to enter the job market in addition to matching their skills with job opportunities.
- Shortening and strengthening the feedback loop between education, skills training and jobs, would help educators better respond to market priorities.

Relevant SDGs:
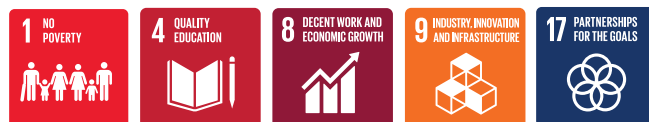
1 NO POVERTY
4 QUALITY EDUCATION
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
17 PARTNERSHIPS FOR THE GOALS

How can we provide young people with skill-development opportunities in the rapidly growing renewable energy sector?

Green Economy

The Issue

- Imbalances persist between skills offered and skills needed for the green transition. According to a recent ILO study, this skills mismatch is identified as an obstacle to the greening of the economy in 21 of 27 countries* surveyed.[14]
- While the on-ramp for many career paths are clear (such as becoming a doctor, lawyer, nurse, electrician, etc.), these pathways are not always immediately clear for entering a career in the renewable energy sector.
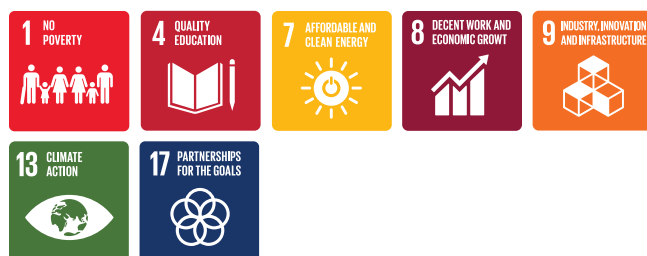- Moreover, not all countries have developed or utilized their skills institutions to prepare for the green transition. Of the 27 countries surveyed, around one-third – most of them low- and middle-income countries – are yet to mainstream environmental sustainability in their skills development measures.[15]

Relevant SDGs:

1 NO POVERTY
4 QUALITY EDUCATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWT
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
13 CLIMATE ACTION
17 PARTNERSHIPS FOR THE GOALS

The Opportunity

- The transition to a green economy could generate 15 to 60 million additional jobs globally over the next two decades and lift tens of millions of workers out of poverty.[16]
- Young people are well positioned to invest in learning green skills. With the growing demand, the benefits of having these skills are likely to pay off for decades to come.
- Young people have also demonstrated an interest in working in this sector, because of both the earning opportunity as well as the positive impact they can have on society.
- Only modest modifications are required to existing training programmes and curricula in order to make the skills learned applicable to green jobs.
- Many countries are increasingly establishing, or planning to establish, specific bodies to address the green transition. Such bodies could mainstream the skills demanded of the renewable energy sector into existing mechanisms for skills development for young people. Already, where they exist, specific bodies to discuss skills for the green transition have led to positive changes in training.[17]

* The 27 countries surveyed by ILO for Institutional Mechanisms to Anticipate Skills Needs and Adapt Training Provision include: Australia, Barbados, Brazil, China, Costa Rica, Denmark, Estonia, Germany, Guyana, Mauritius, Indonesia, Rep. of Korea, Spain, Thailand, United States, Philippines, India, France, South Africa, United Kingdom, Bangladesh, Egypt, Kyrgyzstan, Mali, Montenegro, Tajikistan, and Uganda.

How can we provide renewable energy to off-grid schools?

Green Economy

The Issue

- Today, one out of 5 upper and lower secondary schools worldwide are not electrified. Sub-Saharan Africa is the hardest hit: nearly 1 in 2 secondary schools in the region lack electricity.[18]
- Educational facilities require energy for lighting, cooking, heating, cooling, water delivery and purification, as well as information and communication technology (ICT), including for disaster and medical emergencies. Evidence shows that youth literacy levels tend to be lower in countries with electrification rates below 80 per cent.[19]
- Without a change in course, the expansion of the electricity grid will be limited by the same factors that have held it back in the past: infrastructure cost, low demand in rural areas, and a lack of political will.

Relevant SDGs:

| 1 NO POVERTY | 4 QUALITY EDUCATION | 7 AFFORDABLE AND CLEAN ENERGY | 11 SUSTAINABLE CITIES AND COMMUNITIES | 13 CLIMATE ACTION | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- The price of renewable energy will soon be cheaper than most traditional modalities, owing to: improvements in technology, a competitive market, and more experienced developers in the industry.[20] Small-scale photovoltaics (PV) and storage have started to gain traction as primary energy sources for remote infrastructure and communities. Between 2010 and 2017, there was an 82% cost decline for PV modules and 76% for stationary Lithium Ion battery packs.[21]
- With cheaper costs, leapfrogging the traditional infrastructure becomes possible.
- The renewable energy sector is experiencing rapid job growth across developed and developing economies. Globally, the renewable energy sector had 10.3 million jobs in 2017, an increase of 5.3 per cent from 2016.[22]
- Access to sustainable energy can also be used to address other community services, such as clean water, hygienic sanitation, health and emergency services.
- School attendance and student performance levels have been shown to increase with increased electrification rates. Electrification allows schools to create a better learning environment through improved lighting and equipment, including ICT. Electrification also allows for extended operating hours, facilitating teacher preparation and training after-hours. Recruiting and retaining teachers in remote regions are also closely linked to the schools' electrification rate.[23]

How can new breakthroughs in personalized technology-supported learning (i.e. artificial intelligence) be deployed to support remedial education for young people whose education has been disrupted by conflict, shock or migration?

Remedial Learning

The Issue

- There are 263 million school-aged children and young people out of school, 53 per cent are upper-secondary-school age.[24] In conflict or disaster-stricken countries, 3 in 10 young people are illiterate. This figure is triple the global rate.[25] The impact of a disruption in education on young people's development can have permanent effects.
- Young people who return to education are likely to face gaps in their learning, and teachers are often unable to accurately address those gaps on a personalized level. Weak learning outcomes for these students are often due to failure or inability to teach at the right level. This, in turn, demotivates those who fall behind their peers and can result in drop-outs.
- Remedial learning is usually either not readily available or is too costly. Moreover, many of the existing programmes often focus on the provision of hardware devices to educational facilities, without ensuring that teachers and students themselves fully utilize those tools.[26]

The Opportunity

- Technological breakthroughs in personalized learning can quickly identify educational gaps and empower teachers to better tailor the content and intensity of study to students' needs, abilities and goals.
- Technology-enabled personalized learning can also discover students' knowledge structure, education level, and cognitive style, and it can provide precise information that helps clarify misconceptions and optimize their progress.[27]
- These technologies have yet to be tested with refugee populations, or young people whose education has been disrupted by conflict, shocks or migration. These young people are not only high in numbers, but are also at very high risk of dropping out.
- Combining technology-enabled remedial education with in-person coaching and guidance from teachers could greatly improve the learning outcomes of these young people.

Relevant SDGs:

1 NO POVERTY
4 QUALITY EDUCATION
5 GENDER EQUALITY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
17 PARTNERSHIPS FOR THE GOALS

How can we expand access to remote learning and work opportunities for young people who live in refugee camps or have limited local opportunities?

Remote Learning and Work

The Issue

- Opportunities for learning and work have historically been a function of location. This is a critical constraint for young people living in areas with limited local economic opportunity.
- According to the ILO's School-to-Work Transition Surveys (SWTS) 2017, young people living in rural areas had a longer transition: 15.4 months, compared to their urban counterparts, 13.3 months.[28]
- The majority of rural workers, especially young people aged 15 to 24, hold precarious and poorly remunerated jobs. For example, young people in rural areas are one-third as likely to have contracted employment compared to their urban counterparts, and 40 per cent more likely to be in casual wage work without a contract.[29]

Relevant SDGs:

The Opportunity

- Combining online learning with online work offers new potential for people who have limited local opportunities. It also helps to shorten feedback loops between education and employment. For example, when technology companies build new coding systems, online learning and work platforms enable young people to quickly learn the new coding language and then put those skills to work though gig-based contracts.
- Remote internet-based learning and work platforms are achieving increasing levels of maturity. For example, between 2016 and 2017, projects sourced by Fortune 500 companies via online freelancing platforms grew 26 percent.[30]
- The gig economy and the offshoring and outsourcing of service sector jobs are an example and a catalyst of this trend.
- While remote learning and work have grown substantially, these opportunities have not extended to all areas. There is considerable potential to expand the reach of these developments to underserved populations. Some areas where they could potentially be applied with big impact include refugee camp or even urban slums.

How can we leverage cognitive behavioural therapy for young people affected by conflict and effectively combine it with other interventions?

Mental Health

The Issue

- Globally, up to 20 per cent of young people aged 15 to 24 suffer from mental health conditions each year.[31]
- This proportion is considerably higher in areas of conflict or humanitarian disasters. For example, up to 75 per cent of young people exposed to conflict suffer from post-traumatic stress disorder (PTSD).[32]
- Mental health issues have been attributed to young people dropping out of school, training and work. Mental health problems increase the likelihood of poverty, limit employment opportunities, and negatively impact work performance.[33]

Relevant SDGs:

1 NO POVERTY | 3 GOOD HEALTH AND WELL-BEING | 4 QUALITY EDUCATION | 10 REDUCED INEQUALITIES | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS

The Opportunity

- Cognitive Behavioural Therapy (CBT) is an effective broad-spectrum treatment. In addition to managing challenges young people have faced in their past, it can also be a mechanism that can help build their resilience to challenges they may face in the future. Recent attempts to implement CBT integrated alongside other interventions in education and skills training indicate the potential to deliver CBT affordably at scale in high-, middle- and low- income settings, and led by those outside the formal mental health profession.
- An experiment in Sierra Leone found that the young people who received CBT in a low-resource, post-conflict setting reported significantly greater improvements in emotion regulation and prosocial attitudes and behaviours. Participants were six times as likely as non-therapy recipients to persevere in school.[34] Other benefits have been observed including a reduced propensity for violence.

How can we utilize artificial intelligence-based language translation to enable more young people to access resources for learning, skills development and employment?

Instant Translation

The Issue

- There are more than 6,000 spoken languages in the world today.[35] However, most learning, skills development and work opportunities are provided in only a small handful language.
- Language serves as a critical barrier for young people to gain the skills necessary for the future. For example, among the 12 most popular platforms that offer free online coding courses, only one offered its program in a language other than English.[36]

Relevant SDGs:

The Opportunity

- Instant translation technologies have recently reached a point of maturity that offers enormous potential, thanks to artificial intelligence. Machine translation and other computer assisted translation software can learn new languages with ease, resulting in better and more efficient translation services.
- Applying these services to learning platforms can mean that young people in all parts of the world learn the skills that they need for the future – without having to learn another language first.
- Since launching in 2006, Google Translate has grown to over 500 million users worldwide, translating more than 100 billion words daily. In 2016, the tool supported 103 languages and 92 per cent of users reside outside of the United States.[37]
- The translation service industry is growing and its revenue is estimated at US$37 billion in 2018.[38]
- Simply translating a website's content and providing a localized experience for users in different markets can drive almost three times more traffic to a website, boosting traffic conversion rates along with all the other indicators of a marketing campaign.[39] A recent study found that businesses that translate information to communicate with their customers were 2.67 times more likely to experience an increase in revenue than companies that do not.[40]

How can we make sure that the certifications young people receive are portable and recognized across national boundaries?

Portable Certification

The Issue

- At present, there are approximately 232 million migrants around the world, representing 3.1 per cent of the global population.[41] About 50 million of these migrants are children and adolescents; simultaneously, about one in eight migrants are between the age of 15 and 24.[42][43]
- However, their qualifications are not always recognized in the areas where they move. Additionally, prior job experience is often not recognized. This lack of portability makes it difficult for young migrants to find adequate jobs in their new homes.

The Opportunity

- Recognition of migrant and refugee qualifications and experience can maximize their opportunities and the value of their contributions to local economies.
- It can also increase the potential of remittances. In 2016, global remittances totalled US$575 billion, of which US$429 billion were transferred to developing countries. This exceeds the sum spent on ODA by three times.[44]

Relevant SDGs:

1 NO POVERTY

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

10 REDUCED INEQUALITIES

17 PARTNERSHIPS FOR THE GOALS
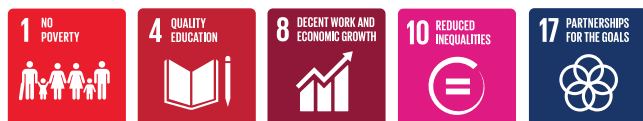
How can we use new forms of data (e.g. from social media) to better measure, quantify and understand young people's empowerment?

Data and Measurement

The Issue

- There are no commonly agreed measures of youth empowerment and participation. For instance, while there are 230 indicators under the Sustainable Development Goals, none of them measures nor attempts to quantify youth empowerment.[45] This undermines the credibility of investments aimed at raising empowerment as their efficacy cannot be proven.

Relevant SDGs:

| 1 NO POVERTY | 5 GENDER EQUALITY | 10 REDUCED INEQUALITIES | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- There are increasingly large quantities of new data, a variety of sources of data and new technological platforms for engagement. These can help enhance our ability to measure empowerment across a range of outcomes, including more reliable indicators on self-efficacy, self-worth, being taking seriously, and making decisions in public/civic engagements.
- Improving opportunities to measure the impact of empowerment programmes for young people could ensure effectiveness, transparency, participatory effectiveness, responsiveness and more. This, in turn, supports more accountable monitoring, evaluation and thus more responsive planning for the existing and future investments made in young people's empowerment.

How can innovative financing mechanisms unlock the potential of each of the other Promising Ideas?
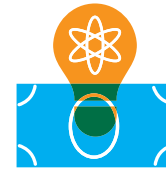
Innovative Financing

The Issue

- The scale of resources needed to address the needs of young people is considerable. The United Nations Conference on Trade and Development (UNCTAD) says achieving the Sustainable Development Goals (SDGs) will take between US$5-7 trillion, with an investment gap in developing countries of about US$2.5 trillion.[46]
- Skills and livelihoods have historically received limited resources from global aid budgets. Governments have also underinvested in this area, at least in part due to a lack of clear leadership in many countries as to which part of government leads this agenda.

Relevant SDGs:

| 1 NO POVERTY | 8 DECENT WORK AND ECONOMIC GROWTH | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- With the growing role of non-traditional actors in raising funds or stimulating actions in support of international development, there are new approaches emerging for pooling private and public revenue streams.
- For example, since its first launch in 2013, 108 impact bonds have been contracted, with nearly US$400 million raised, mostly in rich countries at the municipal level.[47]
- The new revenue streams – types of taxes, charges, fees, bond raising, sale proceeds or voluntary contribution schemes – offer incentives to the investors and funders, including financial guarantees, corporate social responsibility, rewards and recognition.
- Another potential opportunity hinges on the rise of impact investing, which engage private businesses interested in combining financial returns with social impact.

Across all Promising Ideas, an Ecosystem of Partners to Generate Multiplier Effects

The promising ideas are all interlinked. Progress on one idea can have positive spillovers for others and enhance the effectiveness of solutions for young people that can ultimately emerge. For this reason, we will deliberately seek to bring in partners on multiple ideas to identify areas of complementarity, spread knowledge and foster innovation.

Skills credentialing organizations

Development project incubators

Telecom companies

A global satellite initiative

Affordable solar solutions

Development project incubators

Ministries (of Edu, Labour, etc.)

Mobile network operators

Job-matching

Ministries (of Education, Telecom, etc.)

Digital Connectivity

Green Economy

Smart power projects

Labour market data analysts

Career centers/skills training institutions

Digital job platforms

Social enterprises

Research and consulting firms

Youth volunteer

Ministries (of Energy, Labour, etc.)

Adaptive learning technologists

Ministries (of Edu, ICT, etc.)

Remote learning platforms

Researchers

Ministries (of Edu, ICT, etc.)

AI translation software

Global freelancing platforms

Practitioners

Int'l NGOs for refugees

Remedial Learning

Remote Learning and Work

Mental Health

Instant Translation

AI-based personalized education platforms

Global research centres

Int'l non-profit think tanks

Int'l software developer trainers

Academic associations

AI research firms

MOOCS providers

Regional bodies

CSOs for youth empowerment

Researchers

Impact investing firms

Global certification providers

Portable Certification

Global education publishers

Data and Measurement

Ministries (of Statistics, etc.)

Innovative Financing

Funds and banks

Ministries (of Finance, etc.)

Academic/ vocational institutions

Multinational employers

Youth-led/serving organizations

Social media firms

HNWIs

100

Next Steps

1. Create a consortium of experts on each Challenge. Use Generation Unlimited's convening role and power to drive momentum. Identify sponsors of specific challenges.

3. Identify in-kind and financial **contributions from** each member of the **consortium**.

5. Begin implementation of the business plans: The partners can each play a tangible role in turning the Promising Ideas to exciting realities, backed by the investors.

7. Evaluate results. i.e.
• Number of schools connected to the internet
• Number of young people who do not drop out of school because of improved remedial education
• Number of jobs young people gain access to through job matching platforms
• Number of off-grid schools with access to renewable energy sources
• Number of young people who have the skills to participate in the green economy
• Number of students who can learn new skills in their mother tongue language Etc.

2019

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2022

2. Co-create tangible **business plans**, with the **support of a consultancy firm.**

4. Hold on Ideation Summit, and link with **capital investors** to back the co-created plan.

6. Monitor progress. Make adjustments as necessary.

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