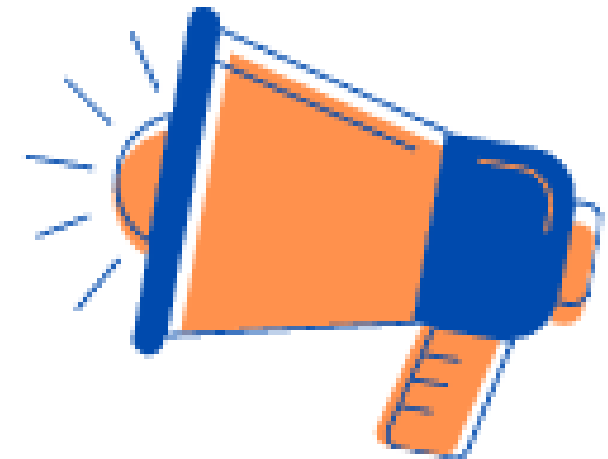
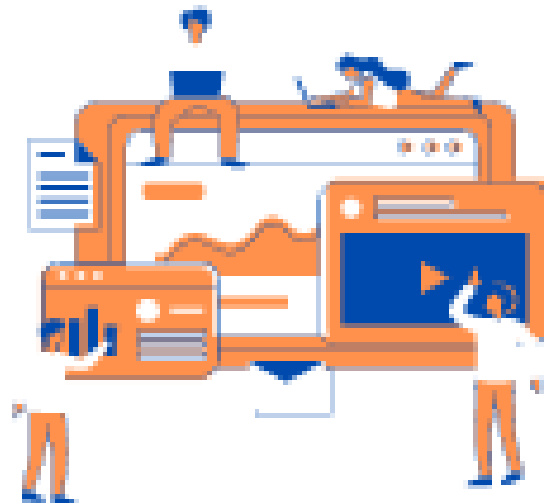


How Organizations Can Successfully Use Technology To Incorporate Youth Voice When Designing Employment Programs: Lessons from Educate! & Africa's Voices Foundation

WEDNESDAY, NOVEMBER 11, 2020
9:30AM- 10:30AM EST



S4YE

Youth Engagement

**How S4YE has incorporated
youth voice into our partnership?**

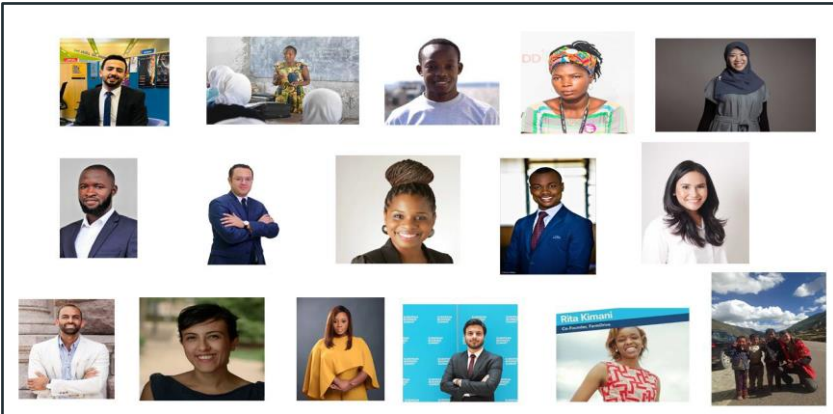


S4YE Youth Engagement

The S4YE Secretariat has been implementing its youth engagement strategy by:

- ✓ Forming a **Youth Advisory Group (YAG)**.
- ✓ Facilitating a **collaboration between student researchers from Yale University and WBG teams** to conduct youth-led diagnostics in 3 countries.
- ✓ Co-organizing an **interactive workshops** on “Jobs for the Future” during WBG Youth Summit with the IFC, Accenture & International Youth Foundation.
- ✓ Creating a **Youth Voice page** on S4YE website
- ✓ Publishing 4 **Youth Advisory Group blogs** on COVID.
- ✓ Published a **Knowledge Brief Issue 11** | How Technology Can Help Incorporate Youth Voice In Employment Programs?
- ✓ Developed **two How to Notes** on incorporating youth voice.

S4YE Youth Advisory Group



- In **2019** S4YE created a Youth Advisory Group to enable youth voice in the design of its operations and knowledge work of S4YE and the World Bank Group.
- A **subcommittee consisting of our partners** from MasterCard Foundation, Plan International, UN Youth Envoy, and Youth Business International selected the top candidates.
- Out of over 40 applications, **17 members were chosen in late February 2019**.
- YAG members come from different parts of the globe and have created innovative social enterprises to solve development challenges in areas like gender, technology and agriculture despite the challenges they faced.
- YAG provides input on the design of youth employment programs of S4YE and the World Bank, engages in S4YE's knowledge work on the youth employment agenda, gains exposure and visibility in an international network and learns about governance and contributes to decision-making for the coalition.

S4YE Youth Advisory Group



Before COVID, S4YE YAG experts provided input for the World Bank's [World Development Report 2020 on Global Value Chain](#) that was launched in October 2019.

Identified and showcased youth-led solutions in response to COVID on

4

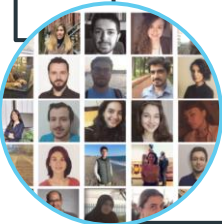
(1) Solutions for food crises

- **Reducing food waste in Philippines:** [AGREA](#) Philippines reduced food waste due to lockdowns by mobilizing local private truck owners and youth food producers through the #MoveFoodInitiative to help ship food from local farmers to consumers in other villages, towns, and the capital.
- **Taking businesses virtual in Benin:** [Exportunity Group](#) in Benin helped small businesses by connecting local producers and wholesalers of goods and raw commodities on its online platform to trade with customers. Consumers are then given the option to pay directly using mobile payment, credit card, or blockchain platforms.
- **Harnessing agricultural data in Kenya:** [Ujuzi Kilimo Solutions](#) offers Farm Suite digital platform, to provide agricultural data to smallholder farmers so they can make informed data-driven decisions. Ujuzi Kilimo Solutions utilizes sensors to capture soil quality data and provides insights that local farmers can access on their phone vis SMS. ([blog here](#))



(2) Solutions for Workforce training

- **Moving training online in Turkey:** [Kodluyoruz](#) in Turkey, transitioned their classroom bootcamps online, partnered with several local call center businesses to train employees with digital skills. The organization also connected underprivileged students with sponsors to arrange funding for internet connections at home.
- **Supporting small businesses in Africa:** Diatom worked with its partner [Bookings Africa](#) – an online marketplace for gig workers in the creative economy Nigeria, Kenya, South Africa – to provide them advisory to launch a Digital Work Initiative provides gig workers free online training and master classes — including expert tutorials and digital marketing. ([blog here](#))



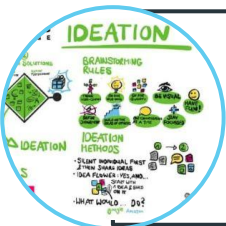
(3) Solutions for Health Care

- **Making sanitary pads and essential items in Ghana:** [Advocacy for Social Inclusion and Girls Education](#) (ASIGE) in Ghana has transitioned to producing sanitary items and masks for young women in Ghana's high-risk communities. This initiative has helped to create jobs for women and young people during the crisis.
- **Online Self diagnostic tool in Mozambique:** [UX](#), partnered with the Ministry of Health in Mozambique to develop an [online self-diagnostic application](#) for COVID-19. A yes-no questionnaire assesses the likelihood of each user being infected. A yes-no questionnaire assesses the likelihood of the user being infected and provides recommendations and contact information for health authorities are provided depending on the degree of risk. The company ensures data privacy. ([blog here](#))



(4) Solutions using social media platforms

- **Connecting youth in Nigeria to entrepreneurs:** [AGS Tribe Platform](#) leveraged [Instagram](#) to launch a new COVID-19 series to host industry leaders locally and globally for discussions of a wide range of topics, from entrepreneurship skills to capacity building workshops for young people.
- **Financial management in Gambia:** [Startup Incubator](#) launched its first [Financial Management webinar](#) using Zoom, YouTube, and Facebook. Participants learned how to manage their finances and make informed decisions to navigate through the COVID-19 crisis. ([blog here](#))



S4YE Youth-led Research

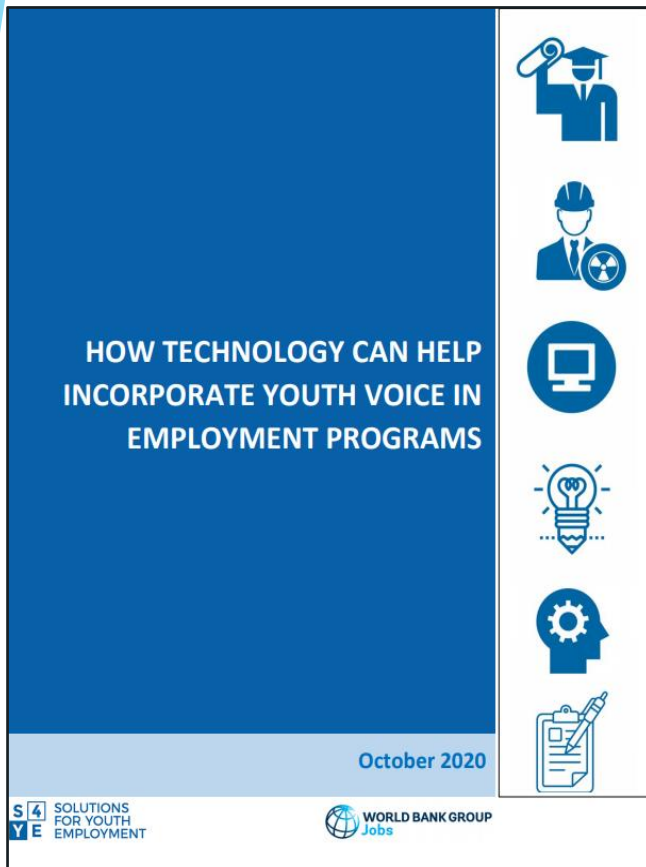


Meeting the Challenge of Youth Unemployment

Analysis and Lessons from
Jordan, Liberia, and South Africa

- Apart from initiating its Youth Advisory Group, as part of its strategy to engage youth in its work, **S4YE partnered with a diverse group of student researchers from the Yale University Jackson Institute for Global Affairs** for research on three countries in which the World Bank is currently designing youth employment operations - Jordan, Liberia, and South Africa.
- Over the course of four months, the students worked with project teams in the World Bank, conducted a country based stocktake and gap analysis and compiled their findings in a report called **“Meeting the Challenge of Youth Unemployment: Analysis and Lessons from Jordan, Liberia, and South Africa”**.
- It includes interviews with representatives from select programs, country/topic experts and local youth themselves, a catalog of 108 interventions.

S4YE Youth-led Research



- S4YE recently launched the [Knowledge Brief Issue 11 | How Technology Can Help Incorporate Youth Voice In Employment Programs?](#)
- It highlights ways of using technology for putting youth voice in the driving seat of programs and policies
- In this Knowledge Brief, we discuss the importance of incorporating youth voice in the design of youth employment programs and the factors organizations must consider when **utilizing radio, short message service (SMS) text, and social media platforms**. This Brief also features how technology platforms have been used by S4YE's Partners and the World Bank, to incorporate youth voice in projects.
- **The Note highlights practical insights, challenges, and solutions that can help youth practitioners.**

S4YE Youth-led Research

We are launching a new series “**How To Notes**” that will provide a **quick step-by-step** guide for practitioners and policymakers designing new youth employment programs.



4 STEPS TO INCLUDE YOUTH VOICE IN YOUTH EMPLOYMENT PROGRAMS

1. ESTABLISH CREDIBILITY AND TRUST



2. BE TRANSPARENT ABOUT HOW
THEIR FEEDBACK WILL BE USED

3. PERSONALIZE MESSAGING



4. USE MULTIPLATFORM CHANNELS



6 STEPS TO DESIGN AN SMS OUTREACH STRATEGY IN YOUTH EMPLOYMENT PROGRAMS

1. DEFINE THE OBJECTIVES OF
CONTACTING YOUTH VIA SMS



2. DESIGN A MODULAR STRUCTURE FOR
THE TEXTS AND SAMPLE OUTREACH

3. FINALIZE TECHNICAL SPECIFICATIONS
AND PARTNERSHIPS WITH VENDORS



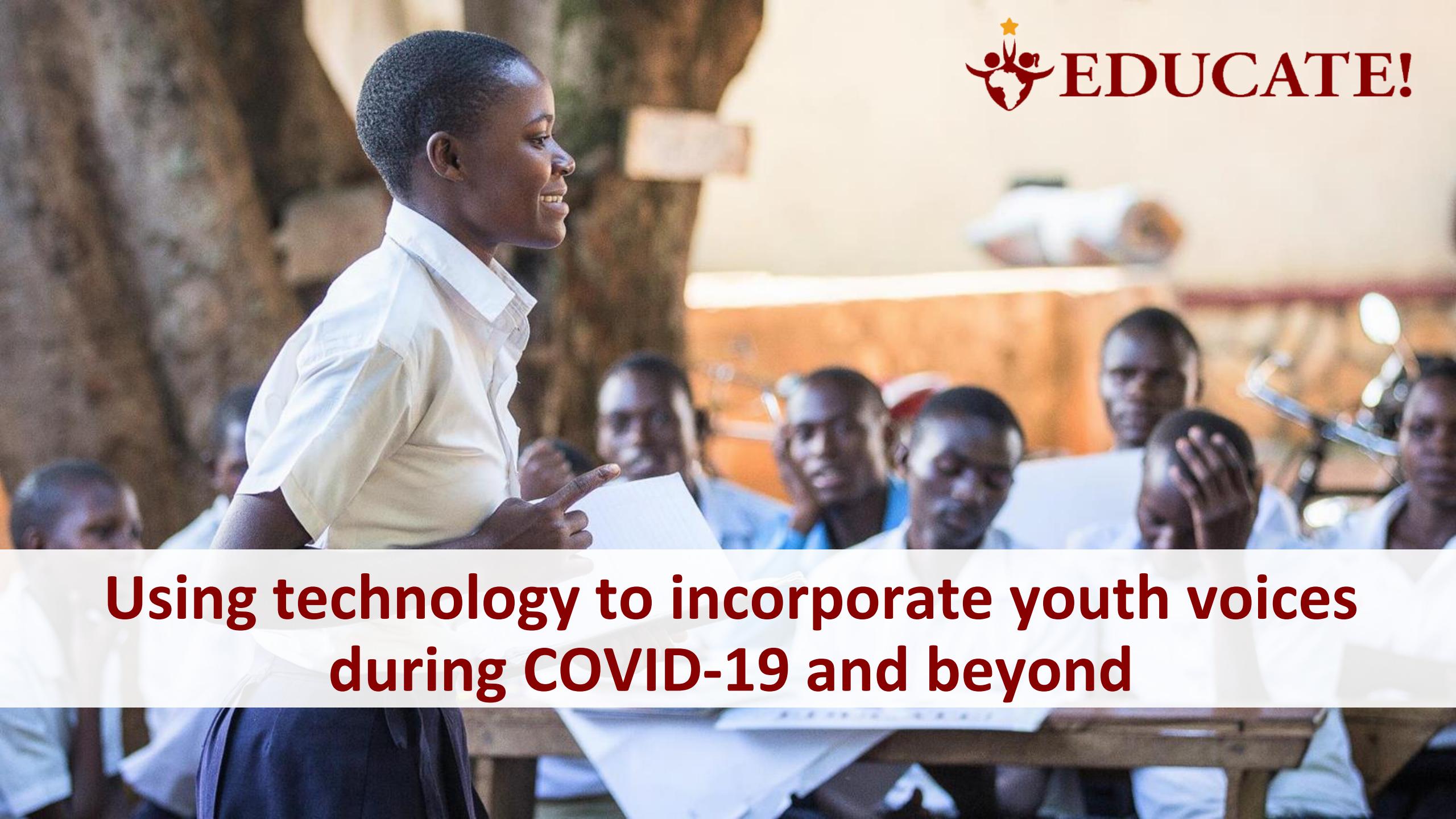
4. CONSIDER INCENTIVES FOR YOUTH TO
RESPOND TO SMS MESSAGES



5. INCLUDE CHECKS AND SAFEGUARDS



6. SCHEDULE SMS MESSAGES AND
ANALYZE THE RESPONSE RATE

A young woman in a white shirt stands in the foreground, smiling and gesturing with her right hand while holding a piece of paper. Behind her, a group of young men are seated at wooden desks, looking towards her. The setting appears to be a classroom or a community meeting with a rustic, textured wall in the background.

**Using technology to incorporate youth voices
during COVID-19 and beyond**

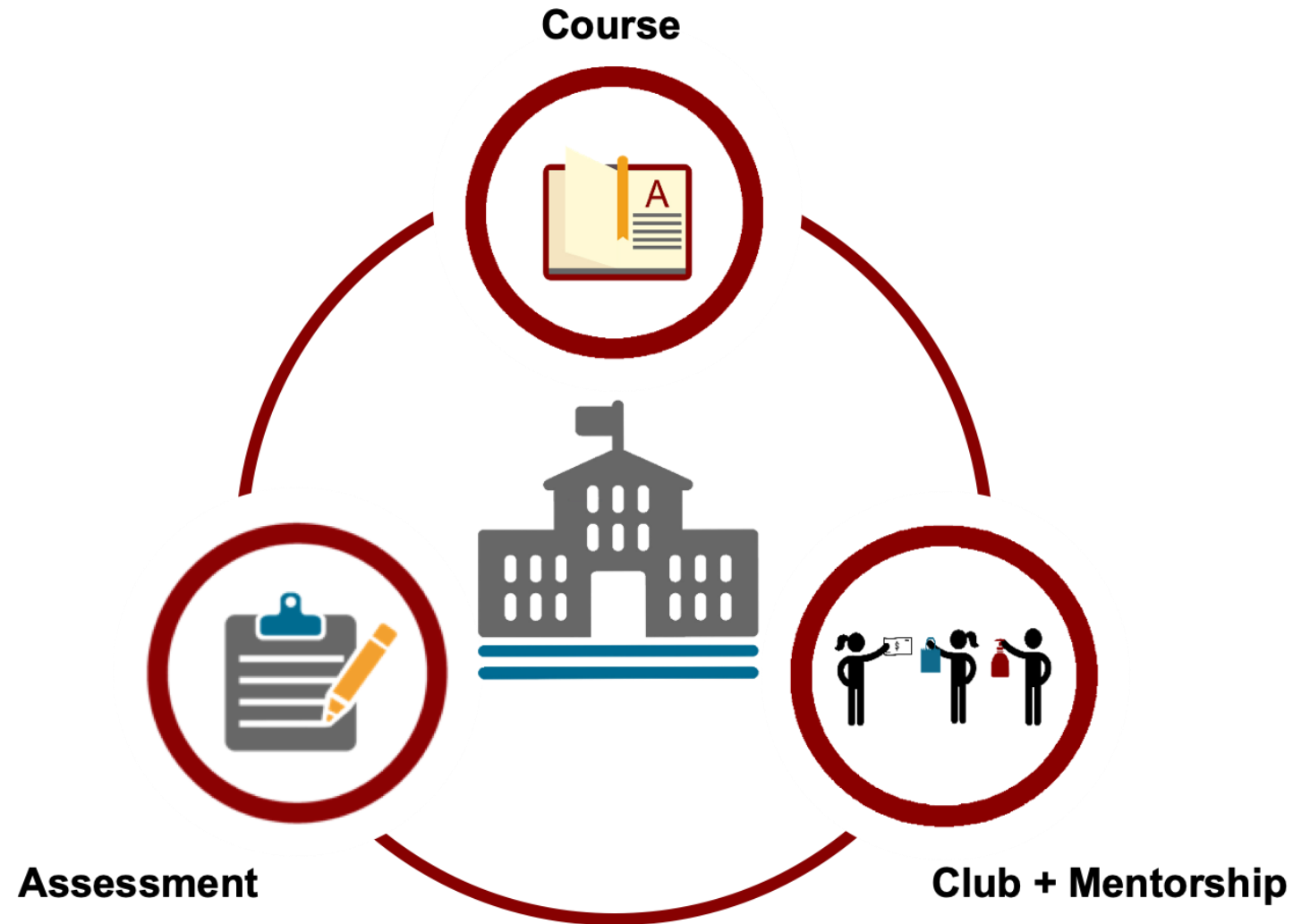
Background on Educate!

Education ➡ Life Outcomes



100-Hour Experience

School Solutions

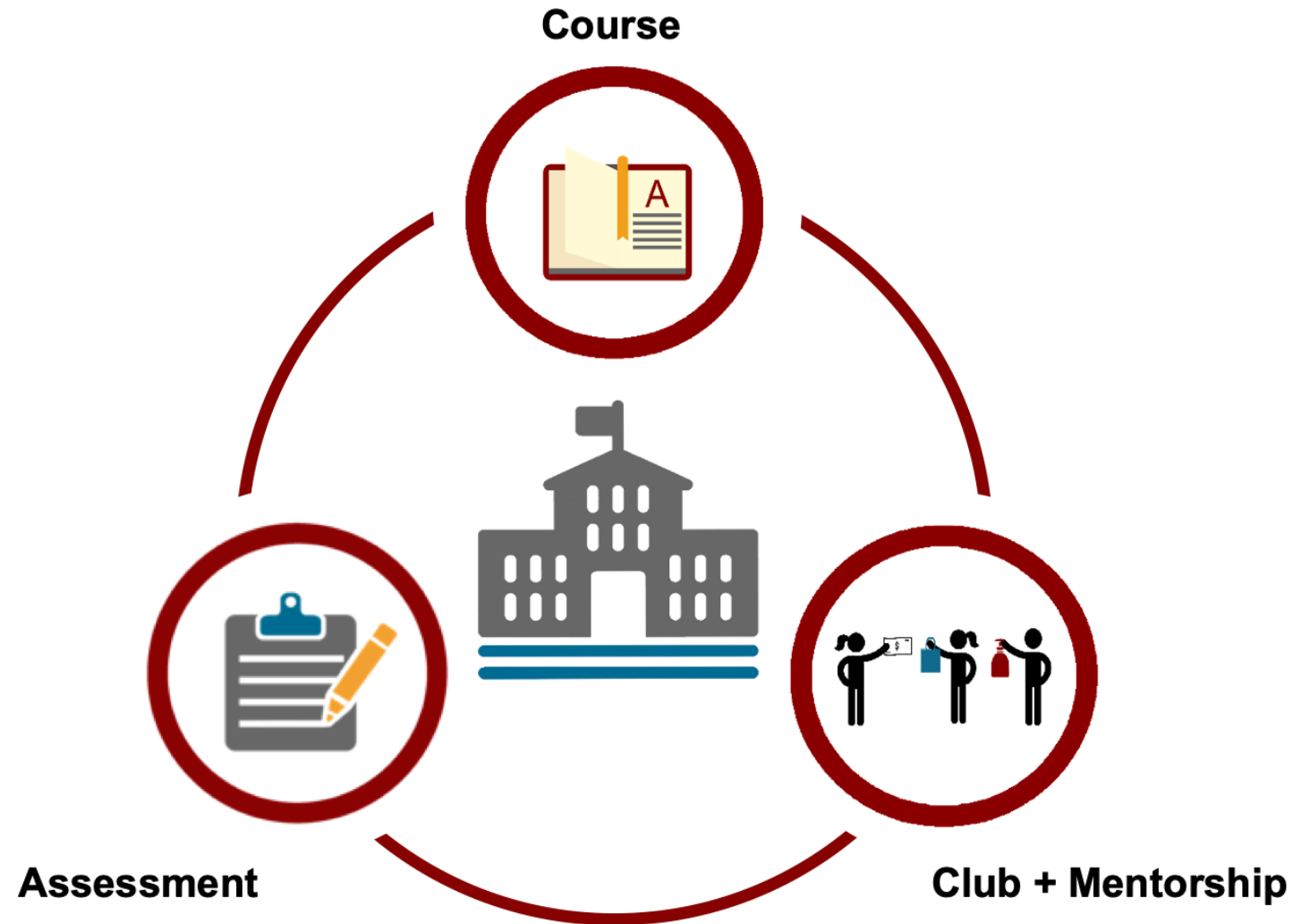




Results and Impact

- Pre-COVID: Educate! working in **850+ secondary schools** across Uganda (25%), impacting **33,000+ youth** as Educate! Scholars
- Results from two external randomized controlled trials:
 - At the end of secondary, Educate! participants were earning double the income of their peers
 - Four year follow-on evaluation:
 - **Transferable skills**—improved grit, creativity, and self-efficacy
 - **Gender-related outcomes**—less domestic violence, fewer sexual partners, fewer children, improved agency, and more egalitarian views.
 - **Educational attainment**—increased secondary school completion, increased tertiary enrollment for women, and greater likelihood of selecting higher-earning majors (business and STEM areas of study).

School Solutions



COVID Innovation Approach - Youth Input Is Key

When schools closed in March, we jumped immediately into **product development sprints** to identify ways to serve youth in this time.

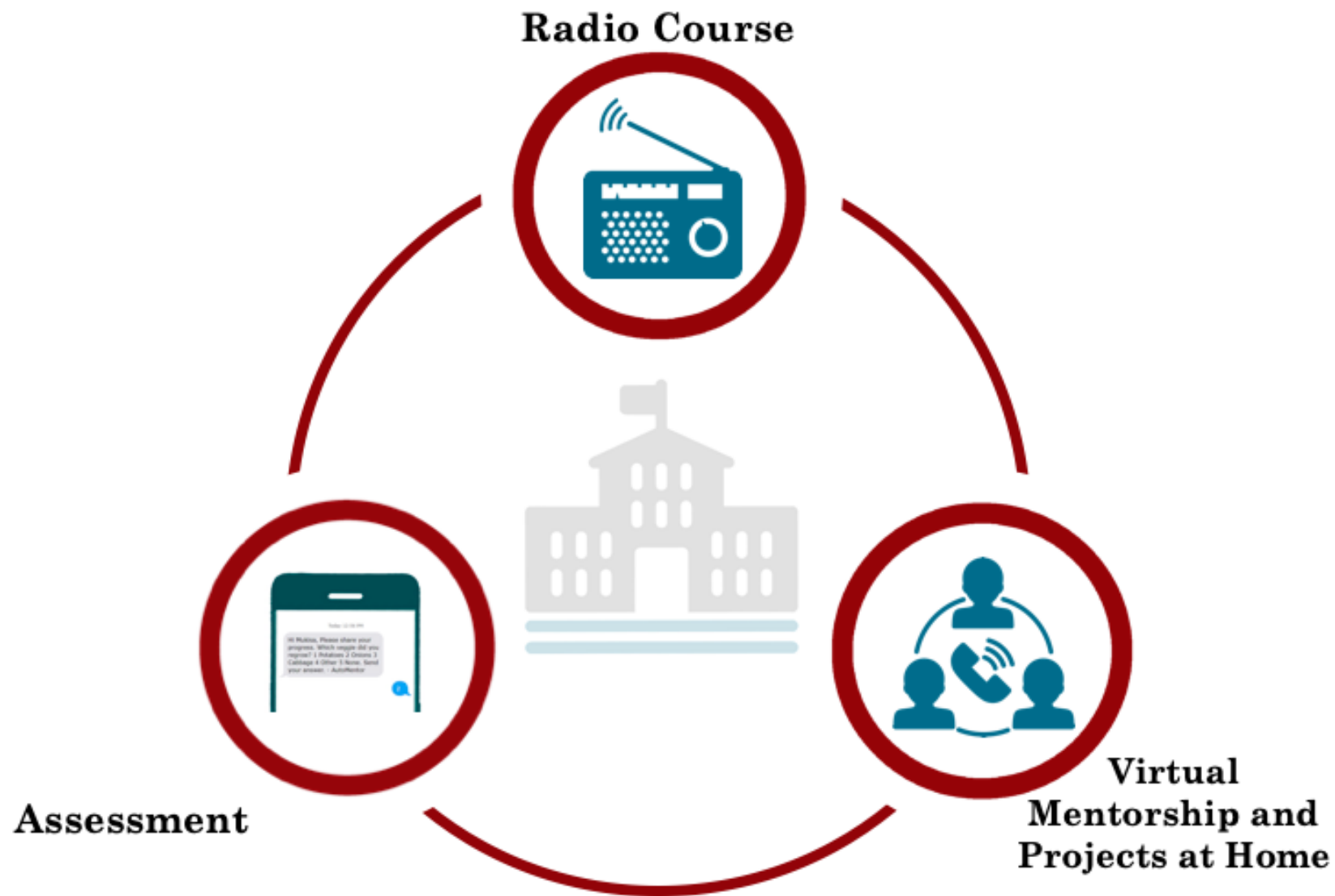
From March to June, we conducted extensive research, including surveying our youth about their biggest needs and challenges, as well as learning about best practices from peer organizations and previous crises.

Our Design and Programs teams focused on running experiments and pilots to test distance learning solutions they had identified in the sprints. Experiments included testing strategies like robocalls, SMS learning prompts, piloting radio lessons in specific geographic areas, and more.

We invested significant time in building the platforms needed for these solutions – collecting contact info for youth and parents and doing outreach to them about participating in the activities, building the SMS technology platform, converting our curriculum to radio lesson scripts, designing new monitoring strategies, and more.

A primary focus in this building and testing time was collecting feedback from our youth, first about the challenges they were facing and the support they needed, then about how the solutions we had developed were working for them.

COVID Model



***284*1#**

3 LEVELS

6 weeks to beat them!



Level 1 'Leadership
foundations'

*Mission: organize a community
service action*

Level 2 'Innovation
Lab'

*Mission: develop a
business model based on
market research*



Level 3 'Incubator'

*Mission: make your first
sale!*



**How to
apply**



VIP

BOOTCAMP

1

**STEP 1] DIAL *284*1#
CHOOSE VIP BOOTCAMP**

2

**STEP 2] CHOOSE INDUSTRY
TRACK: SMALL-SPACE
FARMING OR SMALL SCALE
MANUFACTURING**

3

**STEP 3] FILL OUT YOUR
PERSONAL INFORMATION**

Deadline for applications 9th September 2020

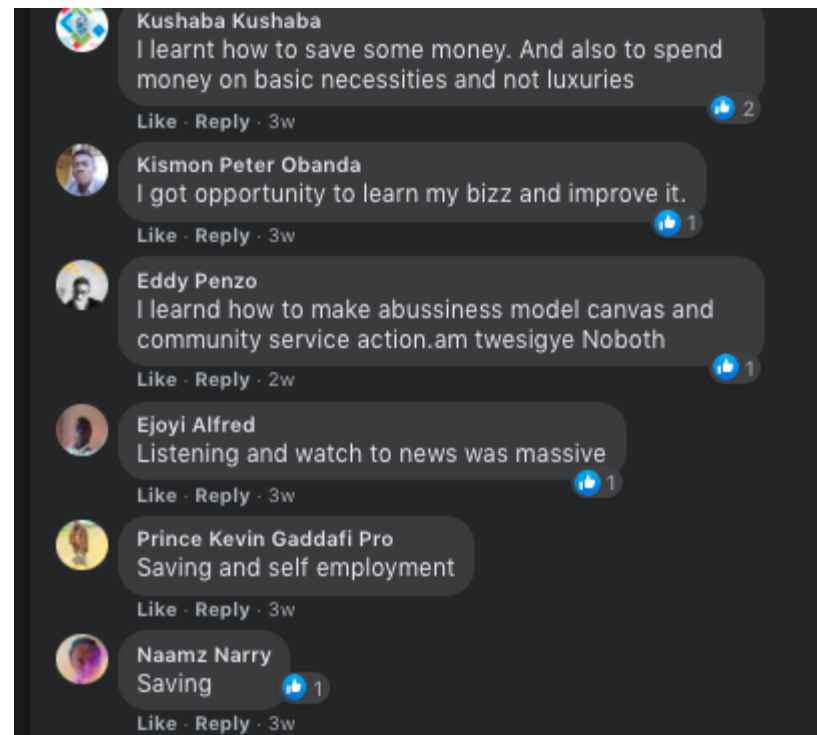
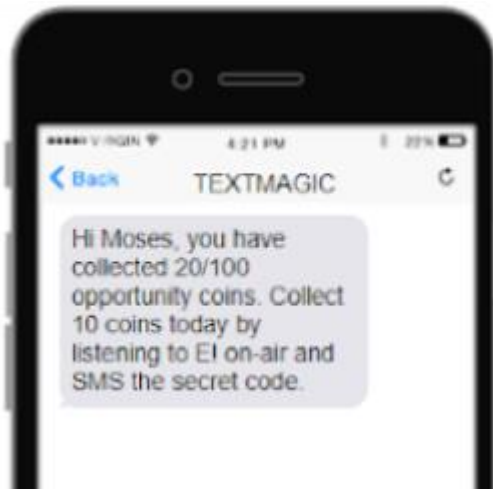


Youth Participation



Student

Two-Way Communication & Direct Feedback from Youth Using Technology



- Conference calls and 1:1 outreach from Educate! Mentors
- Social media engagement
- Learning prompts & youth replies via SMS

Two-Way Communication & Direct Feedback from Youth Using Technology

The screenshot shows a mobile application interface. On the left is a sidebar with a list of groups under the heading 'AYESIGWA DOROTHY'. The groups listed are: 'CU Masaka', 'gender f', 'grade s3', 'Region Central', and 'Groups' (which includes 'CUs with No access to capital', 'SMS Lesson 8 Assessment Recipients', 'Lesson 9 No Capital Recipients', 'Ep 1 SMS Lesson 1 24-Aug Recipients', 'SMS Lesson 2 Aug No capital Recipients', 'Ep3 SMS Lesson 3 SEP Recipients', 'SMS Gr 2 Sign-up Recipients', 'SMS Lesson 1 - Gr 2 Sign-up Recipients', and 'SMS Lesson 2 Grp2 Sign-up Recipients'). The main area displays a conversation with '0777661471 (SMS Lesson 1 - Gr2 Sign-up):'. The messages include: 'Older...', 'HI! Educate! is inviting you to participate in weekly SMS lessons. You'll learn how to write a business model! To receive your 1st lesson, Reply with YES.', '26.10 10:00 (sent 26.10 10:22) L1 Gr 2 Sign-up + ★ ▼', '0777661471 (SMS Lesson 2 Grp 2 Sign-up):', 'Hi AYESIGWA DOROTHY The second Educate! SMS lesson is available. We'll focus on section 1 of the business model. To receive your 2nd lesson, reply with YES.', '2.11 10:00 (sent 2.11 10:38) SMS L2 Grp2 + ★ ▼', a redacted message, 'Hi Automentor, Good afternoon two months ago I wasn't at home but this month I was at home I see the qn yes I agree it. SENDER: AYESIGA DOROTHY', '2.11 13:36 SMS L2 Grp2 SMS L2 Grp2/q1 + ★ ▼', '0771688691 (SMS Lesson 2 Grp 2 Sign-up):', 'Hi AYESIGWA DOROTHY ever wondered how 2 turn ur bizz into a social enterprise? In section 1 you'll define the change your bizz will make. How? "Keep ur eye on the change" Look beyond PROFIT & consider PEOPLE (Solve a problem they face) & PLANET (How ur bizz impacts the environment). What do u do next? 1] Research a problem u are trying to solve - what are the causes? Possible solutions? 2] What is ur vision for change? What are the bizz indicators of success? 3] Consider one of these social enterprise options: 1] positive impact products/services, 2] help people help themselves 3] distribute profits to support others', 'Here's 2 qstns for u, reply with 1 to continue', and '2.11 13:36 SMS L2 Grp2 + ★ ▼'. At the top right of the main area are buttons for 'Call', 'Status', and 'Actions'.

+25078803643:

Good evening, this is Mutoni Caroline. am requesting you to send me work and questions on this number because mum is always at work

29.7 17:13 + ★ ▼

Welcome to Educate!
What would you like to do?
1) Sign-up for E! On Air alerts
2) Apply for VIP bootcamp
3) Make a product for me

Cancel

Send

T250782033374.

I can't get access to CAPITAL FM radio frequency

Updates Based on Youth Feedback - Examples

- **Learning style:** Youth told us they wanted more interactive lessons, so we re-structured our lessons to follow a story-based narrative flow, incorporate learning checks that learners can respond to via SMS, and offer prizes to listeners who actively participate.
- **Gender equity:** Female learners told us that the rigidity of lesson times made attendance difficult (surveying female students we learned that COVID has exacerbated the time/learning gap - girls have even less time in their day for learning due to increased household responsibilities). We also learned that boys in the model are more likely to own phones than girls. As a result, we are: facilitating all-girls conference calls, offering the same lessons at more times throughout the day, and connecting youth 1:1 to mentors so they can reach out to someone if they miss a lesson and need support.
- **Participation:** We learned from SMS feedback that informing our youth's caregivers made it easier for youth to use phones and participate, and found that making a phone call to youths' parents increased youth participation by 29%

Results and Impact So Far

- A total of 100,000 youth reached through Educate!'s distance learning models so far (across all our 3 countries of operation)
- 20,000+ youth registered for Educate! on Air (radio) lessons in Uganda
- 85% of youth participating are secondary school students, while 15% are out-of-school youth – youth who were not participating in Educate! prior to the pandemic
- Over 20 skills-based lessons, activities, and learning prompts with assessments delivered to youth through SMS
- 3,300+ youth enrolled in Educate!'s intensive virtual mentorship experience so far
- Recent survey of participating youth told us:
 - 55% were able to write a vision statement for a business they wanted to start
 - 84% believed they did not have to be wealthy to be an entrepreneur
 - Almost 70% said they felt **“excited and in charge”** about starting a business.

Questions?

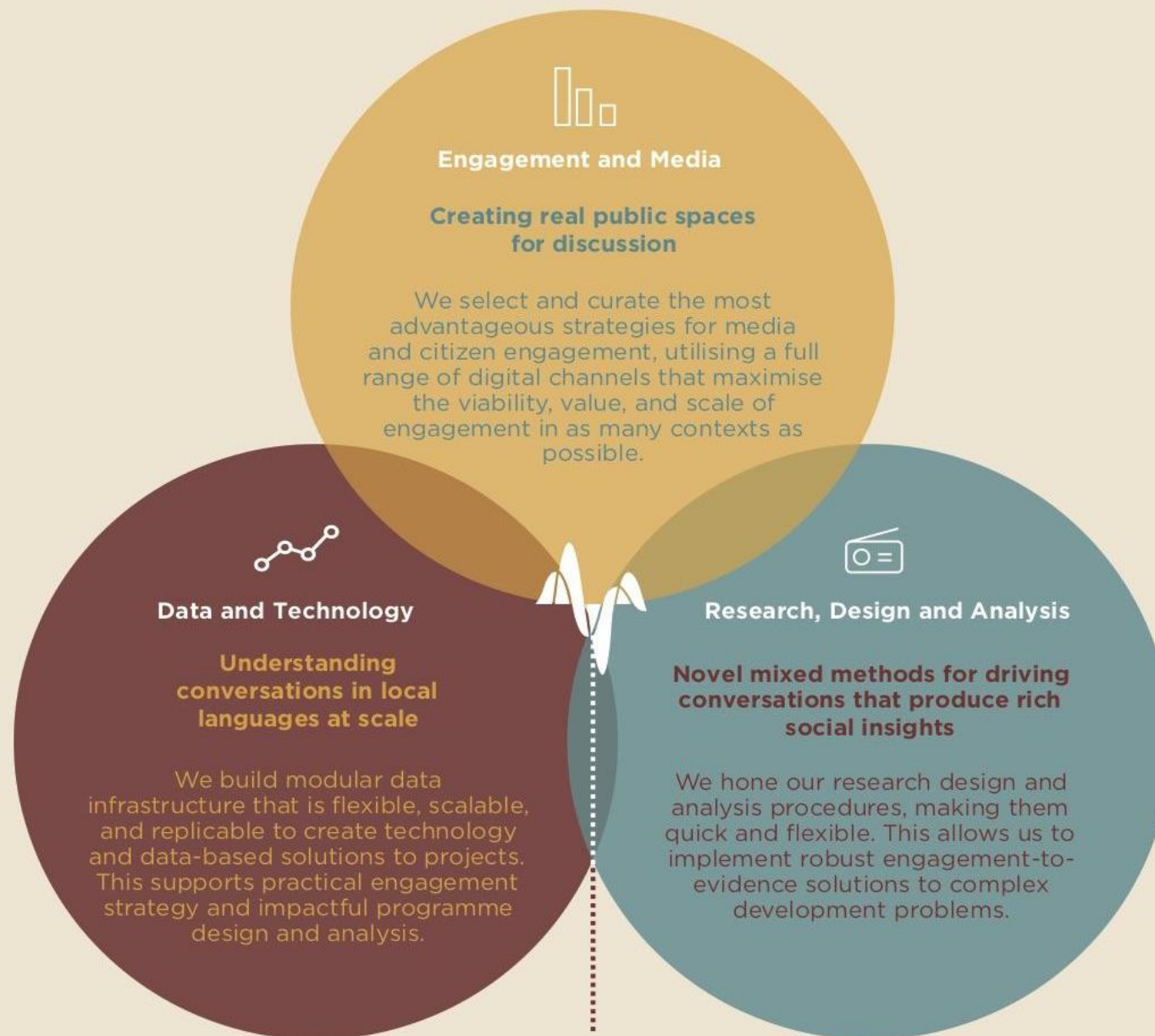


Embedding Youth Voice in the Design and Implementation of Youth Employment Programmes

Samuel Kimeu
Executive Director

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info@africasvoices.org





AVF:

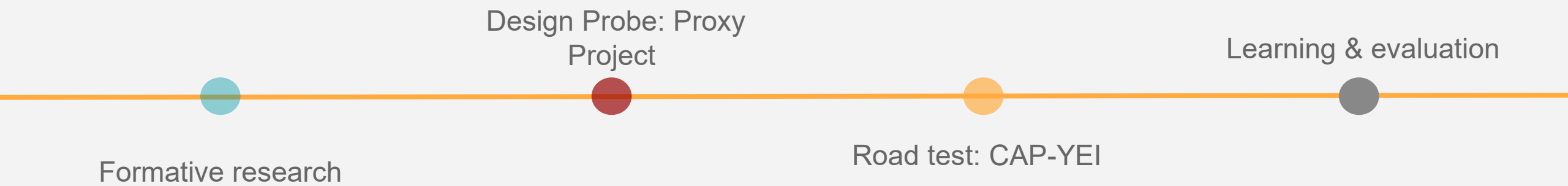
Turning inclusive citizen engagement into actionable social evidence

Media and Engagement approach for young people

- Through SMS and social media platforms, we reach a wide audience of young people.
- Media partners: we work with youth oriented radio stations in an effort to reach the young people in the society. For instance Ghetto Radio in Nairobi.
- Topics & questions: the radio topics and questions are designed on issues that youth can relate with ease i.e employment, empowerment.



Youth Africa Speaks - The Pilot Project



Learnings: three dimensions



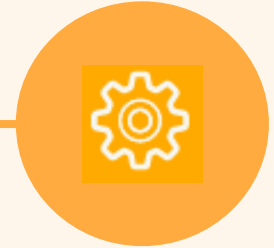
Engagement

1. Young people always feel that projects are done to them and not for them.
2. Sustained engagement with the youth via SMS involves giving information, not just getting it.



Partner Utility

1. Curated SMS exchanges can deliver credible and timely evidence for youth-led adaptive programming.
2. Through SMS, for partners can remotely convene youth around co-design.



Platform Design

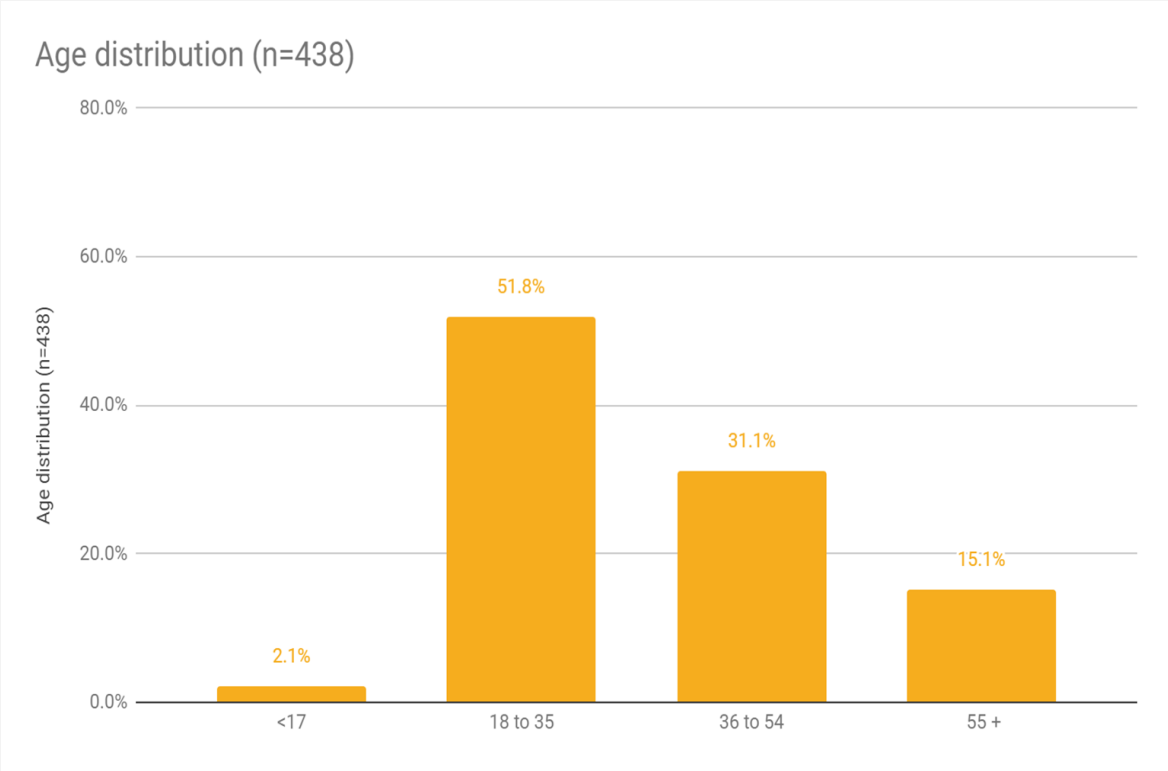
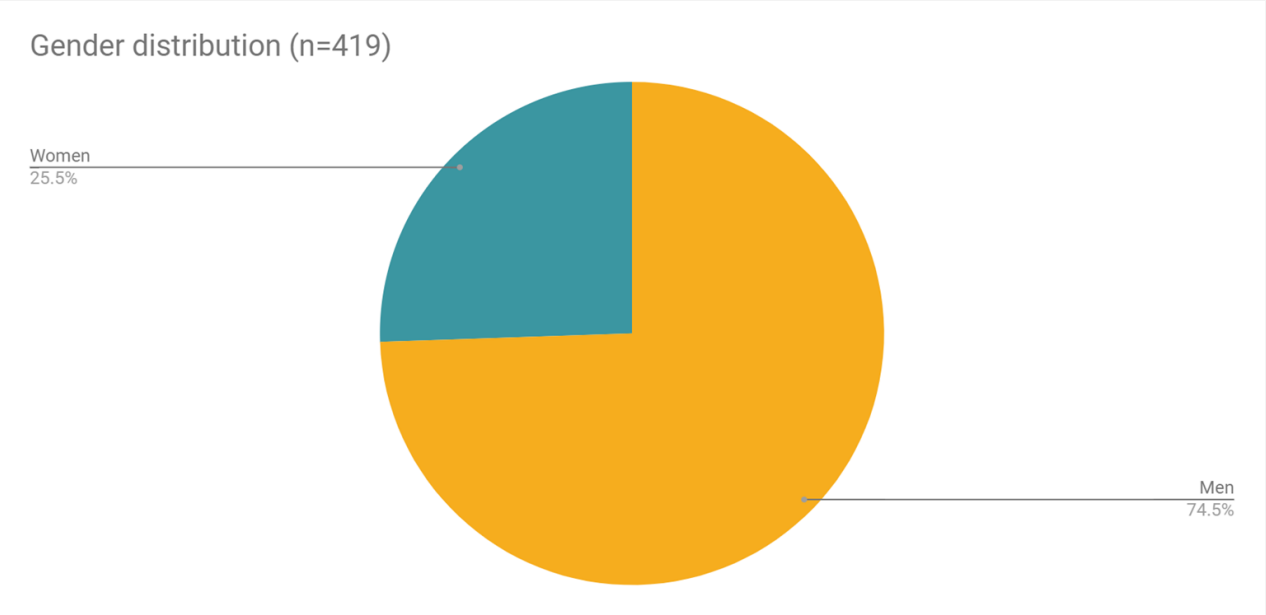
1. Traceable data infrastructure enables partners to further investigate and triangulate insights from voices.
2. SMS conversations should be crafted to feel real and open-ended, but structured for timely analysis and insights.

Deepening the conversation: 1-to-1 SMS through Katikati

- AVF's method builds public engagement around media spaces (e.g. radio shows)
- New technology makes it possible to engage with groups of citizens including young people on a 1-to-1 basis
- With collaborators we've built a platform called Katikati to do this




Deploying CASP to support UNDP's effective channels for civic engagement to facilitate SPAIS project



Gender and age demographics of participants from w/c 2 November 2020

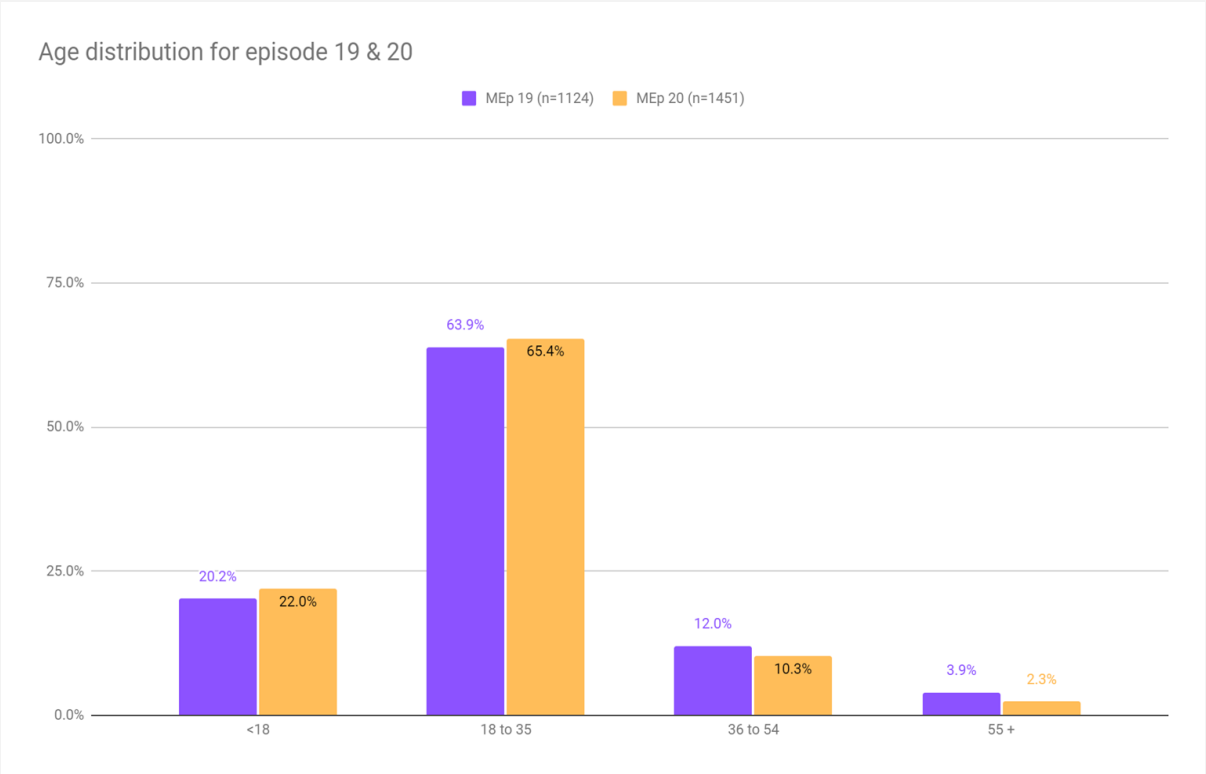
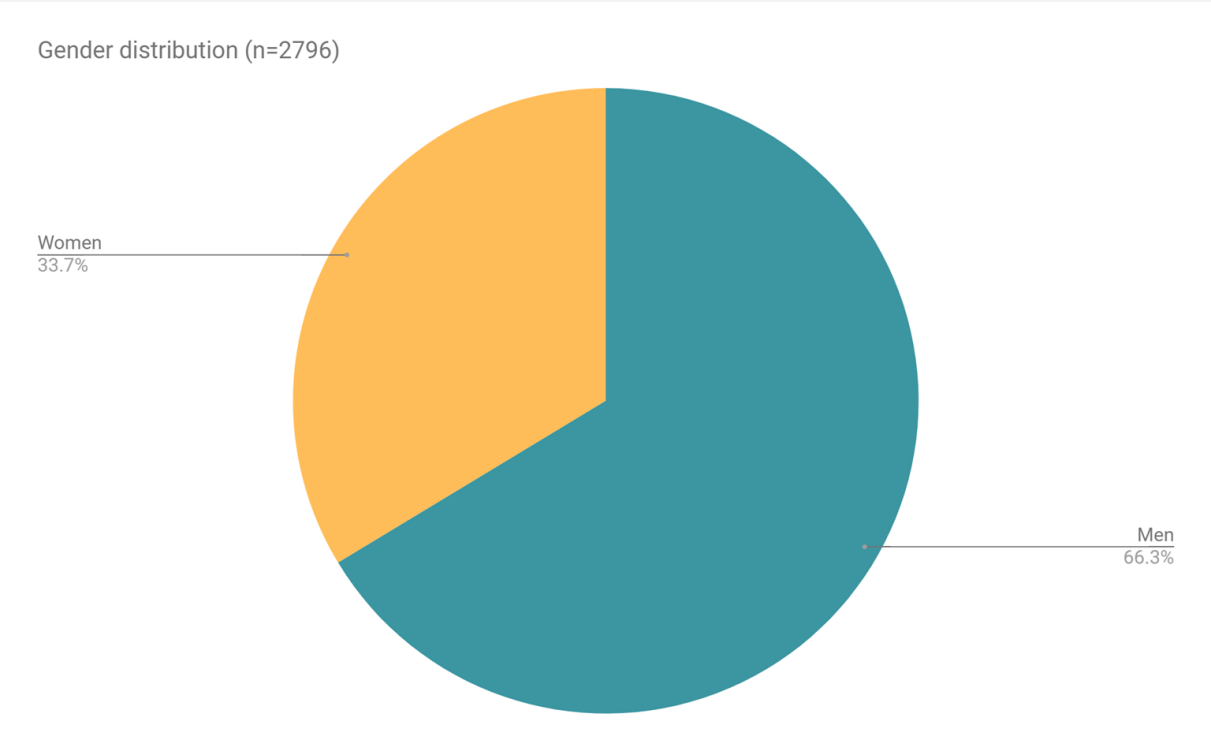




"Naomba wanafunzi warudi shule ili waweze kufanya exams zao wale ambao wako darasa la 8 na la form 4"


I would like to request for students to go back to school so that they can do the national exams especially those in class 8 and form 4. Woman, 21 years, Siaya (Kenya -Covid-19)

IMAQAL COVID -19 demographics



Gender and age demographics of participants from October 2020





Kaalinta ugu weyn waxaan isleeyahay
waa in la siiyo fursad ku filan dhalinyarad
lana tix galiyo fikirkooda.

“The most important issue is giving
enough opportunities to the youth and
considering their views”. Woman, 23
years, wabeeri. (Imaqal)

CHALLENGES



An operating model for stabilising and scaling the SMS platform must balance:

- ❑ Ownership
- ❑ Insight
- ❑ Replicability
- ❑ Data protection

 The background of the entire slide is a photograph of two young women standing in a grassy field with trees in the background. The woman on the left is wearing an orange long-sleeved shirt and is holding a smartphone up to her eye, looking at the screen. The woman on the right is wearing a brown V-neck shirt and is looking directly at the camera with a serious expression. The lighting is soft, suggesting late afternoon or early morning.

Thank You

www.africasvoices.org

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