



Public Service Innovation

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# THE SOUTH-SOUTH MATCHMAKER

South-South Network for Public Service Innovation  
2019-2020 Best Practices



#SSN4PSI



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## Acknowledgement

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Denis Nkala, UNOSSC Regional Coordinator  
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**Cabinet  
Division**  
Government of the People's  
Republic of Bangladesh



# Foreword

The first volume of the Matchmaker was launched at the 2018 Global South-South Development Expo. It consisted of 22 case studies. I am pleased to present the second volume of the Matchmaker which captures 24 cases that have been made available and adapted by the various members of the South-South Network for Public Service Innovation (SSN4PSI). The SSN4PSI has been affected in the same manner by COVID-19 as other development cooperation initiatives. The Network has not convened face to face matchmaking workshops in 2020. However, even in this environment, the Network Secretariat has been able to align some events online.

The events have underlined the essential role of Public Service Innovation in the response and recovery from the pandemic. The nascent and fragile health systems in many developing countries are valiantly standing up to the impact of the virus, most of them benefiting from South-South Cooperation. Similarly, jobs and small to medium enterprises have been severely affected. The path to recovery will need even more solidarity and resource sharing for mutual benefit. The Network's focus on the six areas of, i) Future of Public Service, ii) Future of Civil Service, iii) Future of Finance, iv) Future of Work, v) Future of Data Innovation, and vi) Future of Commerce, shows that the Network is positioned to be an essential resource to its members in the post-pandemic period.

In addition to the case studies of the development solutions from Governments and non-state actors, the Matchmaker shows a summary of solutions that have been made available and that other network partners would like to adapt. It is important for development supporting institutions to support such institutions looking at adaptation through enabling seed funding. That way, the solutions can and will contribute to the recovery from the grave impact of the virus in developing countries.



**Jorge Chediek**

Chairman of the Advisory Board of SSN4PSI  
Director of the United Nations Office for South-South Cooperation  
and Envoy of the Secretary-General on South-South Cooperation.





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# About the Network

The South-South Network for Public Service Innovation (SS4NPSI) is a collaborative platform where governments, private sector organisations, experts and academics exchange knowledge, experiences and expertise on public service innovation.

The Network utilizes South-South and triangular cooperation approaches to empower southern countries to learn from and support one another in identifying vital innovations and scaling up novel solutions to public service challenges by customizing the necessary tools and strategies to their unique country contexts.

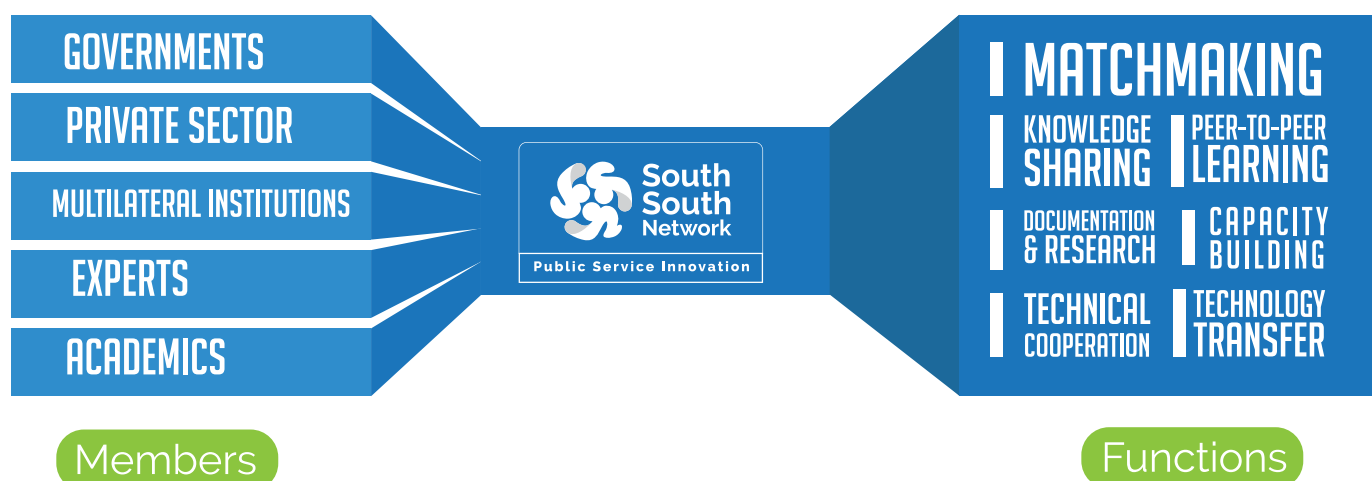
The South-South Network for Public Service Innovation was launched at the 2017 Global South-South Development Expo in Antalya, Turkey, to harness innovations, particularly in the area of the public service delivery and to help developing countries in the Global South achieve the Sustainable Development Goals (SDGs).

The Network focuses  
on six thematic areas:

- I. Future of Public Service
- II. Future of Civil Service
- III. Future of Finance
- IV. Future of Work
- V. Future of Data Innovation
- VI. Future of Commerce

## Global Collaborative Platform

Exchange Ideas, Experiences and Expertise  
Harness Innovations in Public Service Delivery



# SSN4PSI Knowledge Export – Import Model

The SS4PSI uses a “**Matchmaking**” Methodology to achieve its objectives. Matchmaking ensures that countries which have successfully tackled public service challenges “**export**” solutions to countries that need them the most. The model is depicted in figure 1.

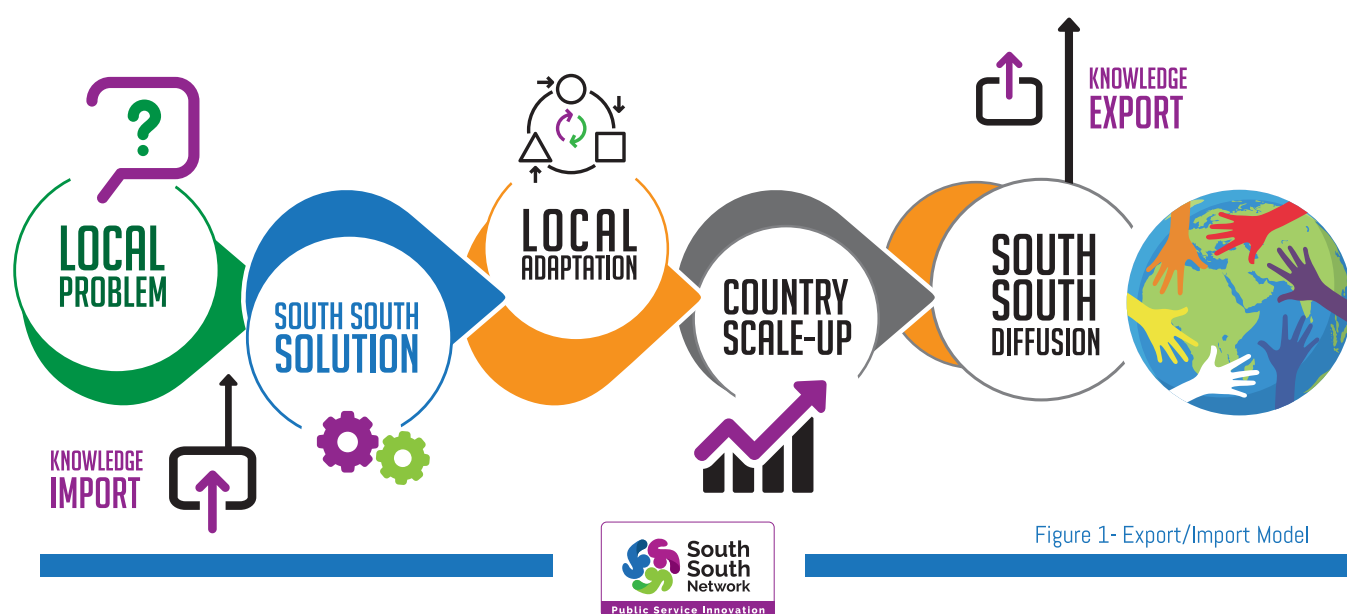


Figure 1- Export/Import Model

**The Matchmaking model goes beyond traditional knowledge sharing and peer-to-peer as follows:**

1. 'Problem owner' in importer country identifies problem;
2. Importer country reaches out to SSN4PSI;
3. An innovative solution is found in an exporter country;
4. Importer country adapts the solution to fit its context facilitated by SSN4PSI;
5. The proven solution is scaled up for impact and
6. Lessons and insights are diffused globally

# SSN4PSI Network

## Matches Made (2017-2018)



Public Service Innovation

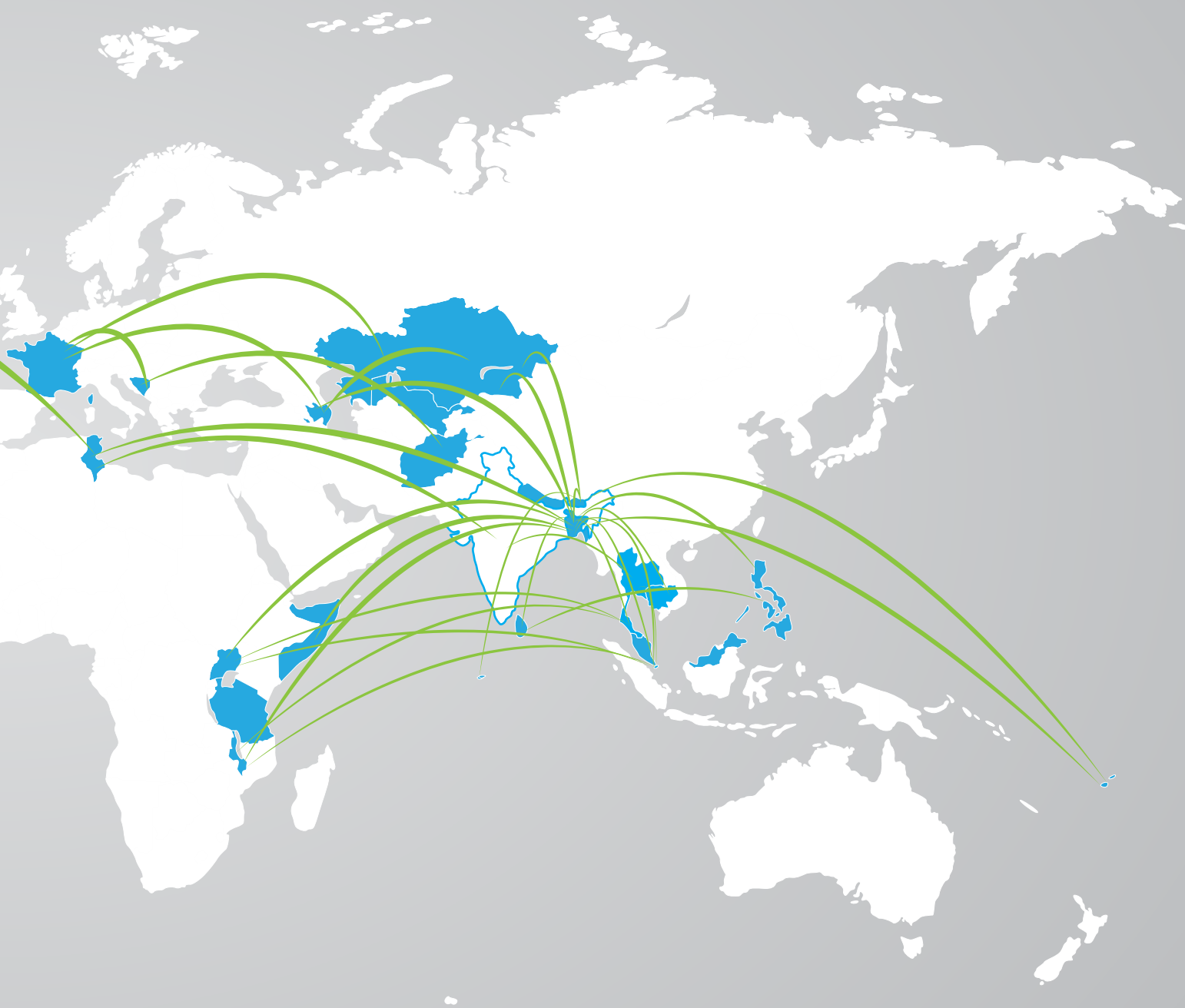


Countries Connected to the Network



Export-Import of Knowledge, Tools & Expertise

## THE SOUTH-SOUTH MATCHMAKER



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The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

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South  
Network**

**Public Service Innovation**

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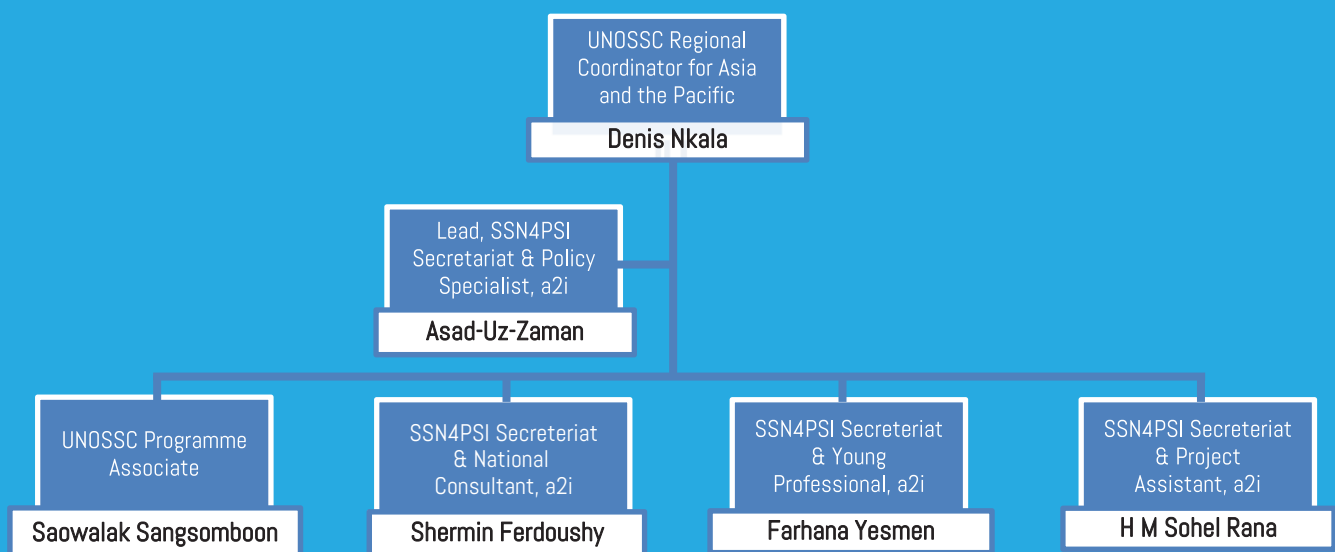


Figure 2 Structure of SSN4PSI Secretariat







# COUNTRY BEST PRACTICES

THE SOUTH-SOUTH  
**MATCHMAKER**

# Bangladesh

## 1. Village Court in Bangladesh (Government of Bangladesh and the United Nations Development programme project).

The Village Court was established through the Village Court Ordinance of 1976. It is seen as a unique mechanism for delivery of justice and aims to bring the vast majority of the rural population in Bangladesh under the shelter of law. The village court system was reformed through the Village Court Act of 2006, making it a modern-day rural dispute resolution panel which is usually headed by the *Union Parishad*<sup>1</sup> (Village) chairman and comprised of four other members, all nominated by the people.

The reforms were meant to apply the simple legislative framework of the Act to formalize a mediated dispute resolution practice that has been part of the Bangladesh culture since time immemorial. The *shalish* (dispute settlement)<sup>2</sup> process as known traditionally empowers the poor local people, especially the women, to seek remedies for injustices locally and to restore social harmony in the village. At the same time, the Village Court helps the local authorities to be more responsive to local justice needs by providing appropriate legal services in the form of well-functioning village courts.

A human rights- based approach was adopted in this project to keep people at the centre and holding the Village Court and those who service it to account. It looked to address both the supply and demand sides by enlisting partnerships with the local authorities and civil society groups active in the provision of legal services.

### Socio-economic Benefits:

To-date, around a quarter of the total Unions (1,078 Unions out of 4,571) of the country have activated Village Courts providing a lawful remedy accessible to 21 million people. The average distance to the Village Court is three kilometres; cases seldom last longer than 28 days or require more than two visits, which is a significant improvement in the legal service for villagers. The costs are also reasonable, a fraction of the formal courts (between \$1-\$2.50). The costs (to Government) of establishing a Village Court are low, while the social and economic benefits to the communities they serve are significant: For example:

- crime is perceived by police to decrease in the communities with Village Courts.
- cases are diverted away from the formal criminal justice system (reducing pressure on the courts and numbers of people entering prison);

---

1 It is the smallest rural administrative and local government units in Bangladesh

2 Shalish is a social system for informal adjudication of petty disputes both civil and criminal, by local notables, such as matbars (leaders) or shalishkars (adjudicators)



*Trial at the Village Court in the Presence of a Mediation Panel*



- local administrators see improvements in social harmony (as neighbours formerly at loggerheads are able to settle their disputes and laugh about it, rather than spend years fighting each other through the district courts);
- women feel they will get a fair hearing in a safe environment (36% complainants are women);
- complainants obtain a quick and generally positive outcome (80% of the cases result in compensation/settlements agreed on and paid).

The partnership between the government of Bangladesh and the United Nations Development Programme (UNDP) has strengthened the village court system. Once the project ends, the government, i.e., the Local Government Division (LGD) will take full charge of the running costs of the village courts.

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## 2. Innovations in Apprenticeship: A Skilled Workforce for the Future

### Context

Bangladesh has a total population of 164 million (World Bank, 2017) and a labor force of 69 million (World Bank, 2019). With a projected labor force growth rate of 2.2 over the next 10 years, 2 million youth join the workforce every year. Among them, 0.6 million are from the mainstream education system and 1.1 million are trained from government or private-skills development agencies. The rest the work force falls within the NEET (Not in Education, Employment and Training) classification comprising 11.6 million youth. Thus, there is a significant gap between the demand for skilled workers by the local industries and the supply ensured by education and training centres. One plausible reason for this is the communication and coordination gap between employers and skills development agencies in Bangladesh.

### What is the Innovation?

The apprenticeship programme can be a practical solution addressing the problem of the gap between the demand for skilled workers by the local industries and international job markets and the supply ensured by education and training centres. This initiative involves employers, skills development agencies and youths to ensure that demand-driven skills are being developed through education and training centres.

The a2i programme, as the innovation intermediary of the government, is working with a whole-of-society approach applying behaviour change methodologies and leveraging the rapid expansion of technologies to create an enabling environment for the development of demand-driven skills in Bangladesh. The apprenticeship programme has a successful job placement rate of over 85% which demonstrates the effectiveness of its innovative approach to develop skills. Sixty percent of the enrolled apprentices both in formal and informal sectors are female. The a2i has developed a National Apprenticeship Management System ([www.apprenticeship.gov.bd](http://www.apprenticeship.gov.bd)) to manage, monitor and mentor the apprenticeship programme all over the country. It works as a one-stop hub to serve the stakeholders (youths, industries, ministries etc.) of the apprenticeship programme. In developed countries at least five percent of the new labour force every year gets the apprenticeship opportunity which is very crucial in terms of generating skilled workers. Bangladesh plans to reach 15 percent by 2024.

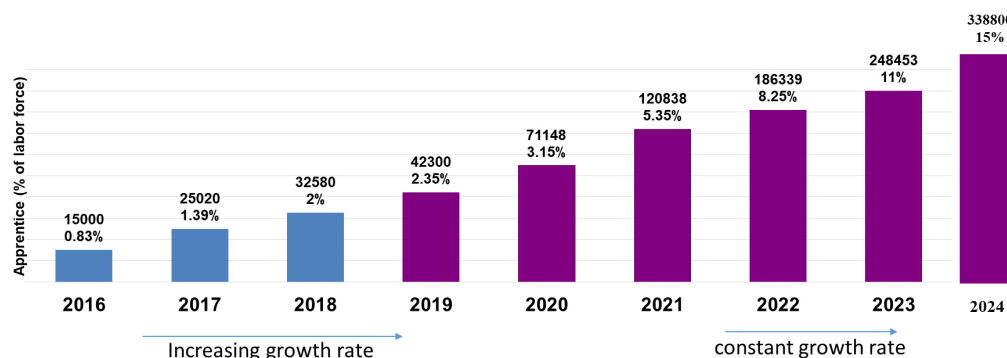


Figure 3: Growth in Apprenticeship Opportunities

### Benefits of becoming apprentice

- Apprenticeship gives potential access to full-time employment for semi-skilled and unskilled youth;
- Certificate received after successful completion of apprenticeship helps the apprentices to effectively promote their skills and capabilities to potential employers; and
- Apprenticeship counts as credible experience for the trainees which they can use to improve their earning potential.

### Benefits of hiring an apprentice

- Business entities operating apprenticeship programmes get enough time to mould the apprentices to fit the company culture and work structure;
- Apprenticeship related expenses are tax-deductible (Labour Law 2013)?
- Import of training equipment is duty-free (Labour Law 2013).





*Trainer giving on-the-job training to Apprentices*

### Benefits to the economy

- Significant reduction in unemployment;
- Increase in the overall industrial productivity and continued economic growth;
- A more skilled labour-force.

*Apprentice placement in the same industry after 6-month of on-the-job training*



The apprenticeship programme is beneficial to apprentices, hiring organizations and the economic growth of the country.

### Focal Person of this Initiative

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*Cheerful apprentice after establishing herself as an entrepreneur*



### 3. Farmer's Window – The Solution for Your Plant's Problem Lies Here!

#### Context

Agriculture is considered an ancient profession in Bangladesh with ancient cultivation methods and techniques still followed by the farmers; as a result, they do not always get their desired yield. Farmers have to travel 20 to 30 kilometres to get the requisite information and advice from the Upazila (District) Agriculture Office. Farmers often fail to communicate with an Agricultural Officer even after commuting such a long distance.

#### What is Farmer's Window?

To improve access to agricultural advisory services, increase agriculture production and to bring ICT facilities to the farmer's doorstep, a new mobile application and a website have been introduced to the Agricultural Sector. It is called 'Krishoker Janala'<sup>3</sup> (Farmer's Window). Farmers can retrieve necessary agricultural service and information from this app or website using their android mobile phone, laptop or PC. The app has both online and offline compatibility. Now it is no longer necessary to visit the District Agriculture Office to identify plant disease or to get agricultural advice because there are many photos and videos of different plant diseases along with symptoms, prevention and treatment available in *Krishoker Janala*.

#### Key Features of the Initiative

The a2i, using its Service Innovation Fund, has enabled public servants and private innovators to devise mobile-based solutions to address the needs of farmers, including production planning, input application, plant disease identification and protection. The Department of Agricultural Extension has already made Krishoker Janala available to more than 15,000 field-level agricultural extension officers and around 200,000 farmers, with a potential to reach another 15 million farmers.

#### Key Outcomes of Farmer's Window

Compared to previous procedures, the average time to access agricultural advisory services has been reduced by 68% with Krishoker Janala. Similarly, the average cost of getting agricultural services via Krishoker Janala has decreased by 96 per cent compared to the previous procedure. The number of visits has been reduced to 27%. Furthermore, 30% of the service recipients have been "very satisfied" with the present procedure while 66% were "satisfied" with the latest initiative. Besides, 4% of the respondents were moderately satisfied with the present procedure.

#### Focal Person of this Initiative

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<sup>3</sup> Krishoker Janala means a "Farmer's Window"



*"Farmer's Window - solution for your plant's problem lies here!"*



# Bosnia and Herzegovina

## Common Assessment Framework (CAF) for Improving the Quality of the Public Sector

### What is CAF Concept?

The Common Assessment Framework (CAF) is a quality management instrument for the public sector. The implementation of the CAF model is aimed at introducing a performance system for the purpose of continuous improvement of the public sector organizational performance and processes, improved motivation of employees and monitoring the overall performance outputs. The application of the CAF model contributes to the achievement of a modern, efficient and professional public administration in the service of its citizens.

### CAF Key Features

As a quality management instrument, the CAF model has the following features:

1. It is an easy-to-use, self-assessment tool for public sector organizations;
2. The CAF model is designed in a manner that ensures improvement of the institutions' processes and performance while tracking the progress made in all areas of the institutions' performance;
3. The advantage of the CAF compared to other quality management tools is that it is specifically designed for the public sector;
4. It includes employees from all institutional levels, it contributes towards improved motivation of the employees, it facilitates the management of changes and it promotes a new organizational structure focused on continuous improvement, and
5. The CAF model is compatible with other quality management models and tools and does not exclude the use of other organizational quality management models.

### Implementing CAF in Bosnia and Herzegovina

The Organisation for Security and Co-operation in Europe (OSCE) Mission to Bosnia and Herzegovina worked on introducing the CAF methodology through a local governance project named the Local First Initiative (Inter-Municipal Learning and Support component), which was implemented in the period 2009 – 2012. The purpose of the Inter-Municipal Learning and Support component was to encourage municipalities to identify and meet their own development needs (Local First "Empowering Citizens – Building Communities", 2009).

In 2015, the Public Administration Reform Coordinator's Office completed the process of self-assessment applying the CAF model, and training was implemented for a certain number of employees in order to ensure that support for the implementation of this model in other organisations in the public sector in Bosnia and Herzegovina were available, should they decide to apply it. In the first half of the year, implementation of the CAF started in the Civil Service Agency of Bosnia and Herzegovina and in the Statistics Agency of Bosnia and Herzegovina.

### Focal Person of this Initiative

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# Canada

## CARICOM Education for Employment Program (C-EFE)

Colleges and Institutes Canada (CICan) assisted various Caribbean countries through the Caribbean Community (CARICOM) Education for Employment Programme (C-EFE), a regional programme designed to contribute to economic growth by creating a more skilled, efficient and gender balanced workforce in the Caribbean. CICan assisted with the development of a number of policies and resources to guide regional harmonization of Technical and Vocational Education and Training (TVET). The C-EFE focused on strengthening Caribbean institutional capacity to develop and deliver demand-driven TVET that meets the needs of employers looking to hire locally-trained and skilled workers. C-EFE was developed in response to a pressing challenge in the Caribbean, that is, a significant number of out-of-school and unemployed youth across the region lacked the qualifications and skills to find employment.

### Project Focus Area

CARICOM Education for Employment Program (C-EFE) aims to achieve the following results:

1. Strengthen regional coordination of quality assurance (QA) for demand-driven, gender & environmentally sensitive TVET and workforce certification systems;
2. Increase employment, including self-employment, of female & male TVET graduates & certified workers, including from disadvantaged groups, and
3. Enhance the delivery of quality competency-based, demand-driven, and gender and environmentally sensitive TVET across the CARICOM region.



COLLEGES &  
INSTITUTES  
CANADA

COLLÈGES &  
INSTITUTS  
CANADA

### What Makes the Concept Unique?

CICan works with National Training Academies (NTA) and TVET Councils to build their capacities to offer Caribbean Vocational Qualification (CVQ) certification to uncertified workers and TVET graduates, contributing to a more qualified, mobile labour force in the region. The CVQ is now widely known in the region, cited by employers, educators, and government officials whereas it was virtually unknown before the project was initiated in 2011. Eight NTAs are currently awarding CVQ certification.

C-EFE enhanced relationships between TVET institutions and industry to ensure attainment of the goal of TVET graduates, that is, meeting regional labour market skills demand. The programme also supported its regional partners to transform the Caribbean TVET system to be more gender-balanced, responsive and demand driven.

### Key Outcomes

- 23 new demand-driven programmes developed,
- 2,906 (1,971 male/935 female) students enrolled in TVET programmes,
- 1,603 (948 males/655 females) graduated from the programmes,
- 356 graduates employed,
- 347 instructors trained in CBET, and
- 12 National TVET Action Plans developed.



Graduation ceremony in Antigua & Barbuda for C-EFE's Yacht Maintenance Programme. This was a pre-technology program focused on vulnerable youth that were out of school, training, and work at the time of enrollment.





Men kneeling on Yacht sail:  
Antiguan employer A&F Sails guides C-EFE trainees on sail maintenance during their work placements.



Group of young women and their professor posing for photo: Students of Jamaica's Girls Town cosmetology program pause for a photo during class.

### Focal Person of the Initiative

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# Fiji

## Start-to-Finish (S2F) Service Delivery Tracker

### Context

The current mode of service delivery for the Poverty Benefit Scheme (PBS) involves the citizen coming to the Social Welfare Office in person or inquiring on the Rights, Empowerment and Cohesion (REACH) bus. Showing the Birth Certificate before service is mandatory, and the number on the Birth Certificate serves as the case ID. Passport photos are also required, together with a letter of support from a person of authority, such as the district officer or village headman. On meeting the requisites, a home visit by the PBS personnel ensues to evaluate the case, and then the government officer at the Social Welfare Office enters the relevant information into a form on a computer system. Often there is a need for a back and forth interaction to follow up on documents, and to also make arrangements for the home visit. Based on the criteria set in the system, it is determined whether the person is eligible for the allowance under the PBS or not. The government officer will then relay the outcome to the applicant by telephone or by postal service. The length of the resolution of the case varies depending upon the geographical location of the applicant's residency and other contributing factors. The process can take a few days to months for more complex cases or more remote locales.

### What is the Innovation?

Under the Rights, Empowerment and Cohesion for Rural and Urban Fijians (REACH) Project, the UNDP Pacific Office has developed a concept of a "Start-to-Finish (S2F) Service Delivery Tracker", the purpose of which is to track services provided by the relevant government stakeholders, and in particular the Ministry of Women, Children and Poverty Alleviation. Currently, under Project REACH service delivery is being undertaken utilising three mobile service delivery teams using buses, which travel to remote locations in Fiji. The delivery teams provide social, economic and legal services. To develop this project in Fiji, a technical expert was requested from Bangladesh's a2i. In response to this request, a2i sent an Innovation Specialist to Fiji who participated in a Lessons Learned Workshop where the concept of the S2F Service Delivery Tracker was presented before the key stakeholders. The Innovation Specialist from a2i shared his view that a similar kind of service tracking system named "Digital Centre Management System (DCMS)"



Mobile service delivery bus reached out to the remotest areas to ensure no one is left behind

is running successfully in Bangladesh and recommended that it could be used as the proposed "S2F Service Delivery Tracker" with some necessary customization.

### Key Results

The key results of the project are as follows:

- 22,233 people (9,306 women, 9,050 men and 3,877 children) benefited from the REACH mobile awareness raising and service delivery;
- 956 communities in 139 districts in 15 provinces (including Rotuma Island); across Central, Eastern, Northern and Western Divisions, received the REACH mobile awareness raising and service delivery;
- 37,807 services (21,587 women and 16,220 men) immediately provided in the communities by the Ministry of Women, Children and Poverty Alleviation, the Legal Aid Commission, the Human Rights and Anti-Discrimination Commission, and other institutions.
- 168 people (94 women and 74 men) from the Ministry of Women, Children and Poverty Alleviation, the Legal Aid Commission, the Human Rights and Anti-Discrimination Commission and other key stakeholders further strengthened their capacity through awareness training and service delivery.

In support of enhanced delivery for the services provided by the Ministry of Women, Children and Poverty Alleviation, South-South knowledge transfer on innovative approaches for improving public service delivery was undertaken between the a2i, with support from UNDP Bangladesh and the REACH Project, UNDP Pacific Office.

### Focal Person of this Initiative

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# India

## 1. Maharashtra Start-up Week

### The Innovation

In September 2018, while the city of Maharashtra in India was dealing with the huge amount of waste generated during religious celebrations, a Mumbai-based start-up quietly worked with the Pimpri-Chinchwad Municipal Corporation and collected 1.72 tons of floating waste. Inspired by the result, the Maharashtra State Innovation Society created an initiative to fight Environmental Challenges.

The Maharashtra Start-up Week encourages and brings to the fore start-ups with a view to strengthen the state's entrepreneurial ecosystem. It also aims to carve out an important role for the start-up ecosystem in socially relevant activities and in the state's socio-economic development.

### How does Start-up Week work?

The Maharashtra State Innovation Society organizes the Maharashtra Start-up Week in an effort to encourage, engage and enable the state's entrepreneurial ecosystem. It provides start-ups with a platform to showcase their innovative solutions to the Government of Maharashtra.

Start-ups from sectors such as education, skilling, health-care, agriculture, clean energy, environment, water and waste management, smart infrastructure and mobility, and governance are invited to submit their applications. With the help of multiple ecosystem partners and judges, the top 100 start-ups are selected to present their solutions to a panel of judges comprising representatives from the government, industry, academia and investors. The event is weeklong.

The best 24 ideas/projects are selected as winners. Winners receive work orders of up to Rs 1,500,000 (15 lakh)<sup>1</sup> from the Maharashtra State Innovation Society to pilot their solutions within different state departments. Subsequently, the start-ups receive support including access to government machinery and mentoring from institutional partners for a period of up to 12 months during which they can deploy their solutions on the ground.

### Key Highlight

One of the biggest highlights of the event is a panel discussion on "Making Maharashtra More Attractive For Start-ups: Roadmap to The Future". The panel discusses how the environment in the state can be made more cohesive and collaborative for start-ups and the measures that could be taken by the government in terms of policies and initiatives to support the growth of start-ups.

### Focal Person of this Initiative

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## 2. Skill India Mission

### What is the Innovation?

In an effort to bring together students, youth, job seekers, employers, trainers and entrepreneurs under a single roof, the Maharashtra State Government of India introduced the Mahaswayam portal which integrates skilling, employment and entrepreneurship for various stakeholders involved in "Skill India Mission". In the term Mahaswayam, Maha stands for Maharashtra and Swayam stands for "one's self". The Mahaswayam portal has been developed by the Skill Development & Entrepreneurship Department (SDED) to integrate the skills related activities in Maharashtra with Jobs and Entrepreneurship for providing a unique platform to all the stakeholders.

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<sup>1</sup> Lakh is a unit in the Indian numbering system, which equals to one hundred thousand.

## Skilling through Maharashtra State Skill Development Society (MSSDS)

In order to leverage India's demographic dividend more substantially and meaningfully, the government launched the "Skill India" campaign which aims to provide a job-ready workforce to the industry to ramp up productivity and ultimately propel economic growth. Given the fact that India is a labour rich economy, beyond its own requirements, it can also cater to the labour needs in other countries. Therefore, there is a clear rationale to train India's labour force in globally competitive skills. To achieve this Skill Development Mission in the state of Maharashtra, the Maharashtra State Skill Development Society was registered on 15th February 2011 under the Societies Registration Act 1860. The Society is the Nodal Agency for planning, coordination, execution & monitoring of the Skill Development Initiative of the Government of Maharashtra. The society is under the Skill Development and Entrepreneurship Department, Government of Maharashtra. All the Skill Development schemes of the various Government Departments of Maharashtra are integrated and implemented through active coordination under the single umbrella of this society.

## Employment through Commissionerate of Skill Development, Employment & Entrepreneurship

To facilitate employment and provide self-employment guidance for the youth to enhance their incomes, thus promoting inclusive growth, the Commissionerate of Skill Development, Employment and Entrepreneurship was set up. The directorate brings together around 3,300,000 (33 lakh) <sup>2</sup> job aspirants and employer database of more than 67,000 public and private establishments.

The Employment Promotion Programme (EPP) of the State Government is a scheme to provide on-job training to job-seekers for acquisition and upgrading of skills & experience in the private sector for experienced as well as inexperienced job-seekers. The Employment Promotion Programme (EPP) aims to enhance skills of the youth and make them employable as per the market requirement.

### Focal Person of this Initiative

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<sup>2</sup> 33 lakhs equal to 3,300,000



# Kazakhstan

## Proactive E-Services

### Context

In 2016, Kazakhstan's population was 18 million people. It is also the world's ninth-biggest country by land mass, resulting in a relatively low population density. Traditionally, government services in Kazakhstan required the involvement of at least three public bodies, extensive paperwork and long waiting time. Besides, the citizens of Kazakhstan had to travel large distances to access government services.

### What is the Innovation?

Kazakhstan's government aspired to develop a sustainable digital economy to improve public service delivery with the primary objective of improving citizens' lives by leveraging digital technologies and increasing their international competitiveness. Some of the targets for the services offered through the e-service platform are as follows:

### Dynamic E-service Goals:

- meet the actual needs of the citizens,
- enhance citizen engagement processes,
- reduce administrative burden,
- reduce time of processing,
- provide better monitoring of public service delivery,
- curb corruption by minimising citizen's contact with public officials as much as possible,
- transform the relationship between citizens and government, and
- bring innovation in the public sector.

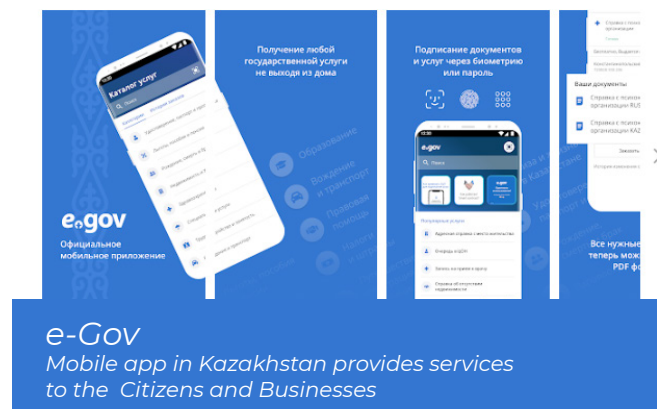
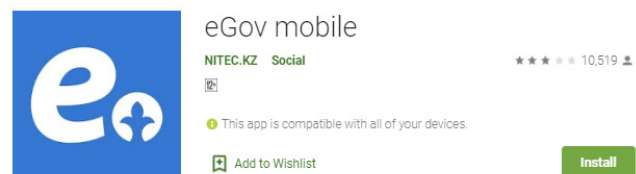
"Digital Kazakhstan" focuses on the following:

- Digitalization of the economy;
- Transition to a digital state;
- Implementation of the digital silk road;
- Human capital development; and
- Creating an innovation ecosystem.

One example of such a proactive E-service is "Childbirth" which was launched on December 2017. "Childbirth" is rendered without the physical participation of a service recipient. Through the proactive service, users can name their new-born child, apply for a birth certificate, apply for a place at the kindergarten, find out the amount of the lump sum payment of the services, all this without leaving their place of residence.

FOR CITIZENRY / FOR BUSINESSES		LIST OF ONLINE SERVICES	SERVICES PROVIDED BY STATE AGENCIES
FAMILY	HEALTHCARE SERVICE	EDUCATION	JOB PLACEMENT AND EMPLOYMENT
SOCIAL SECURITY PROVISION	CITIZENSHIP MIGRATION AND REGISTRATION	REAL ESTATE	CUSTOMS AND TAXES
LEGAL ASSISTANCE	TRANSPORTATION AND COMMUNICATION	TOURISM AND SPORTS	MILITARY REGISTRATION AND SECURITY

FOR CITIZENRY / FOR BUSINESSES		LIST OF ONLINE SERVICES	SERVICES PROVIDED BY STATE AGENCIES
REGISTRATION AND DEVELOPMENT OF BUSINESS	LICENSING AND ACCREDITATION	TAXES	BANKING AND FINANCIAL INDUSTRY
INDUSTRY	TRANSPORT AND COMMUNICATIONS	REAL ESTATE	INTELLECTUAL PROPERTY
CULTURE, RELIGION AND MASS MEDIA	MEDICINE	NATURAL RESOURCES AND ECOLOGY	AGRICULTURAL SECTOR



The outcomes of the Digital Kazakhstan initiatives in several sectors are as follows:

1. Enhanced citizen trust;
2. Raised service accessibility by reaching out to the citizen and initiating service processes;
3. Changed ways in which government functions, delivers services, and solves public problems, making it more efficient, and
4. Fundamentally changed the way people are used to communicate with the government.

Bringing together different parts of Government, i.e. ministries, departments and agencies has enabled the sharing of data. Citizens no longer have to go through numerous application processes and document submissions. Resources used and time expended were reduced, furthermore the services provided became more efficient and cost effective.

### Focal Person of this Initiative

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# Nigeria

## Lagos State Employment Trust Fund

Lagos State is the most populous State in Nigeria, with an estimated population of 21 million people. Sixty-four percent (64%) are working-age. Lagos State is the commercial capital of Nigeria and is home to 20% of medium MSMEs<sup>1</sup> in the country. Lagos State also has a current unemployment rate of 14.6%, a large portion of these are youths. With this untapped enormous productive potential, the Lagos State Employment Trust Fund (LSETF) was established by The Lagos State Employment Trust Fund Law of 2016 to provide financial support to residents of the State, for job, wealth and employment creation.

### LSETF Strategic Goals

The strategic Goals for the LSETF were as follows:

- Create 400,000 new jobs by 2019,
- Add 150,000 new taxpayers by 2019,
- Support 100,000 businesses by 2019, and
- Achieve sustainable funding by ensuring at least 50% non-Lagos State funding.

### What makes this initiative unique?

To achieve its goals, LSETF has developed a programmes to tackle unemployment and drive innovation in the state:

**MSME Loan Programmes:** The LSETF aims to promote entrepreneurship in Lagos State by improving access to finance and strengthening the institutional capacity of MSMEs. The loan scheme, which attracts only a 5% interest rate per annum, is available to business owners who are registered residents of Lagos State.

**LSETF Employability Support Project:** The LSETF Employability Support Project is designed to help tackle the unemployment scourge among the youths by helping them gain requisite knowledge and skill through vocational training and job placements. It aims to train 10,000 young people to gain skills in six sectors namely – Manufacturing, Hospitality, Entertainment, Construction, Health and Garment Making that will help place them in line for immediate employment.



The Executive Secretary of LSETF at its Stakeholders' engagement held at 20 LGA

**Lagos Innovates:** Lagos Innovates is a series of programmes designed for the benefit of technology- and innovation-driven start-ups in Lagos State. By providing access to high quality infrastructure, learning, capital and networks, Lagos Innovates hopes to cement Lagos' position as the leading destination for start-ups in Africa. As at March 2010, these are the achievements of the LSETF

### LSETF Achievements:

- MSME Loan Programmes: 11,027 businesses funded to the tune of 7.20 billion naira 20 million US\$ @ current rate of USD=360 NGN
- LSETF Employability Support Project: Trained 5403 beneficiaries and placed 2,587 in jobs,
- Lagos Innovates: Issued 97 workspaces to start-up businesses in the tech space, and
- Created over 97,000 new jobs and added over 48,000 new taxpayers.

### Impact Assessment Report

1. Nine (9) in 10 Beneficiaries supported by the LSETF recorded increased capital since receiving training/funding,
2. 72% of small business owners who benefited from the LSETF loans reported a positive impact on their business growth and personal life,
3. 70% of the beneficiaries hired at least one person,
4. Female beneficiaries were able to support an average of 5 dependents each, while their male counterparts supported an average of 4. This means that about 8,000 loan beneficiaries have directly supported at least 40,000 dependents, and
5. After accessing the workspace voucher, 76% of beneficiaries believe they are ready to pitch their product to investors. Eighteen (18 %) believe they have excellent chances of getting investor funding to market their innovation.

### Focal Person of this Initiative

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<sup>1</sup> Micro, Small, and Medium Enterprises (MSMEs) in Nigeria are generally referred to as enterprises with up to 250 employees

# Non-State Actors Best Practices

## Bright Future, India Equal Employment Opportunities to All

The concept of Life Skills and Vocational Skills is slowly being embedded into school curricula in Maharashtra, India, but schools are not focusing on mentoring youth towards identifying their own strengths and making their own decisions. Students need a foundation level of education to grasp these skills. This is significantly missing from the current context.

### The Innovation & Key Features

To address the challenges of youth career development in Maharashtra, Bright Future was established in 2008. Since its foundation, Bright Future has worked with children and young adults (age group of 13 – 25) through “Step to Livelihood” and other Livelihood programmes run in low-income private schools and communities in the cities of Mumbai and Thane.

#### 1. Step to Livelihood (13-18 year old Adolescents)

##### a. School Programme

The School Programme focuses on creating a conducive environment in schools by building capacities of students in grades VIII – X, as well as key stakeholders like parents and teachers, towards enabling students to make informed decisions pertaining to their further education, career and life. The inputs to the students are through life-skills development sessions, career awareness sessions and mentoring sessions with emphasis on the need of identifying their interests and developing the skills to transform their passion into gainful employment.

##### b. Drama for Development (D4D)

This is a one-year programme run in the communities that uses drama as a platform to develop skills that are essential for career and livelihood development for adolescents in the 13-18 years age group. The D4D uses the methodology of Awareness, Action and Policy to develop awareness about self and issues in the society, plan actions to bring awareness and address these issues. Using the platform of drama, adolescents take initiative and become involved in their community issues. They also conduct rallies and street plays to spread awareness about these issues within the community. The D4D helps in developing the communication, problem solving, leadership, teamwork and social skills of this target group. By the time they graduate, they already have certain foundations for any further step they need to take towards higher education, livelihood and, most importantly, growing up as confident socially conscious young citizens.



Young adolescents from Drama for Development program performing street play



Young Aspirant of Livelihood Program



Alumni of Livelihood

## 2. Livelihood (18-25 year old Youth)

Bright Future works with Youths in the communities through an intervention called Livelihood Training programme that is run in Youth Development & Training Centres (YDTC). A YDTC is an accessible centre in the community where a 3-month Livelihood programme is run for youth between the ages of 18–25 years. The youth are known as aspirants, The training helps them to develop themselves through Life Skills training, English and IT skills training, Career Development, Mentoring Support and Placement opportunities that will help them convert their passion into gainful employment.

## Outcomes Achieved

Through programmes targeted towards different age groups, Bright Future has achieved the following outcomes:

- Youth have developed life skills essential for coping with day to day challenges in life,
- Youth have developed a positive attitude towards education & employment,
- Youth are engaged in actions/initiatives addressing issues pertaining to community, school and their life,
- Youth lead and engage others in social initiatives in their community,
- Youth have chosen a career in a field they are passionate about and find it rewarding,
- Youth are positive role models in their own community,
- Primary Stakeholders like parents and teachers related to adolescents and youth have developed positive parenting skills,
- Selected Primary Stakeholders like parents and teachers related to adolescents and youth as Change Leaders are promoting positive parenting skills with other stakeholders,
- Primary Stakeholders like parents and teachers are supportive of the decisions taken by youth, and,
- Conducive environments were established that have enabled a youth to realize his/her full potential and take informed decisions for themselves.

## Focal Person of the Initiative

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# Centre of Excellence for Leather Skills, Bangladesh

## What is COEL doing?

The Centre of Excellence for Leather Skill Bangladesh Ltd (COEL) is Bangladesh's first institute of its kind. The objective of COEL is to increase and improve the overall skill level of the workforce in the leather sector. The training centre of COEL is situated at Pallibiddut, Chandra, Gazipur<sup>1</sup> that serves as the hub of COEL's Leather Skill Training Programmes. The 12,000 sq. ft training area has an up-to-date setup to carry out professional training for 300 trainees at a time. Other than the main training centre, COEL, with joint collaboration with the interested factories, is in the process of establishing sub-regional training centres to increase the productivity of the respective factories.

## COEL aims to:

- To operate as one stop solution centre for industry driven training, research, course curriculum development and other skills development events while building its own capacity through international accreditation, certification and public-private partnership (PPP).
- To look after the policy & procedures, advocacy, and monitor industry skill development practices.

## Key Strategies

1. Develop policy for partnerships with the training providers and support improvement of skills programmes at schools, colleges, industry and enterprises,
2. Develop industry specific skills development policies and practices,
3. Develop industry's capability to deliver in the skills training and upgrade the employees in order to improve productivity and enhance the welfare of employees,
4. Advocate and facilitate workforce development activities, and

5. Provide leadership and strategic advice to the ini-

<sup>1</sup> The training facility is located in Gazipur approximately 50 km away from Dhaka

Training on Cutting Value & Waste Management



tiative on skills development needs and priorities for industry.

## Positive Outcome of this Initiative

- Approximately 16,500 machine operators trained,
- Approximately 4,500 mid-level managers trained,
- 152 trainee supervisors trained,
- 30 machine maintenance technicians trained,
- 43 trainees trained in Competency Based Training on National Technical and Vocational Qualifications Framework (NTVQF) Level 1, and
- COEL has 14 Bangladesh Technical Education Board (BTEB) certified trainers & assessors.

The Centre of Excellence Initiative has also enabled employed apprentices to settle more quickly into their work responsibilities. The trainees completed the training programme with high motivation levels and did not have to wait too long to get a job placement after training due to the relevancy of training to industry needs. This initiative now acts as a one-stop skill solution centre for the Bangladesh leather sector.

## Focal Person of this Initiative

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# Education for Employment (EFE), Jordan

## EFE's Approach on Recruiting Youth for Training



A social media post advertising registration for a call center training



Sourcing being conducted for a project with AFD for the hospitality sector



Young women undergoing an awareness session conducted by the Sourcing department for potential applicants interested in a project with UN Women



Sourcing for a UN Women project in Data Entry

Jordan EFE (JEFE) is a non-profit organization established in 2006 as an affiliate of the Education for Employment (EFE) network of NGOs across the Middle East and North Africa dedicated to fighting youth unemployment. JEFE was created in response to Jordan's distinct problem of a growing local economy that is failing to absorb its youth population in the labour market.

### JEFE's Comprehensive Approach in Ensuring Workforce Readiness

EFE-Jordan offers an innovative, demand-driven employment training model based on direct partnerships with private sector companies that are committed to hiring JEFE graduates. Education for Employment-Jordan seeks to close the gap between the demands of private-sector employers and unemployed youth by delivering tailor-made training programmes to high-potential youth that match the needs of the market.

Extensive experience with the initiative in delivering job training and placement programmes has highlighted the importance of focusing on youth recruiting to maximize each beneficiary's potential to succeed in securing and retaining a job. Through its recruiting process, EFE-Jordan recruits a pool of viable candidates and then conducts a multi-step application and assessment process in order to screen and accept the youth who are best-suited for the programme. EFE-Jordan works with its partners to determine the selection criteria of youth for each project and recruits accordingly.

In order to ensure demand-driven training for high-quality entry-level professionals, JEFE employs a multi-pronged approach that combines technical training and soft skills. The programmes fit into three main categories, which are:

- Employability Programmes,
- Technical Training, and
- Entrepreneurship Programmes.

### Impact on Beneficiaries

Following initial training, beneficiaries are empowered with the precise skills necessary to meet market demand and are either placed in private sector positions or guided and mentored to start their home-based businesses. This comprehensive cycle involves beneficiaries throughout every step of their job journey and ensures high placement rates by responding directly to the needs of the youth and the market. JEFE's on-the-job training and surveys at the beginning and end of training programmes enable them to track the effectiveness of their programmes and their impact on the beneficiaries over a short and long time frame.

### Focal Person of the Initiative

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# Food and Agriculture Organization (FAO)

## Enabling young men and women in agri-food systems to access better employment

While the world's youth population continues to grow, employment and entrepreneurial scope for youth remain narrow especially for those living in the rural areas of developing countries. The food and agriculture sector can contribute substantially to solve this youth employment challenge. In order to overcome this challenge, an approach to promote decent rural employment at country level should aim to build synergies across different interventions, such as capacity development, institutional support, knowledge generation and partnership creation.

### The Integrated Country Approach for Promoting Decent Rural Employment

The Integrated Country Approach (ICA) works to promote decent, remunerative and attractive employment and entrepreneurship opportunities for youth in the agri-food sector. At global and regional level, ICA contributes to make the agricultural and rural development discourse more youth inclusive and employment-centred. The ICA implemented programmatic innovation in FAO for decent rural jobs promotion through the conceptualization, testing and systematization of an integrated approach. The main methodological elements and success factors for the ICA are the following:

- **Strong youth engagement:** Engaging women and men in rural areas, empowering them to actively participate in policy dialogue and governance mechanisms, and as agents of social and economic development within their communities. Rural youth organizations play a central role in programme implementation, as implementing partners.
- **Evidence-based approach:** Generating knowledge on the youth role and challenges in the agri-food systems to inform policy dialogue and development. This includes context analysis and capacity needs assessments, legal studies on the application of labour standards in rural areas, national studies on youth access to agricultural finance, youth-centred value chain assessments, communication diagnostics of youth's needs, practices and resources available (with focus on ICT).



03 May 2017, Kalu, Ethiopia - Members of 'Selam Vegetable Growers Group' working on a vegetable garden owned and managed by the youth group. Local young people are vulnerable to distress migration and the horticulture enterprise assisted them to create a self-employment opportunity. PH ©FAO/ Tamiru Legesse / FAO

- **Moving from policy to programming:** While the programme has a focus on policy support and strategy development, it also supports countries during their implementation, including by piloting models for youth economic empowerment in partnership with decentralized institutions.

### Outcomes

National strategies, such as the Uganda National Strategy for Youth Employment in Agriculture or the Guatemala Youth in Agriculture Strategy, are among the outcomes achieved. At the same time, the programme has contributed in making the needs and potential of youth participation in agri-food industry clear, primarily through national dialogue, engaging youth networks, and initiatives such as the Youth Agri-Champions in Uganda. Also, the programme has enhanced the capacities of national institutions to integrate youth employment considerations in the strategic planning of the agricultural sector, but also to implement better adapted models at the territorial level. Examples of successful models being replicated and institutionalized are the Rural Employment Window (VUMErural) and the Rural Youth Development Agents (ADER) models in Guatemala, the rural MIJA platforms hubs in Senegal, and the Youth Champions programme in Uganda (currently being institutionalized as a national agri-preneurship and mentorship programme).

### Focal Person of the Initiative

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# Generation Y-Youth

## Caring-School Leadership Workshop

### Caring-School Leadership Workshop

Generation Y-Youth has carried out an awareness campaign in 27 schools across Bhutan since 2018, collecting and validating incident-insights from schoolchildren about bullying. Upon listening to the more than 47,000 school children, Generation Y-Youth found out that the underlying causes of peer bullying is a lack of courage to speak out for oneself and also lack of skills to handle different life situations.

Therefore, in order to build their confidence to speak out and stand up for themselves as well as to increase their skills to value and foster positive relationships, the Caring School Leadership Workshop was designed and tested in two central schools. This workshop is a unique user-oriented workshop that offers on-site capacity building opportunities to the selected representatives from the central school to learn and implement comprehensive social and emotional life skills training to handle diverse situations in life and build courage to speak/express their feelings.

### What Makes this Workshop Unique?

The Caring School Leadership Workshop applies various approaches that fully engage the participants and encourages learning through practical exercises. The main elements of workshop are:

1. **Workshop Companion:** The companion is a complete workshop guide developed based on needs of children. It contains useful information for children to refer to in times of need. It guides them through the post-workshop action plan.
2. **Storytelling:** The story-telling is one powerful tool applied to impart the value of empathy. The founder of Generation Y, Mr. Karma Wangda, was a victim of bullying in his society and school. He suffered severe mental stress and went through adverse experiences with other children. However, he has now overcome his negative experiences and found his voice. His story has reached more than 40,000 children and convinced them to stand up against peer bullying. His story helps inspire other children to find their voices too and speak out.
3. **Local Action:** The Generation Y participants are taken through processes of finding and defining various causes of peer bullying. In order to sustain their effort in resisting bullying, they develop simple, creative solutions to be implemented as a post-workshop action plan. This not only helps sustain their effort but also encourages dissemination of ideas to a wider audience for deeper impact.
4. **My Caring School Campaign:** This is the online as well as offline campaign carried out by the participants. The online campaigner uses #MyCaringSchool #StopPeer-Bullying to disseminate the message against bullying. For the mass campaign, the bookmark is used as campaign material that contains useful information for children, teachers and parents.



5. **Community Engagement:** The community leaders and parents are engaged to support children achieve their full potential as well as to support them carry out their post workshop action plan.

## The Way Forward

The Caring School Leadership Workshop is the first of its kind, it was designed by young people with support from the United Nations Children's Fund (UNICEF) in 2017. As much as the workshop is a learning process through engagement activities, it also allows the participants to contribute in making a difference in their respective capacities in their own school or communities.

In the long run, Generation Y-Youth will engage the Ministry of Education in providing Training of Trainers (ToT) to the school counsellors in all central schools, so that they can carry out similar workshops to reach out to every child across Bhutan.

### Focal Person of this Initiative

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*“Educate and guide children with an effort to create a safe space with a proper destination”*



# Glocal Pvt. Nepal

## In Search of Fantastic Teens

### Glocal Teen Heroes

Glocal Teen Heroes (GTH) aspires to create a network of most influential teenagers all around the nation, extending its territory to South Asia and then all around the world. It also aims to hoist GTH as a prestigious platform for the teenagers globally by 2030. With this, a GTH Alumni will be formed in every country that works with the Network. This platform is intended to bring together a pool of the most influential future leaders who play an active role in bringing change towards the world through their creativity.

### Methodology of GTH

1. Call for Applications,
2. A regional coordinator (local representative) is selected to lead the promotional activities in their respective cities,
3. Promotion of the programme and its procedures to schools and colleges,
4. Interaction programme in schools and colleges, inviting principals/teachers, students, a few parents, few government officials and the local press for an event where Glocal members along with the winner of GTH will share information,
5. Top 20 influential teenagers will be selected and interviewed in Glocal Khabar to share their experience,
6. Announcement of Top Six Finalists,
7. Seven days training set for the top Six Finalists to boost their personal development and widen their network,
8. Finalists interviewed on event day,
9. Announcement of Winner of the Glocal Teen Hero competition.

### Positive Outcomes of this Initiative

In its 5year journey to date, the Glocal Teen Hero has created a great impression in Nepal. The initiators were able to break the stereotype of society and make people believe in teenagers. Today, the GTH is one prestigious platform in Nepal for passionate teenagers who can showcase their experience and inspire the world, the change and recognition of teenagers through the platform has brought about a significant alteration of the mind-set of teenagers. The



The Glocal Team at the Launch event of Glocal Teen Hero India 2020  
Mr. Samir Phuyal, Winner of Glocal Teen Hero 2019 receiving award from the Hon. Minister, Ministry of Tourism and Civil Aviation at the award ceremony of Glocal Teen Hero Award 2020.

GTH which got its footing in Nepal has been replicated in India with efforts to expand to other countries in South Asia underway.

The GTH is able to inspire teenagers to work for the betterment of the society. The interest of Nepalese Youth on the Platform is as follows:

	Country Year	Applications
GTH – Nepal	2015	98
GTH – Nepal	2016	281
GTH – Nepal	2017	321
GTH – Nepal	2018	532
GTH – Nepal	2019	598
GTH – India	2019	132 Applications

### The Way Forward

With a vision to empower the teenagers all around the world, the GTH aims to start with the South Asian Glocal Teen Hero 2020. With the grand theme of one fantastic teen, South Asian Glocal Teen Hero (SAGTH) and the Glocal International Teen Conference, GTH will be a key pioneer in recognizing the teenagers in South Asia.

### Focal Person of this Initiative

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# International Labour Organisation

## Improving Safety and Health of Young Workers: SafeYouth@Work Project

The International Labour Organisation (ILO)'s SafeYouth@Work project aims to promote the occupational safety and health (OSH) of young workers, with a focus on those aged 15 to 24. SafeYouth@Work operates at a national systems level to build a sustainable and prevention-focused OSH culture. The project proposed key actions to be implemented by governments, employers and workers and their organizations, young people, and youth organizations. Aligned to the strategy of the SafeYouth@Work Project, action is organized in five priority areas: compliance; data and research; education and training; advocacy; and networks.

The ILO SafeYouth@Work Project organized a cross-generational and multi-national exchange among OSH experts, policymakers, employers' and workers' representatives, young workers, and youth organizations on the subject of OSH vulnerability of youth. Approximately 125 Youth Champions, representing a wide range of regions and backgrounds, were invited to participate in the event, providing them with basic OSH knowledge, giving them a voice in the development of the SafeYouth@Work Action Plan, and promoting peer-to-peer learning.

### Project Aftermath

In the subsequent six months, further consultations to gather inputs for the Action Plan were undertaken with governments, employers' organizations, workers' organizations, OSH Youth Champions and experts, and young people during the following events: the A+A Congress in Düsseldorf, Germany; the IV Global Conference on the Sustained Eradication of Child Labour in Buenos Aires, Argentina; the Labour Inspection Academy and OSH in Small to Medium Enterprise (SME) training programmes at International Training Centre (ITC-ILO) in Turin, Italy; and at a sub-regional consultation in Jakarta, Indonesia. These consultations were supplemented by recommendations received from key stakeholders via an online platform.

More than 670 contributions were collected and processed by the ILO SafeYouth@Work project team and considered for inclusion in the Action Plan. To bring together the ideas received, and finalize the SafeYouth@Work Action Plan, a tripartite-plus Drafting Committee was convened in February 2018 comprised of OSH and hazardous child labour experts, and representatives of employers and workers.

Half of the Committee members were Youth Champions. The result of these efforts, representing extensive consultations, were compiled in the SafeYouth@Work Action Plan. The Action Plan methodology actively incorporated Southern demands for cooperation, capacity and innovation on OSH. In this specific action, the main methodology involved tripartite and tripartite-plus consultations.

The consultations were organized around three components –

- a technical presentation of the issue and selected good OSH practices,
- facilitated small group work to clarify how the good practices actually worked and how they could be enhanced,
- discussions among stakeholders on how the practices could be adapted in beneficiary countries,

### Key Achievements

- The project team has developed a global strategy which can be adapted to each country's national context. A comprehensive national scope of work is being implemented in Myanmar, Viet Nam and the Philippines,
- A comprehensive monitoring and evaluation plan was established to document and illustrate project benchmarks,
- A successful launch of a first-ever SafeYouth@Work Congress in parallel to the 2017 World Congress on Safety and Health at Work, connecting global OSH for Youth advocates with OSH experts and decision makers, was convened,
- A global launch of the SafeYouth@Work Action Plan took place on the occasion of World Day for Safety and Health at Work 2018.

When building a sustainable culture of prevention with respect to OSH, special attention should be given to hazardous sectors and industries and to vulnerable workers, such as young workers employed in workplaces where the risk of harm is high.

### Focal Person of the Initiative

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# Plan International

The YES! Digital Ecosystem: An innovative online tool designed for the most marginalised



Girls and boys lining up at school



Young woman managing her own small business

Plan International's award-winning Youth Employment Solutions (YES!) Digital Ecosystem increases the quality of youth employment programming. Furthermore, it facilitates implementation at scale by providing useful market information, providing learning experiences, and supportive career guidance and job linkages (especially youth within Plan International's Youth Employment and Entrepreneurship projects). Underpinning all of this is a sector information system that provides deep and meaningful insights for monitoring and evaluation.

## Key Features of the Initiative

Plan International's unique approach to Youth Economic Empowerment: The Youth Employment Solutions model follows a six-step process and is adapted to the local context of every country that Plan International works in. The content of the training is developed based on pre-implementation research and findings. Plan International staff are also able to access tools and resources through its platform for practitioners called YES!HUB.

Young people enrolled in the programme follow training on essential soft and hard skills, such as career counselling, life skills, employability and technical skills. They are either trained to be ready to work in a specific sector, or to become entrepreneurs. A blended learning approach is employed, in which the YES!ACADEMY is introduced and used where appropriate. The YES!ACADEMY is a learning platform which has been customized to create high-level user experience. Plan International then helps to bridge the gap between training and employment by supporting young people to find a job placement or start their own enterprise.





Young woman smiling in her garment shop

Plan International continues to monitor the progress of each youth using YES!ME after the training which is customized and aligned to the monitoring and evaluation (M&E) framework of the programme. The knowledge and information gathered from YES!ME allows the country to increase the quality of youth employment programmes, facilitate the implementation of these programmes at scale, and maximize their impact through well-researched ways.

To complement the YES!ACADEMY, users can freely access TESSA - a Facebook Messenger-based chatbot that assists in building resumes – to find training and employment opportunities, and guiding users through the job application process.

## Results and Impacts

Running from January 2018 to December 2020 in Indonesia and the Philippines, the Digital Ecosystem aims to directly provide life and technical skills training to almost 14,000 young people, 6,000 of which will get decent jobs of their choosing. Thirty-five thousand (35,000) more are expected to indirectly benefit from the project.

In August 2019, a growth and sustainability strategy was developed for the YES! Digital Ecosystem. Within three years, the system is targeted to reach full integration of products on one platform, the adoption of a social enterprise-cooperative model in its operations, a significant reduction in monthly cost-per-beneficiary from US\$25.26 to US\$5.33, and a growth of the Ecosystem's user base to 25,000 individuals.

The strategic partnerships formed by Plan International with governments, other civil society organizations, decision-makers, and most importantly the private sector are key to the success of its Youth Employment and Entrepreneurship programmes, and the sustainability of efforts around the YES! Digital Ecosystem.

## Focal Person of this Initiative

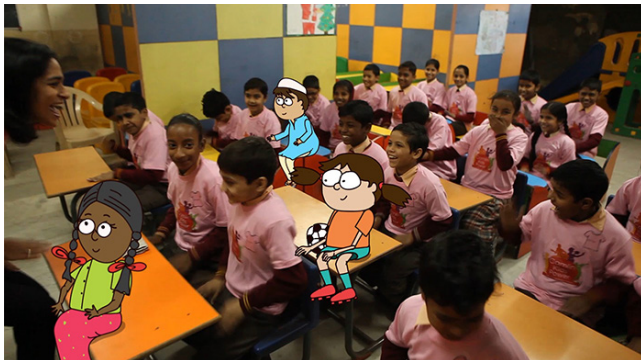
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# Project Rangeet

## Empowering the Next Generation of Superheroes

### What is the Innovation?

Project Rangeet is a teach the teacher platform aimed at primary school children focusing on self, society and sustainability. Using music, art and storytelling, and aligned around the UN Sustainable Development Goals (SDGs), Project Rangeet achieves widespread acceptance from the education fraternity.



Priyanka teaches the "No Bully" module in school in New Delhi, India



Armed with superpowers, Project children Amir, Maya and Sara save the planet from disaster

### Key Features of the Project Rangeet

- **Develops** multi language train-the-teacher lesson plans organised around the UN Sustainable Development Goals (UN SDGs);
- **Delivers** lesson plans via a mobile app to participating teachers in a manner that requires minimum training and time investment for class preparation;
- **Monitors**, verifies and geotags lessons taught; tracks donor funds spent, providing transparent reporting to administrators and funders; and
- **Measures** the impact on children via baseline / end line modules in near real time.

The curriculum is organised around the UN SDGs and categorised into three learning umbrellas (topics): Self, Society and Sustainability which are further grouped into modules. Each module has 6-8 lessons of 50 minutes each.

- **Self:** For children to thrive, they need to stand on a foundation of self-confidence, self-reliance and mindfulness. They need to value and protect their

minds, their bodies and their rights.

- **Society:** Only then will they be able to value and protect all human beings and influence an egalitarian society aware of issues around colour, caste, socio economic status, sexuality, religion and gender.
- **Sustainability:** On this dual foundation of society and self, our superheroes will value and protect life on earth.

Content, which includes minute-by-minute instructions on how to run a Rangeet class, is delivered via a mobile app with tools that measure impact at real time and at scale, enabling the inclusion of 21st century skills into every child's report card. The app recognises and rewards teachers, children, parents, and communities with redeemable tokens (called SuperPowers) for teaching Rangeet classes, co-creating content and promoting the platform. For example, participants in Bangladesh are rewarded with SuperPowers that are redeemable for discounts on books, groceries and mobile recharge.

### Impacts of Project Rangeet

With the technical support of BRAC and a2i, Project Rangeet pilot was run from February to August 2019 involving 50 teachers and 2,000 children from test schools, and a control group. After the teachers were trained, a baseline study comprising of 30 multiple choice questions was run to assess the attitudes of the children toward issues like diversity, empathy, discrimination, bullying and gender. At the end of the intervention, an evaluation was conducted.

The Quantitative and qualitative analyses show that the intervention enhances students' understanding of diversity, unity, bullying and gender equality. Data shows that students scored higher in post-test than the pre-test in all cases. The qualitative data portrays the satisfaction of the teachers and parents about students' performance in schools. Overall, the results show that Project Rangeet had a great impact on students in learning complex social issues in practical ways via music, art, drawing, storytelling and group activities, which enhance teachers' overall pedagogical skills.

### Focal Person of this Initiative

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*Amir, Maya and Sara visit the Sunderbans to learn about climate superheroes: Mangrove Trees*





# Save the Children (Bangladesh)

Transforming the lives of working children and vulnerable youth in urban and rural Bangladesh through education and decent employment



## *Education for vulnerable children*

The Education for Youth Empowerment (EYE) reaches 190,000 adolescents and youth in 11 city corporations and 17 districts of Bangladesh including 90 Upazilas (Villages)<sup>1</sup> through partnership with 22 national organizations and 50 private sector companies along with the Government of Bangladesh.

The EYE goal is to empower children without education and youth laborers in rural and urban areas economically, socially, and politically to build a better future. The objectives of the EYE programme are:

- Get child laborers out of hazardous work and into basic education relevant to their present and future life,
- Economically empower youth through access to technical, vocational skill development, apprenticeship and entrepreneurship training leading to decent work,
- Equip and empower children and youth in their working place and society; and
- Empower them as active citizens so that they can take part in decisions that affect their life.

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<sup>1</sup> Upazilas is the subdistricts located approximately 60 Km north of Dhaka

## Programme Components

The EYE programme works to empower adolescents and youth in Bangladesh, giving them skills and Building capabilities, whilst also working with businesses and employers to help them in transitioning to decent work and to become active citizens. The following are the key modules of the EYE:

- Accelerated Basic Education,
- Technical and Vocational Education and Training (TVET),
- Child and Youth Clubs,
- Apprenticeship and Entrepreneurship Training,
- Private Sector Engagement, and
- Joint Programme Development and Monitoring.

## Positive Outcomes of the EYE Initiative

The EYE programme saw 94% of its participants complete their Grade 5 education and around 80% of those who completed the skills training went on to secure decent work within a year of graduating. The EYE programme has-

1. Reached and transformed 383,803 (195,039 girls and 188,764 boys) vulnerable adolescents and youth aged 10-24 years in urban and rural Bangladesh,
2. Developed 18 trade specific vocational training curriculums,
3. 94% enrolled children and adolescents passed grade 5 examinations, 75%-80% of Technical Vocational Education and Training (TVET) graduates secured a decent job within 12 months of completing their training, and
4. Under World Bank support, the EYE programme provided Technical Assistance (TA) to the government to design and implement accelerated education for urban slum children and adolescents (USCE) and Pre-vocational training (PVT) through a mobile vocational training set-up designed to reach rural adolescents and youth.

## Focal Person of this Initiative

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## Technical & Vocational Education & Training (TVET)



## Apprenticeship and Entrepreneurship Training to Empower Youth



# United Nations Development Programme, Youth Co:Lab

## Journey of Social Change with Youth Movement

Co-created in 2017 by the United Nations Development Programme (UNDP) and the Citi Foundation, the Youth Co:Lab aims to establish a common agenda for Asia-Pacific countries to empower and invest in youth to accelerate implementation of the Sustainable Development Goals (SDGs) through leadership, social innovation and entrepreneurship.

### Key Features of the Initiative

The Youth Co:Lab delivers youth capacity development programmes and hosts national innovation challenges to develop young people's entrepreneurship skills and to catalyse youth-led social enterprises at the national level. The Youth Co:Lab also works closely with governments, civil society and the private sector at the national level to strengthen the ecosystem and policy environment for social entrepreneurship. Each national Youth Co:Lab is different, depending on the diagnostic survey conducted identifying the strengths and weaknesses of the country's ecosystem.

Young social entrepreneurs who graduate from a national Youth Co:Lab programmes and innovation may proceed to the regional Youth Co:Lab Springboard Programme - a skills platform that uses intensive mentoring, brokering of connections and showcasing of opportunities to provide young social entrepreneurs with the tools, networks and resources to accelerate their growth and impact.

The Youth Co:Lab hosts a Youth Empowerment Alliance of 186 partners who each play an integral and catalytic role in the regional ecosystem, supports these partners to enable young social entrepreneurs to connect with incubators, accelerators, businesses, investors, knowledge partners and financing mechanisms to develop and scale viable business models for sustainable social impact and to enhance their offer to youth social entrepreneurs, particularly those from more marginalised groups.

The Youth Co:Lab convenes regional summits and dialogue to provide an opportunity for youth-led social enterprises to showcase their start-ups, pitch for funding, broker

connections, find mentors and accelerate their growth; and for governments and partners to agree on coordinated actions to create a more enabling ecosystem for social entrepreneurship. At both national and regional levels, Youth Co:Lab prioritises enhancing inclusion for young people facing different drivers of exclusion and marginalization, including school leavers, sexual orientation, indigenous young people, young people living with HIV, and young people with disabilities. The Youth Co:Lab Movers Programme uses a training of trainers approach through community partners to develop Sustainable Development (SDG) awareness and entrepreneurial mindsets among young people at the grassroots level.

The Youth Co:Lab also produces action-oriented research on drivers and barriers to youth social entrepreneurship and innovation and disseminates this research through advocacy-focused campaigns in order to influence changes in the ecosystem.

### Results

The Youth Co:Lab is implemented in 25 countries and territories across Asia Pacific and has reached over 71,500 participants, mentored over 3,000 young social entrepreneurs and catalysed or accelerated over 500 youth-led social enterprises. The Youth Co:Lab's Springboard programme has mobilised \$1.26 million in capital and in-kind support for 30 "star track" social enterprises in its portfolio.

### Focal Person of this Initiative

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# United Nations Children's Fund

## An inclusive approach towards public-private partnerships in preparing youths to become productive in life

Young people are at the heart of Generation Unlimited and the partnership must be steered by them. Young people have a deep awareness of the challenges they face and an appetite for the most appropriate solutions. Generation Unlimited involves young people in the co-creation of its agenda as well as its ongoing governance and implementation, ensuring that the youth guide the partnership every step of the way. Currently it is in the world's best interest, especially in developing markets, to invest in young people so that productivity rises, standards of living improve, and human capital investments grow. Preparing young people for the world of work will benefit regional economies, increase security, advance the Sustainable Development Goals (SDGs) and improve the well-being of millions of families and communities.

### Three Priorities

Distinct challenges affect young people as they transition from education to employment and adolescence to adulthood. To have maximum impact, Generation Unlimited focuses on three priorities:

1. **Secondary-age education:** Adolescent girls and boys need support so that they can complete primary and secondary education with meaningful learning outcomes. This support should include accredited and flexible learning opportunities for those who cannot attend regular school. Efforts need to begin with the most disadvantaged such as adolescent girls, adolescents from poor households, adolescents with disabilities and adolescents who live in conflict situations or who are in transit.
2. **Skills for learning, employability and decent work:** Young people, especially young women, should have access to opportunities to develop skills for learning, employability and active citizenship. They also need support as they transition from education to work. Examples of support include apprenticeships and internships. They will need digital and technological skills for the workforce of the future and for emerging economies.

3. **Empowerment, with a focus on girls:** Young people need support to understand their rights and build their own assets. This includes opportunities to engage (including digitally), and to voice their opinions on issues that affect them. When they start at a disadvantage, girls need extra support to build lifelong assets like networks, capital, knowledge, skills and self-belief.



### *Team work to generate ideas for transforming education in Youth Challenge*

## Driving Values

The co-creation of solutions, support for new ideas and participation of young people are at the core of the Generation Unlimited business model, but its value proposition also includes:

- Demonstrating meaningful participation of young people from all countries and backgrounds, to the extent that they are empowered to inform and steer the partnership,
- Knowledge exchange in Generation Unlimited' s three priorities. Generation Unlimited can identify good practices, drive consensus on solutions that can achieve scale, and develop robust monitoring and evaluation tools to expand the evidence base about young people,
- Facilitating linkages among partners and solutions in Generation Unlimited' s three priorities to maximize synergy and impact,
- Visibility and networking support to solutions that have potential for scale, and
- Supporting approaches to systems strengthening and systems change to achieve large-scale results for young people.

## What makes Generation Unlimited Unique?

- Young people have a strong leadership role;
- A multi-sector approach and partnerships with the private sector that are grounded in shared value, harness core assets, and go beyond Corporate Social Responsibility (CSR) and philanthropy;
- Essential groundwork to get leaders ready;
- Innovative focus, not seeking to reinvent the wheel or duplicate existing efforts;
- Non-traditional approach to financing, focusing on using catalytic capital to crowd-in and coordinate additional investment, rather than creating a traditional fund; and
- Commitment to support leaders at country level to scale initiatives that will achieve education, skills development and youth employment goals

### Focal Person of this Initiative

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*Winning team of “Youth Challenge” with their idea to connect previously detained young people with decent work opportunities*

# UTTER

## Speaking English Fluently with Utter

### What is the Innovation?

Although India claims to be the second-largest English-speaking nation in the world, only 10% of the billion-strong population is fluent in the language. A quick look at the rapidly growing cities, rural-to-urban migration and diminishing language barriers proves one thing - English is here to stay. This is where AI-driven chatbot called Utter comes in to teach basic functional English to millions of blue-collar workers in India.

Utter uses byte size conversations to improve fluency. In today's internet economy, there is a paucity of attention amongst learners. To counter this challenge, byte size conversations are best suited as they help improve learner engagement. Secondly, a mobile first approach also ensures ease of access and most importantly, it makes the solution affordable for learners.

### How Utter works?

Utter has more than 800,000 registered users on its platform, and it has been witnessing more than 100,000 downloads per month. The cost of an annual subscription is \$2.60, which is quite affordable to many of India's blue-collar workers. Utter is essentially a blended learning platform in English. It is a combination of chatbots and live tutors and comes in B2C (Business to Consumer) and B2B2C (Business to Business to Consumer) models. Once downloaded, every user gets 15 free sessions with access to the chatbots and three sessions of live chats, to assess the product offerings. If they are convinced, they can pay for full access through the digital wallets and various payment gateways that are available on the app.

### What makes Utter unique?

A user can initiate conversations with the chatbot, with these conversations mostly centred on the correct usage of grammar and contextual usage of the English language, such as how to speak in a workspace, how to write a resume, and how to speak on the phone. Once these conversations conclude, the user gets two options – to either continue with the chatbot or connect with a live tutor to clarify doubts. At any given point of time, 60 to 82 tutors are available to chat with the user for two minutes and clear their doubts. Once these mini sessions are over, the tutors guide users back to the chatbot to continue practicing their English-speaking skills. Artificial Intelligence (AI) based interactive learning experience is the key differentiator for Utter which enables users to engage with the platform in an efficient manner. With continuous research and development, Utter is expected to reach more users in coming days.

### Focal Person of this Initiative

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# DAISY

## A Ray of Light in Darkness

### Context

Of the one hundred and sixty one million people in Bangladesh, at least 2 percent are visually impaired and almost 35 percent are illiterate. Together, these marginalized populations comprise the print-disabled. For both partially and completely visually impaired students, the government and private sector provide a range of school services including five dedicated government schools for the visually impaired. There are also 64 integrated schools and also inclusive education programmes. However, there has always been a lack of accessible reading materials.

### What is the Innovation?

The Young Power in Social Action (YPSA) is a social development organization which has been reaching out to various user groups through Digital Talking Book technologies since 2005. These audiobooks can be heard on standalone DAISY1 players, computers using DAISY playback software, mobile phones, DVD and MP3 players. But the digital content was very limited and prepared to fulfil a requirement of specific development projects targeting a specialized group of beneficiaries.

### Key Challenges

YPSA saw the unique challenges facing the print disabled population of school-going age (including 215,429 children having some difficulty with seeing and 46,105 children having severe difficulty seeing or are completely visually impaired). These challenges include:

- unavailability of braille printed books for the national curriculum,
- inadequate number of teachers specialized in teaching visually impaired children,
- skewed focus towards textual form of education etc.

Transforming National Curriculum Textbooks to Accessible Reading Material



Training visually impaired students



Between April 2013 and December 2015, over 2 separate phases of 12 months each, Young Power in Social Action (YPSA) engaged a team of volunteers and its own staff to convert all (105 books in total) the national curriculum textbooks for Grade-I to Grade-X into these formats. From the very early stages of this intervention, the Department of Social Services (DSS) under Ministry of Social Welfare has been monitoring its progress and providing their necessary feedback.

Through concerted efforts and policy-level advocacy from a2i, the National Curriculum and Textbook Board (NCTB) – the key public authority deciding on what gets printed and distributed to students all across Bangladesh – saw benefit in including the accessible reading materials in the national curriculum.

Thanks to the use of open source technology, the process of developing and producing the full-text and full-audio multimedia books, Braille books and accessible e-books etc. through the use of DAISY is easily replicable.

### Focal Person of the Initiative

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1 DAISY is a brand of digital talking book and the organization is YPSA; corrections are made accordingly



# Annex 1:

## Summary of Matched Solutions

Sl. No.	Solution Title	Location of Solution Owner	Adaptation by	Interested Members
1	Village Court in Bangladesh	Bangladesh		The Philippines
2	Innovations in Apprenticeship: A Skilled Workforce for the Future	Bangladesh	Somalia	Bhutan, Cambodia, Turkey, and Jordan
3	Farmer's Window – Solution of Your Plant's Problem Lies Here	Bangladesh		Somalia, The Philippines
4	Common Assessment Framework (CAF) for Improving the Quality of the Public Sector	Bosnia and Herzegovina		Afghanistan
5	CARICOM Education for Employment Program (C-EFE)	Canada		Italy, Fiji, Uganda, and Nigeria
6	Start-to-Finish (S2F) Service Delivery Tracker	Bangladesh	Fiji	
7	Maharashtra Start-up Week	India		Bhutan
8	Skill India Mission	India		Nepal
9	Proactive E-Services	Kazakhstan		Nigeria
10	Lagos State Employment Trust Fund	Nigeria		Jordan, Turkey, and Italy
11	Equal Employment Opportunities to All	India		Afghanistan
12	Centre of Excellence for Leather Skills	Bangladesh		Bhutan
13	EFE's Approach on Recruiting Youth for Training	Jordan		Nigeria
14	Integrated Country Approach for Promoting Decent Rural Employment	Italy	Guatemala, Senegal and Uganda	Bangladesh
15	Caring-School Leadership Workshop	Bhutan		India, Nepal
16	In Search of Fantastic Teens	Nepal	Bangladesh	India, Bhutan
17	Improving Safety and Health of Young Workers	Switzerland	Argentina, Colombia, Uruguay, Myanmar, Philippines, Vietnam, Indonesia	
18	The YES! Digital Ecosystem: An innovative online tool designed for the most marginalised	Philippine	Bangladesh, Vietnam, Indonesia, Myanmar, Thailand, Tanzania, Paraguay, El Salvador	Thailand
19	Empowering the Next Generation of Superheroes	India	Nepal, Afghanistan, Bangladesh	Bhutan

Sl. No.	Solution Title	Location of Solution Owner	Adaptation by	Interested Members
20	Transforming the lives of working children and vulnerable youth in urban and rural Bangladesh through education and decent employment	Bangladesh		Turkey
21	Journey of Social Change with Youth Movement	Thailand	Bangladesh, Bhutan, China, Fiji, India, Indonesia, Japan, Malaysia, Maldives, Mongolia, Nepal, Philippines, Pakistan, Samoa, Solomon Islands, South Korea, Sri Lanka, Thailand Vanuatu and Vietnam	Kenya
22	An inclusive approach towards public-private partnerships in preparing youths to become productive in life	Bangladesh	India, Senegal	Rwanda, Mexico, Ethiopia, South Africa, Indonesia
23	Speaking English Fluently with Utter	India	Nepal	Bhutan
24	A Ray of Light in Darkness	Bangladesh		Fiji, Philippine, Somalia

# Annex 2:

## Key Moments in the SSN4PSI 2018-2020

Astana Civil Service Hub (ACSH) Conference "Civil Service in the Post-Soviet countries: Challenges, Prospects and Benchmarking" on the side-lines of the World Government Summit in Dubai, UAE (10-12 February, 2019)



Astana Civil Service Hub (ACSH) Conference "Civil Service in the Post-Soviet countries: Challenges, Prospects and Benchmarking" on the side-lines of the World Government Summit in Dubai, UAE (10-12 February, 2019)



Inauguration of South - South in Action by the Hon'ble Prime Minister of Bangladesh, UNGA-71st Session, New York, September, 2018





Matchmaking Workshop with UNICEF and Generation Unlimited at the South Asia Youth Skills and Solutions Forum, Mumbai, October, 2019



Memorandum of Understanding (MoU) Signing with the Government of Peru on Sustainable Development Goal (SDG) Tracker, United Arab Emirates (UAE), 2018



Field visit in Bangladesh by Mr. Atty. Naguib G. Sinarimbo the Hon'ble Minister of Bangsamoro Autonomous Region of Muslim Mindanao (BARMM) of The Philippines and Mr. Titon Mitra, Resident Representative of UNDP in Philippine, September, 2019



National Sustainable Development Goals (SDG)s Workshop on development of dashboard to enhance wellbeing of all, Bhutan, October 2019



Capacity Building Workshop on South-South Cooperation for the Pacific Countries, Fiji, March 2019



Regional International Labour organization (ILO) Conference on Apprenticeship and the formation of Alliance for Asian Apprenticeship (AAA), Cambodia, December 2018



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