RAISE

Rapid Assessment Toolkit for ''Learning to Earning'' Youth Programming

March 2022

This process and toolkit was funded by a generous grant from GenU Ethiopia and was implemented by Includovate.

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INNOVATE FOR INCLUSION

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The Opportunity and the Need

To develop a standardized approach (including methodology and procedural guidance) for the rapid assessment of solutions (RAA) programmatically focusing on "learning to earning", i.e. youth education, skills development, entrepreneurship, school-to-work transitions and employment/job creation to determine its merit and possibility for replication and scale up in Ethiopia, the Eastern and Southern African region and globally.

The Methodology

Human-Centred Design (HCD) is a leading qualitative innovation methodology that maximizes the likelihood of adoption, long-term sustainability, and scalability of a market-based solution. It is used to design and deliver holistic offerings – usually a combination of product(s), service(s), marketing, financing, and distribution.

HCD utilizes an ethnography-like approach to deeply understand latent user and stakeholder needs, and combines this with design methods and expertise from product design, industrial design, business design, service design, and marketing strategy. The result is a market-based solution that is desirable, accessible, usable, maintain-able, and affordable to consumers, in addition to being technically feasible and economically viable for stakeholders in the market- system. HCD is a best practices amongst the world's largest (market-based) consumer goods and services firms, and has gained recent credence in the development sector as a means to improve the ROI (return on investment) as well as the probability of scale and sustainability of market- based initiatives.

The HCD Design Challenge

How might we design a desirable, viable, and feasible Rapid Assessment Approach (RAA) for existing "learning to earning" programs?

The Approach

This project followed the three main phases of Human-Centered Design: HEAR, CREATE, and DELIVER in designing the RAA. Human-Centered Design functions like LEGOs, where each piece of the approach and methodology builds onto the next piece, data informs the design of the next phase, this ensures that users and stakeholders are kept at the very center of the research and design.

Step 1: HEAR:

A. **Desk Research**
B. **Expert Interviews**
C. **Qualitative User and Stakeholder Interviews**

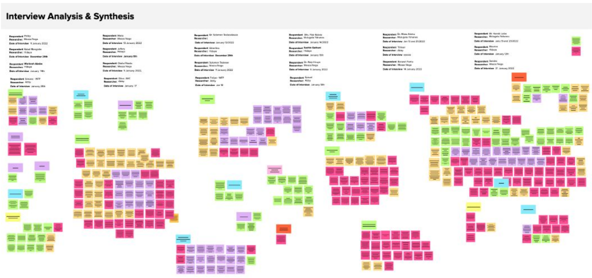
Within development programming there are multiple layers of stakeholders with competing priorities and goals. Furthermore, these stakeholders have varying, subjective definitions of what "*successful"* impact in development programming is and what activities/components contribute to its success.

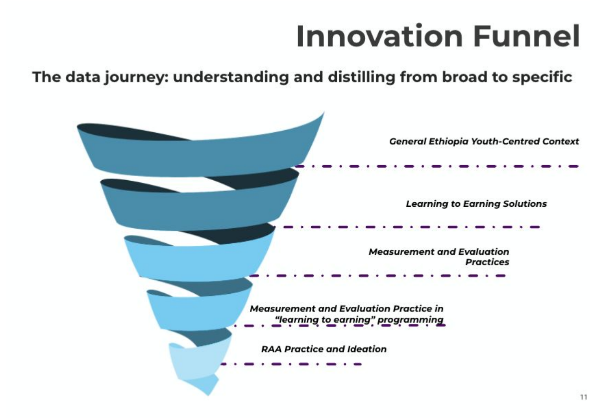
In order to design a holistic RAA solution that captures these diverse perspectives that is a) taking into the account of the administrator and programming objectives and b) capturing the voices of the communities and ecosystems that are directly affected by youth "learning to earning" solutions, the R&D team will conducted the following 45 minute 1:1 qualitative interviews using a pre-designed guideline with open-ended questions and activities per respondent type.

ABOUT RAISE

Step 1: HEAR (cont.):

D. Analysis and Synthesis of Findings
E. User Insights, Frameworks, and Design Principles





USER INSIGHTS

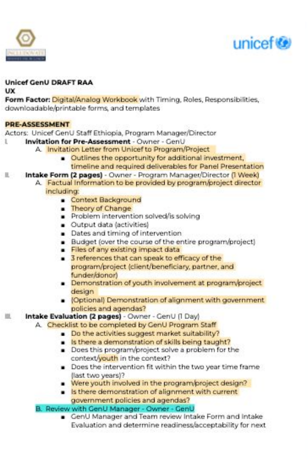
FOUR DESIGN PRINCIPLES

Context	How might the GenU Ethiopia RAA allow the demonstration of practical market matches with training, skills and alignment with government policies and agendas?
YOUTH	How might the GenU Ethiopia RAA allow a program to demonstrate that their program was youth-centered, inclusive, collaborative, and unique in design?
MEL	How might the RAA foster a sense of trust and transparency for Unicef while demonstrating that a project was adaptive and shows impact of profitability and income gains (if applicable)?
E to L MEL	How might the RAA allow a program to demonstrate important youth-impact metrics like: solved a problem, out of the box thinking and reflection?

Step 2: CREATE

A. Ideation Session (Remote) with Unicef/GenU
B. In-Field Co-Creation with Users and Stakeholders
C. Lo-Resolution Prototype Creation (MVP)

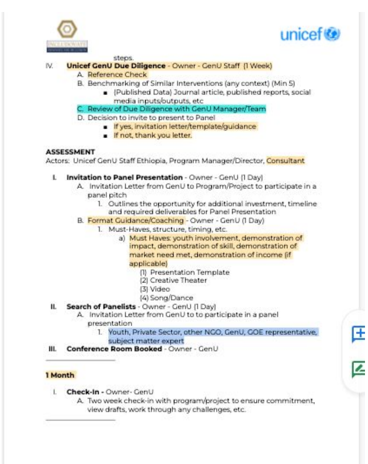
MVP (Minimal Viable Product)



Unicef GenU DRAFT RAA
UX
Form Factor: Digital/Analog Workbook with Timing, Roles, Responsibilities, downloadable/printable forms, and templates

PRE-ASSESSMENT
Actors: Unicef GenU Staff Ethiopia, Program Manager/Director

I. **Invitation for Pre-Assessment** - Owner - GenU
   A. Invitation Letter from Unicef to Program/Project
      - Outlines the opportunity for additional investment, timeline and required deliverables for Panel Presentation
II. **Intake Form (2 pages)** - Owner - Program Manager/Director (1 Week)
   A. Factual Information to be provided by program/project director including:
      - Context Background
      - Theory of Change
      - Problem intervention solved/is solving
      - Output data (activities)
      - Dates and timing of intervention
      - Budget (over the course of the entire program/project)
      - Files of any existing impact data
      - 3 references that can speak to efficacy of the program/project (client/beneficiary, partner, and funder/donor)
      - Demonstration of youth involvement at program/project design
      - (Optional) Demonstration of alignment with government policies and agendas?
III. **Intake Evaluation (2 pages)** - Owner - GenU (1 Day)
   A. Checklist to be completed by GenU Program Staff
      - Do the activities suggest market suitability?
      - Is there a demonstration of skills being taught?
      - Does this program/project solve a problem for the context/youth in the context?
      - Does the intervention fit within the two year time frame (last two years)?
      - Were youth involved in the program/project design?
      - Is there demonstration of alignment with current government policies and agendas?
   B. Review with GenU Manager - Owner - GenU
      - GenU Manager and Team review Intake Form and Intake Evaluation and determine readiness/acceptability for next



steps.

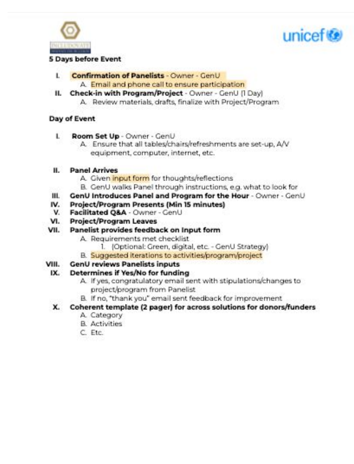
IV. **Unicef GenU Due Diligence** - Owner - GenU Staff (1 Week)
   A. Reference Check
   B. Benchmarking of Similar Interventions (any context) (Min 5)
      - (Published Data) Journal article, published reports, social media inputs/outputs, etc
   C. Review of Due Diligence with GenU Manager/Team
   D. Decision to invite to present to Panel
      - If yes, invitation letter/template/guidance
      - If not, thank you letter.

ASSESSMENT
Actors: Unicef GenU Staff Ethiopia, Program Manager/Director, Consultant

I. **Invitation to Panel Presentation** - Owner - GenU (1 Day)
   A. Invitation Letter from GenU to Program/Project to participate in a panel pitch
      1. Outlines the opportunity for additional investment, timeline and required deliverables for Panel Presentation
   B. Format Guidance/Coaching - Owner - GenU (1 Day)
      1. Must-Haves, structure, timing, etc.
         a) Must Haves: youth involvement, demonstration of impact, demonstration of skill, demonstration of market need met, demonstration of income (if applicable)
            (1) Presentation Template
            (2) Creative Theater
            (3) Video
            (4) Song/Dance
II. **Search of Panelists** - Owner - GenU (1 Day)
   A. Invitation Letter from GenU to to participate in a panel presentation
      1. Youth, Private Sector, other NGO, GenU, GOE representative, subject matter expert
III. **Conference Room Booked** - Owner - GenU

1 Month

I. **Check-In** - Owner- GenU
   A. Two week check-in with program/project to ensure commitment, view drafts, work through any challenges, etc.



5 Days before Event

I. **Confirmation of Panelists** - Owner - GenU
   A. Email and phone call to ensure participation
II. **Check-in with Program/Project** - Owner - GenU (1 Day)
   A. Review materials, drafts, finalize with Project/Program

Day of Event

I. **Room Set Up** - Owner - GenU
   A. Ensure that all tables/chairs/refreshments are set-up, A/V equipment, computer, internet, etc.
II. **Panel Arrives**
   A. Given input form for thoughts/reflections
   B. GenU walks Panel through instructions, e.g. what to look for
III. **GenU Introduces Panel and Program for the Hour** - Owner - GenU
IV. **Project/Program Presents (Min 15 minutes)**
V. **Facilitated Q&A** - Owner - GenU
VI. **Project/Program Leaves**
VII. **Panelist provides feedback on Input form**
   A. Requirements met checklist
      1. (Optional: Green, digital, etc. - GenU Strategy)
   B. Suggested iterations to activities/program/project
VIII. **GenU reviews Panelists inputs**
IX. **Determines if Yes/No for funding**
   A. If yes, congratulatory email sent with stipulations/changes to project/program from Panelist
   B. If no, "thank you" email sent feedback for improvement
X. **Coherent template (2 pager) for across solutions for donors/funders**
   A. Category
   B. Activities
   C. Etc.

The MVP RAA was segmented into two phases: Pre-Assessment and Assessment (Panel Presentation). The MVP outlined each step in the process per Phase and identified activities and necessary tools.

Step 3: DELIVER

A. Rapid Testing Lo-Resolution MVP with Users and Stakeholders/ Unicef Pre-Test
B. Medium Resolution Prototype Creation and Rapid Testing
C. Analysis and Synthesis of Findings
D. Final Product Creation: RAISE

Why Rapid Testing?
Rapid User Testing uses a smaller sample of participants than traditional user testing. Twelve participants were recruited and attended one to one in-depth interviews and user testing sessions. Despite the smaller sample size, the feedback is still rich and using twelve participants will identify most major issues in the user's experience with the product. The pros of Rapid User Testing were:

- Tested ideas quickly
- Validated concepts and initial designs
- Investigated ideas at an early stage
- Provided new insights
- Highlighted areas that may require further research
- Informed the final design and direction of the RAA.

Analysis and Synthesis of Rapid Testing Findings

Final Rapid Assessment Approach (RAA): RAISE

CONTENTS

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Using RAISE

2 PROCESS FLOW
Understanding and implementing RAISE

3 CHECKLIST
Easy Checklist to follow throughout the implementation of RAISE

4 TEMPLATES
Easy templates to access and use throughout the implementation of this RAISE

GUIDING PRINCIPLES

UNICEF/GenU practitioners of "'Learning to Earning'" programming

RAPID

In the absence of traditional measurement approaches and large budgets, RAISE is designed for ''Learning to Earning'' stakeholders. The total time for this assessment from start to finish is 6 weeks.

SIMPLE

Assessing solutions such as programmes and interventions should not be a complicated process both for stakeholders and partners, RAISE was designed keeping simplicity in mind so that it remains sustainable and accessible for all involved who have varying degrees of technical expertise.

COLLABORATIVE

Engaging with the ''Learning to Earning'' ecosystem of stakeholders throughout this RAISE process was a well-defined desire taken into consideration in the design of this RAISE. In order to remain unbiased, RAISE requires the participation of multiple stakeholders in this process.

LOW-COST

Without large budgets for traditional measurement and evaluation approaches RAISE offers a low-cost solution for ''Learning to Earning'' stakeholders to assess programming and interventions. Not only low-cost to to implement, but low cost to RAISE participants, as well.

1

INSTRUCTIONS

Three Phases

WHEN TO USE RAISE

Once a partner program or intervention has been identified as having potential fo future investment from ''Learning to Earning'' stakeholders, RAISE should be applied to to assess the readiness for replication and scale as well as additional funding using a series a proven and necessary steps.

HOW TO USE RAISE

RAISE has three distinct phases: Pre-Assessment, Assessment Preparation, and Presentation. Within each of these phases there are distinct steps and corresponding activities and responsibilities to be carried out and completed by the evaluator and selected participants.

PRE-ASSESSMENT

Step	Who's Responsible	Activities	Timing	Tools
Step 1: Invitation letter and intake form sent to Solution Provider	"Learning to Earning" Staff	Determine date for Panel Presentation	1 Day	Invitation Letter & Intake Form, Materials Request
Step 2: Intake Form and Materials sent	Participating Solution Provider	Complete intake form and collect relevant materials	1 Week	Intake form and Material Request
Step 3: Complete Intake Evaluation	"Learning to Earning" Staff	Review Intake Form and corresponding materials	1 Week	Intake Evaluation Checklist
Step 4: Review Evaluation and Materials	"Learning to Earning" Staff and Leadership	Review completed evaluation checklist and materials, decide "Approved" or "Revision:	1 Day	
Step 5: Due Diligence	"Learning to Earning" Staff	Call references listed and document findings/complete Benchmarking	1 Week	Reference Questionnaire and Benchmarking Form
Step 6: Final Approval	"Learning to Earning" Staff Leadership	Review findings of references and present Benchmarking materials	1 Day	
Step 7: Approval or Decline	"Learning to Earning" Staff Leadership	Decide as a team if the program will be invited to participate in the Panel stage	1 Day	

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RAISE PROCESS FLOW

Understanding and implementing RAISE

ASSESSMENT

Step	Who's Responsible	Activities	Timing	Tools
Step 1: Approval and Instructions for Panel Participation	"Learning to Earning" Staff	Send Welcome Invitation Letter	1 Day	Invitation Letter and Presentation Guidance
Step 2: Panelist Search	"Learning to Earning" Staff	Recruit and invite panelists	1 Week	Recruitment Guidance
Step 3: Panelist Invitation	"Learning to Earning" Staff	Invite Panelists	1 Day	Invitation Letter
Step 4: Check-In Guidance and Coaching with Program/Project	"Learning to Earning" Staff and Solutions Provider	Schedule time to review participants progress and answer any questions	1 Week	
Step 5: Book Space, Transportation, and Catering	"Learning to Earning" Staff	Find appropriate space for Day-of event, as well as transportation for Panelists (as needed), schedule catering	1 Week	
Step 6: Final Check-in and Coaching with Program/Project	"Learning to Earning" Staff and Solutions Provider	Review updated progress on presentation and advise on edits/builds	1 Week Prior to Event	
Step 7: Confirmation and Materials to Panelists	"Learning to Earning" Staff	Email confirmed panelists and send Intake Form and previously submitted materials as a pre-read to panelists	3 Days Prior to Event	

PANEL PRESENTATION - DAY OF AND AFTER

Step	Who's Responsible	Activities	Timing	Tools
Step 1: Set-up Room	"Learning to Earning" Staff	Set up table, A/V, water, food, etc.	1 Hour	
Step 2: Panelists Arrive	"Learning to Earning" Staff and Panelists	Welcome Panelists and provide them with Input Form		Input Form
Step 3: Panelist Instruction/Briefing	"Learning to Earning" Staff & Leadership	Provide instructions for the Input Form and Brief on Presentation(s)	15 Minutes	
Step 4: Program/Project Arrives	"Learning to Earning" Staff and Program/Project Leadership, Panelists, and Program/Project Team	GenU Leadership provides opening remarks and schedule of activities	15 Minutes	
Step 5: Presentation from Program/Project	"Learning to Earning" Staff and Solution Provider, Panelists, and Program/Project Team	Program/project presents their work	15 Minutes	
Step 6: Q&A	"Learning to Earning" Staff and Solution Provider, Panelists, and Program/Project Team	Facilitated Q&A: Panelists have the chance to ask presenters questions	15 Minutes	
Step 7: Panelists Score Program/Project	Panelists	Using the Input Template, Panelists score the presentation and project using a series of predetermined indicators	15 Minutes	
Step 8: Review of Inputs	"Learning to Earning" Staff and Leadership	Determination of additional funding	1 Day	
Step 9: Communicate Decision and Next Steps to Program/Project	"Learning to Earning" Staff and Leadership	Next steps for engagement: iterations needed, co-creation session, etc.	1 Day	Next Steps Letter Template
Step 10: Two-Pager of Program/Project and Next Steps	"Learning to Earning" Staff	Fill out two-page template document with program/project details	1 Day	2-Pager_New Partner Template

3 CHECKLISTS

PRE-ASSESSMENT CHECKLIST

Print out and use as a guide

Step	Who’s Responsible	Activities	Timing	Tools	Completed
Step 1: Invitation letter and intake form sent to program/project lead	"Learning to Earning" Staff	Determine date for Panel Presentation	1 Day	Invitation Letter & Intake Form, Materials Request	
Step 2: Intake Form and Materials sent	Participating Solution Provider	Complete intake form and collect relevant materials	1 Week	Intake form and Material Request	
Step 3: Complete Intake Evaluation	"Learning to Earning" Staff	Review Intake Form and corresponding materials	1 Week	Intake Evaluation Checklist	
Step 4: Review Evaluation and Materials	"Learning to Earning" Staff and Leadership	Review completed evaluation checklist and materials, decide “Approved” or “Revision:	1 Day		
Step 5: Due Diligence	"Learning to Earning" Staff	Call references listed and document findings/complete Benchmarking	1 Week	Reference Questionnaire and Benchmarking Form	
Step 6: Final Approval	"Learning to Earning" Staff Leadership	Review findings of references and present Benchmarking materials	1 Day		
Step 7: Approval or Decline	"Learning to Earning" Staff Leadership	Decide as a team if the program will be invited to participate in the Panel stage	1 Day	Approval or Decline Template	

Notes:

ASSESSMENT CHECKLIST

Print out and use as a guide

Step	Who's Responsible	Activities	Timing	Tools	Completed
Step 1: Approval and Instructions for Panel Participation	"Learning to Earning" Staff	Send Welcome Invitation Letter	1 Day	Invitation Letter	
Step 2: Panelist Search	"Learning to Earning" Staff	Recruit and invite panelists	1 Week	Recruitment Guidance	
Step 3: Panelist Invitation	"Learning to Earning" Staff	Invite Panelists	1 Day	Invitation Letter	
Step 4: Check-In Guidance and Coaching with Program/Project	"Learning to Earning" Staff and Solutions Provider	Schedule time to review participants progress and answer any questions	1 Week		
Step 5: Book Space, Transportation, and Catering	"Learning to Earning" Staff	Find appropriate space for Day-of event, as well as transportation for Panelists (as needed), schedule catering	1 Week		
Step 6: Final Check-in and Coaching with Program/Project	"Learning to Earning" Staff and Solutions Provider	Review updated progress on presentation and advise on edits/builds	1 Week Prior to Event		
Step 7: Confirmation and Materials to Panelists	"Learning to Earning" Staff	Email confirmed panelists and send Intake Form and previously submitted materials as a pre-read to panelists	3 Days Prior to Event		

Notes:

PANEL PRESENTATION - DAY OF AND AFTER CHECKLIST

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Step 1: Set-up Room	"Learning to Earning" Staff	Set up table, A/V, water, food, etc.	1 Hour		
Step 2: Panelists Arrive	"Learning to Earning" Staff and Panelists	Welcome Panelists and provide them with Input Form		Input Form	
Step 3: Panelist Instruction/Briefing	"Learning to Earning" Staff & Leadership	Provide instructions for the Input Form and Brief on Presentation(s)	15 Minutes		
Step 4: Program/Project Arrives	"Learning to Earning" Staff and Program/Project Leadership, Panelists, and Program/Project Team	GenU Leadership provides opening remarks and schedule of activities	15 Minutes		
Step 5: Presentation from Program/Project	"Learning to Earning" Staff and Solution Provider, Panelists, and Program/Project Team	Program/project presents their work	15 Minutes		
Step 6: Q&A	"Learning to Earning" Staff and Solution Provider, Panelists, and Program/Project Team	Facilitated Q&A: Panelists have the chance to ask presenters questions	15 Minutes		
Step 7: Panelists Score Program/Project	Panelists	Using the Input Template, Panelists score the presentation and project using a series of predetermined indicators	15 Minutes		
Step 8: Review of Inputs	"Learning to Earning" Staff and Leadership	Determination of additional funding	1 Day	Input Form Synthesis	
Step 9: Communicate Decision and Next Steps to Program/Project	"Learning to Earning" Staff and Leadership	Next steps for engagement: iterations needed, co-creation session, etc.	1 Day	Approval Letter Template	
Step 10: Two-Pager of Program/Project and Next Steps	"Learning to Earning" Staff	Fill out two-page template document with program/project details	1 Day	2-Pager New Partner Template	

4 TEMPLATES

To be used with Corresponding Steps

HOW TO USE THESE TEMPLATES

Copy and paste entire text into a Word document or other software and update th
necessary information.

PRE-ASSESSMENT - INVITATION LETTER
Copy and Paste below line only

Date

Dear (Enter name),

It has been a pleasure learning a bit about (enter program/project name) and we are eager to learn more about your activities and impact.

We are developing a solutions database for locally created and implemented solutions, and we believe that you might be a good fit! We invite you to partake in a six-week process with us that will culminate in an exciting panel presentation of your work and impact and the opportunity to partner with (insert organization) in the future.

With this letter, you will receive an Intake Form, if you are interested in continuing with this process (create a copy of the intake form questions either in Google Forms or in Word document and insert link/or attach a copy to this invitation letter please fill out the intake form to the best of your ability). Please do not worry if you are unable to complete all fields at this time.

If you need assistance with completing this form please contact us (name of Assessment partner and email address).

Please complete the form by (Date- one week from day of this letter being sent). Upon receipt of this form, we will begin our own internal process and provide you with further information and instructions.

Please do not hesitate to contact us if you have any questions or concerns.

Best regards,

(Name)

PRE-ASSESSMENT - INTAKE FORM

Instructions:

1. Create a copy of the intake form either in Google Forms or in a Word Document using the below questions..
2. Intake form link or Word Doc sent in invitation letter.
3. Provide a drive location where invitee can add files and link this in the Intake Form.

Welcome to RAISE

Intake Form

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Your email is not part of your response.

* Required

Hello! What is your full name? *

Your answer

What is the name of your business/project? *

Your answer

What is your position within the business/project? *

Your answer

Funding background over the course of the business/project (Please provide details of current funding and past funding including sources and amounts) *

Your answer

What is the working Theory of Change for your business/project? (Please find information on Theory of Change here: http://learningforaction.com/what-is-a-theory-of-change)

Your answer

What is the problem that the business/project is trying to solve? *

Your answer

Describe the activities of the business/project (Please be as specific as possible) *

Your answer

What is your phone number? *

Your answer

What is your email address? *

Your answer

Business/project website *

Your answer

Please describe the context you are working in along with the challenges and opportunities that you see *

Your answer

How long has the business/project been operational? (Please provide the details of timing (years/months) *

Your answer

Describe how the business/project is providing market-driven skills or filling gaps in the marketplace *

Your answer

Describe how the business/project has involved young people in the design of activities and interventions *

Your answer

Please provide any impact or measurement data

Add file

Please provide 3-5 references who can speak to the impact and innovation of the business/project (Name, Email, and Phone Number) *

Your answer

Please provide up to 10 existing business/project materials you have (e.g. marketing materials, annual reports, article mentions, social media samples, etc.) *

Add file

INTAKE EVALUATION

Complete after Intake Form Data has been completed and received
Copy and Paste below line only

Intake Evaluation
Program/Project: **Date:** **Prepared By:**
Has the Intake Form been completed with all of the required questions? Yes No Comments
Do the activities suggest market suitability and value for money? Yes No Comments
Is there a demonstration of knowledge and skills being taught and young people connected to opportunities? Yes No Comments
Does this Program/project solve a problem for users in the context? Yes No Comments
Does the intervention occur now or in the last two years? Yes No Comments
Were youth involved/are involved in the intervention/project design? Yes No Comments

REFERENCE QUESTIONNAIRE

Complete after Intake Form Data has been completed and received

Copy and Paste below line only - 1 per Reference

Reference Questionnaire

Program/Project:
Date:
Interviewed By:
Reference Name:

Thank you for taking the time to speak with me today about (Program/Project Name), we appreciate it! At (name of organization), we are working to create a library of partners and solutions for the future of our work. You were put down as a reference for (Program/Project Name), we would like to ask you a few questions to learn more about (Program/Project Name).

1. Tell me about the work that (Program/Project Name) does and what are you perceptions of this work?

2. Can you tell me about how (Program/Project Name) is solving a problem in (insert country)?

3. In your opinion, how inclusive is the (Program/Project Name) to users, e.g. gender, sexuality, etc.?

4. Tell me about the leadership and what do they do really well and what could they improve on?

5. What else do you think we should know about (Program/Project Name)?

BENCHMARKING

Complete after Intake Form Data has been completed and received with published impact data similar to program/project intervention. Sources can include: journal articles, published reports, social media inputs/outputs, etc. Minimum of 5.

Intervention Benchmarking Questionnaire

Program/Project:
Date:
Prepared by:

Source 1 Title:
Link:
Key Takeaways:

Source 2 Title:
Link:
Key Takeaways:

Source 3 Title:
Link:
Key Takeaways:

Source 4 Title:
Link:
Key Takeaways:

Source 5 Title:
Link:
Key Takeaways:

Source 6 Title:
Link:
Key Takeaways:

Source 7 Title:
Link:
Key Takeaways:

WELCOME - INVITATION LETTER
Copy and Paste below line only

Insert Date

Dear (Enter name),

Congratulations! We are pleased to inform you that (Program/Project Name) has been selected to participate in (insert organization)'s Panel Presentation. During the Panel Presentation, you will have the opportunity to present (Program/Project Name)'s offerings and unique impact to a panel of peers and stakeholders.

If you are interested in participating and have the time, you will be paired with a "Learning to Earning" representative who will work as a coach should you need assistance in the preparation of your presentation.

The Panel Presentation will take place:

(Date)
(Time)
(Location)

You will have 15 minutes to present your program/project's unique offerings and impact and this can be done in any format you choose. You may prepare a PowerPoint, a video, spoken word, creative theatre, etc. Please see the additional Presentation Guidance document for further details.

After your presentation, the Panel will ask a series of questions and privately make a determination if (Program/Project Name) is an appropriate solution at this time.

If you are interested in participating, please kindly reply to this email and your (insert organization) representative will follow-up with you directly.

Best regards,

(Name)

PRESENTATION GUIDANCE DOCUMENT

Copy and Paste below line only. Please ensure that the Solution Provider is receiving adequate support throughout the creation of their Presentation.

Insert Date

Additional Presentation Guidance

Total Time for Presentation: 15 Minutes

Format: Think creatively! You may present a PowerPoint, a video, a created song/dance, theatre act, live testimonials – the sky is the limit! You may also mix and match different formats. The choice is yours. If you have existing materials that capture the essence of your impact, please feel free to use those.

The Goal of the Presentation: the goal of the presentation is to showcase the work that your project/program has done up to two years. The Panelist will be looking to understand what your project/program does, what the activities look like, how inclusive it is to all young people, and the positive impact it has had on the lives of those you work with. The Panelists are also looking for creativity, ingenuity, and a determination in overcoming challenges and setbacks. The Presentation seeks to understand if your project/program has potential for partnership with Unicef/GenU in the future.

Must-Haves:

Your presentation, in whatever format you choose, must address the following:

- How your program/project has involved youth in decision making and design
- How your program/project has taught skills and these skills are retained
- How your program/projects includes those of all genders, identities, and abilities
- How your program/project has had positive impact on users and communities
- How your program/project is filling a market need or gap
- How users have seen an increase in income (if applicable)

Tips for Success

- Include stories of the young people you support
- Use the internet to research best practices for producing compelling presentations
- Incorporate materials you already may have (photos, quotes, videos, etc.)
- Brainstorm and create with your team
- Ask questions to your Unicef/GenU contact if you are unclear or stuck
- Above all, have fun with this process!

PANELIST CRITERIA AND INVITATION LETTER
Copy and Paste below line only

Panelist Criteria:
Total Number of Required Panelists: 6

1 Youth Panelist (Any gender, aged 18-30, advanced reading/writing ability)
1 Private Sector Panelist (Different sector from Program/Project, any gender, any age, advanced reading/writing ability)
1 NGO representative (Different sector from Program/Project, any gender, any age, advanced reading/writing ability)
1 GenU/Unicef Representative
1 Government of (insert country) Representative (any gender, any age)
1 Subject Matter Expert (any gender, any age)

Insert Date

Dear (Enter name),

(Insert organization) is developing a solutions database for locally created and implemented solutions and over the course of the the last six weeks we have been working with an (insert country) enterprise through an assessment approach to be considered for additional funding and partnership moving forward.

The last stage of this process is a Panel Presentation where the participants presents their Program/impact to a Panel for final consideration.

We would like to invite you to be a Panelist for our next Presentation which will take place:

(Date)
(Time)
(Location)

Lunch will be provided as well as your transportation costs. If you are interested and available, we will be sending you some background materials prior to the date which we invite you to look over prior to the Presentation. Otherwise, there is nothing else to prepare.

If you are interested in participating, please kindly reply to this email and our colleagues will follow-up with you directly. Thank you for considering it!

Best regards,

(Name)

PANELIST INPUT FORM

Each Panelist should complete 1 Intake Form per Program/Project presentation. Copy and pasted below line.

Panelist Input Form

Program/Project:
Date:
Panelist Name:

On a scale of 1-10, in your opinion how innovative is this Program/Project? Why?

On a scale of 1-10, in your opinion, does this Program/Project have potential? Why?

Do you think that this Program/Project is solving a complex challenge and market need in (insert country)? Why or why not?

Did the presentation highlight the following areas:
Circle YES or NO

- Involved youth in decision making and design; (YES/NO)
- Taught skills and these skills are retained; (YES/NO)
- Includes those of all genders, identities, and abilities; (YES/NO)
- Has had positive impact on users and communities; (YES/NO)
- Is filling a market need or gap (YES/NO)

What recommendations or ideas do you have for the Presenter to incorporate in the future?

What additional questions do you have for the Presenter?

NEXT STEPS LETTER
Copy and Paste below line only

Date

Dear (Enter name),

Thank you very much for your presentation and participation at our session on (date).

The panelists were impressed with your presentation and the work of (Program/Project name). Some of the specific feedback is as follows:

- (Feedback A)
- (Feedback B)
- (Feedback C)

We would like to invite you to participate in the following next steps which are as follows:

- (Next Step A)
- (Next Step B)
- (Next Step C)

We will be in touch to schedule a time to connect in person or digitally.

Best regards,

(Name)

TWO-PAGER TEMPLATE
Copy and Paste below line only
Complete with information from original Intake Form Data along with assistance from Program/Project

---

GENERATION UNLIMITED Our Time. Our Turn. Our Future. unicef

Addressing SDGs

13 CLIMATE ACTION | 5 GENDER EQUALITY | 10 REDUCED INEQUALITIES

NAME OF PROGRAM/PROJECT

INSERT PHOTO FROM PROGRAM/PROJECT

About

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Problem Solved

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TWO-PAGER TEMPLATE
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Activity Summary

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Funding History

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Quote

Quote from Panel Presentation Panelist Input Form

INSERT PHOTO FROM PROGRAM/PROJECT

Opportunity and Next Steps

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