



Making Cents International*

GLOBAL YOUTH ENTERPRISE
& LIVELIHOODS DEVELOPMENT
CONFERENCE • 2 0 1 0

2010 PROPOSAL SUBMISSION GUIDELINES AND TEMPLATE

Making Cents International invites you engage in this participatory and demand-driven learning event by submitting a proposal to lead a breakout session at the Global Youth Enterprise & Livelihoods Development Conference, which is scheduled to take place at the Inter-American Development Bank's conference center September 14-16, 2010 in Washington, DC.

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OVERVIEW

Deadline: All session proposals must be received by email (preferred), mail or fax before **May 14, 2010**.

Who should submit: Practitioners, policymakers, funders, educators, researchers, members of the private sector, teachers and other professionals who design, implement, monitor, evaluate, and/or fund programs and/or policies in youth enterprise, employment, financial literacy or capabilities, and livelihoods development.

Benefits for presenters: The individuals and organizations whose proposals are selected will:

- lead breakout sessions at the conference;
- receive recognition in electronic and print conference materials;
- share information on their programs and projects during their sessions; which will be recorded, synthesized and shared with the broader youth enterprise, employment, and livelihoods development community after the conference via a

publication disseminated to over 20,000 people in 100 countries around the world;

- enjoy visibility and increased credibility within the industry;
- participate in unique networking opportunities; and
- contribute directly to the growth and development of the youth enterprise, employment, and livelihoods development field.

Please visit the following website to download the previous 2007, 2008 and 2009 post-conference “State of the Field” publications: www.youthenterpriseconference.org.

Conference Tracks - Overview: After an extensive global consultation with stakeholders in this field, the following themes have been identified as priority areas for the field this year and thus will comprise the conference’s tracks:

Track 1: Workforce Development (p. 4)

Track 2: Adolescent Girls and Young Women (p. 5)

Track 3: Youth-Inclusive Financial Services & Financial Capabilities (p. 7)

Track 4: Monitoring, Evaluation and Impact Assessment (p. 8)

Track 5: Youth Enterprise Development (p. 9)

A detailed description of each track and priority topics within each track is included at the end of this document. We strongly recommend you refer to these descriptions in order to develop a competitive proposal.

Note:

You and your organization may submit more than one proposal, but only a maximum of one proposal per track. Each proposal should be for a self-contained session, and Making Cents will identify moderators if necessary. Each proposal must be prepared and submitted separately. Each proposal must also meet the criteria described in this document. You will receive an email confirming receipt of each proposal you submit.

REVIEW PROCESS AND SELECTION CRITERIA

The conference is designed to be an interactive learning event that offers participants practical, technical, and useful information that can inform their programming, policymaking and partnership building. Sessions will focus on lessons learned and key understandings, which are backed up by programmatic examples, related to specific topics that pertain to one or more of the conference’s tracks; and which fall under the umbrella of youth enterprise, employment and livelihoods development. In the 2007, 2008, and 2009 Global Youth Enterprise & Livelihoods Development Conference evaluations, participants have strongly noted that they are interested in learning about:

- The decision-making processes and critical analyses that have been involved in various instances of programming and policymaking;
- The kinds of things that happened during the project/policy design or implementation phase that didn’t necessary go as planned and how an organization addressed it;

- Lessons learned and key understandings related to specific priority topics within this field; and
- Specific and field-tested tools that others can use.

Those interested in submitting a session proposal should address the following question in their minds as they develop and lead their sessions: **What do you want your peers to get out of your session; and how does your session contribute to building and strengthening the field of youth enterprise, employment, and livelihoods development?**

Selection Criteria:

- A completed session proposal has been submitted, and the primary presenter has complied with all application instructions, deadlines and requirements. (Incomplete submissions will not be considered.)
- The subject of the proposed session is clear and relevant to the selected conference tracks and session type.
- The learning objectives for the session are clear, and the plan for meeting these objectives is clearly outlined in the application.
- The proposed presenter clearly demonstrates how he/she will take an analytical and not a descriptive or marketing approach towards addressing his/her proposed topic.
- The session will share specific lessons learned and key understandings, which will be supported and illustrated by one or more programmatic examples. These learning points are informative to those who design, implement, monitor, evaluate, and/or fund programs and/or policies in this field.
- The proposed session includes the use of creative or collaborative techniques and formats that engage the audience and promote a participatory learning environment.
- The proposed session offers tips, guides and/or tools for tangible, concrete, and practical “take-aways” related to the subject matter.
- The proposed presenter(s) are qualified to present on the subject of the proposed session, as demonstrated in a description of the experience he/she has on the topic and in presenting or facilitating sessions.
- The proposed session is educational and is not a promotion of a product, service or organization.
- Youth have significant roles to play in the development and/or execution of a session.

Proposals must be written in English.

TIME LINE (DRAFT)

Launch of Call for Proposals	April 2, 2010
Deadline for Proposal Submissions	May 14, 2010
Review and Ranking of Proposal Submissions	May 17-31, 2010

Notification of Selected Proposals	June 1-11, 2010
Confirmation and Registration Deadline for Invited Presenters	June 18, 2010
Presenter Orientation Meetings - virtual	July-August, 2010
Final Presentations and Session Material Due	September 1, 2010

2010 CONFERENCE TRACKS – DETAILED DESCRIPTION

Track 1: Workforce Development

Overview

After an extended absence, workforce development is increasingly reappearing in the vernacular of development practitioners engaged in many sectors including economic development, education, health and policy reform. One driver of this is the significant mismatches between the supply of labor and labor market demands that are evident in the economies of many, if not most, developing countries. In some countries recent university graduates represent the largest unemployed segment of the population. At the same time private and public sector institutions are unable to fill many positions with local labor without significant investments in training, or recruiting from regional or international labor pools. Positions in middle management, supervisory, ICT, the “green” economy, and the agriculture sector, to name a few, are often cited as difficult to fill.

There are many factors contributing to this situation including out-dated education and training programs, poorly trained teachers and trainers, the lack of effective labor market intermediation, and too little private - public sector coordination that results in workforce planning. Few best practices are documented and questions about the role and responsibility of the private vs. the public sector in workforce development remain open. Nor does there appear to be a consensus as to whether workforce development provides a viable approach to increasing employment and raising incomes of disadvantaged sectors of the population.

The Workforce Development track seeks to begin to build a body of knowledge and evidence about effective workforce development programming strategies related to youth. Submissions should focus on approaches to workforce development that show promise in addressing these or other challenges identified in the field.

Questions Related to Building & Strengthening the Field

Proposed sessions for this track might focus on one or more of the following:

- How has your organization or work engaged members of the public, private, and civil society sectors in implementing workforce development programs for youth? What methods were successful or perhaps even unsuccessful in achieving participation from actors in each sector?
- What promising practices are emerging for workforce development programming in the formal education sector vs. the informal sector?
- What are some comparisons of TVET models that have been modified to incorporate market-driven curricula from different countries or regions?

- Are there guidelines for what skills and competencies should be the responsibility of the public sector to teach vs. the private sector?
- How does your workforce development program assess the demand for and supply of skills available in the economy? What methods of assessment and indicators have proven successful in measuring this demand and supply, and the mismatch between the two?
- How have workforce development programs been used to upgrade local industry competitiveness?
- What are some considerations for adolescent girls, young women or disadvantaged populations when designing workforce development programs?
- What role does your organization play in providing workforce development programming to youth and how would you identify your organizations responsibility to providing that role?
- At what age should youth become engaged in workforce development or job readiness programs?
- What is some documented evidence regarding the use of workforce development programs as a preventative approach to future employment insecurity? For example, how can you show through your approach that youth are more secure in their attempts to obtain employment?
- Is there a need to establish standards for cross-cutting or soft skills that are needed by an individual to become employable regardless of the technical aspects of the position? This would include things like basic budgeting, math skills, marketing, customer service, professional appearance, etc.
- What specific strategies, tools, or approaches have you used to develop an effective job placement and/or job creation program? Has your program achieved scale and/or sustainability?

Track 2: Adolescent Girls & Young Women

Overview

There are increased donor and programmatic investments being made on behalf of adolescent girls and young women. Some of these investments are intentionally addressing critical gaps in programming delivery for the most vulnerable adolescent girl and young women populations, enabling them to link to livelihood and enterprise activities. These activities include provision of financial services, development of entrepreneurial skills, and access to markets, whether for employment or self employment opportunities. Building financial capabilities as well as leadership are also part of the mix of possible interventions focused on adolescent girls and young women.

Use of an adapted sustainable livelihoods framework that incorporates asset building provides a very useful reference for comprehensive programming with adolescent girls and young women. Organizations are increasingly taking comprehensive approaches and a range of interventions to support adolescent girls and young women leading productive and fulfilling lives. Organizations have begun to develop critical evidence linking interventions for adolescent girls and young women to asset building, particularly human and social assets. Data from a number of projects shows that girls

gain more knowledge and skills to apply in enterprise and livelihoods development if the interventions are practical and applicable to girls' contexts. However, a number of outstanding questions remain around how best to support adolescent girls' and young women's livelihood development.

Questions Related to Building & Strengthening the Field

Proposed sessions for this track might focus on one or more of the following:

- What does girl-centered program design (including the design of financial services via market research) look like in enterprise and livelihoods development programs?
- Cultural norms and attitudes are particularly inhibiting in societies where adolescent girls and young women in particular face specific barriers to accessing economic activities. What strategies are particularly promising in creating an enabling and supportive environment for adolescent girls and young women's entrepreneurship development?
- One of the main challenges of women entrepreneurs is entering into sustainable and growth-oriented markets. What can be done to enable young women to access growth-oriented enterprise opportunities and markets?
- What evidence exists to support stand-alone economic empowerment for girls versus embedding these interventions in broader social and human asset building programs?
- What are the effective approaches, practices, and profiles of facilitators for working in the area of economic empowerment with and for girls?
- Young women and adolescent girls are not a homogenous group. What are some examples of programs that build leadership and entrepreneurial skill sets among adolescent girls and young women in such contexts as rural areas, poor urban areas and conflict-affected areas?
- What works well for engaging adolescent girls and young women in financial education, financial services, value chains, and employment programming including inclusion in non-traditional sectors?
- Who else needs to be considered in adolescent girls' and young women's economic empowerment programming for these initiatives to be successful (e.g., parents, boys and young men, community)?
- What are the program building blocks that realize the full potential of an adolescent girl's or young women's livelihood? What are the links between investments in education and employment outcomes for girls? What do examples of these look like?

- How can technology play a role in economic empowerment programming for girls? For example, can mobile phones provide an option for girls to access financial services and financial management information? What are some examples of these initiatives, and what impact have they had?
- What are examples of economic programming related to adolescent girls and young women that have reached scale in both urban and rural areas? What does it take to get there?

Track 3: Youth-Inclusive Financial Services & Financial Capabilities

Overview

In the nascent sector of youth-inclusive financial services, experience has revealed that certain approaches and practices enhance the likelihood of developing and delivering quality, demand-driven financial products and services that can be effectively utilized by youth to meet their lifecycle and economic advancement needs. These have been distilled into six emerging guidelines that are summarized as follows:

- Involve youth in market research and product development.
- Develop products and services that reflect diversity of youth.
- Ensure that youth have safe and supportive spaces.
- Provide or link to offer youth complementary non-financial services.
- Focus on core competencies through partnerships.
- Involve community.

This track aims to deepen our understanding of what these guidelines look like in practice, and particularly to look at the role of financial capabilities in enabling youth to better take advantage of financial services and translate them into benefits for themselves and their families. This track seeks to better understand what it takes within institutions to “get it right” and to offer appropriate services, especially given the finding of the 2010 global survey on youth-inclusive financial services that indicated that staff attitudes at service providers was the biggest impediment to improving youth access to inclusive financial services. Moreover, this track will push the boundaries of what is known in youth-inclusive financial services to look at some broader questions regarding the enabling environment and working across sectors to expand and improve access, reflecting the findings from the same survey that the legal and regulatory was the second biggest constraint to improved youth access.

Questions that Build and Strengthen the Field

We seek proposals that address one or more of the following questions that have been identified as some cutting edge issues that can help to advance our practice.

- How can we effectively overcome the obstacles involved with building a youth-friendly financial sector that meets the banking needs of youth and to do so at scale?

- How can we effectively build financial capabilities for economic participation of youth? Through what channels? How can the financial services sector lobby the education sector to take on the financial literacy component?
- What is the role of non-financial services such as mentorships in improving outcomes for youth accessing financial services? What are some examples of successes and what were the keys to such success?
- How can we better understand the spending and saving habits of youth and their consumer behavior? Their loyalty to branding? How can we effectively involve youth in conducting market research to better understand their consumer behavior and financial services demand?
- How can staff start getting recognized for a specialization in youth-inclusive financial services? What skills and experience are required? What are the credentials needed? To what extent should we be promoting the emergence of youth-inclusive financial services specialists versus mainstreaming such expertise?
- How can we encourage innovation among the youth? What are the challenges and what do we need to consider? What is the role of funding start-ups in promotion of innovation and how do we get past the fear of funding start ups? What are some incentives that can help financial institutions support youth entrepreneurs, especially start-ups?
- How can we bridge the gap between youth entrepreneurs and equity capital? How can we prepare youth to be able to effectively access equity capital? What is required to sensitize and equip microfinance institutions and investors to provide such capital?
- How are and how can financial institutions better partner with corporate entities to support youth micro entrepreneurs? How can we build bridges to and mobilize other sectors such as private sector to achieve scale using cross-cutting strategies in youth-inclusive financial services?
- In order to address the gaps for youth in rural areas, how can we engage the agricultural sector to promote expansion of opportunities and financing for such opportunities that attract youth to or encourage them to stay in rural areas?
- What is needed to make the regulatory framework more youth-friendly? What are the incentives that a regulatory framework can provide versus focusing on the constraints? What can financial service providers and youth serving organizations do to advocate for appropriate policies that support youth-inclusive financial services?

Track 4: Monitoring, Evaluation & Impact Assessment

Overview

The purpose of the track on Monitoring, Evaluation and Impact Assessments is to address the need to better understand which approaches, tools, programs, and policies are working well within the youth enterprise, employment, and livelihoods development field, and which should be improved or discarded. Sessions in this track will also share practical and field-tested tools, approaches, and frameworks for monitoring, evaluating, and/or conducting impact assessments on youth enterprise, employment and livelihoods

development programs and policies. It will carry forth discussions conference participants have had at the 2008 and 2009 Global Youth Enterprise & Livelihoods Development Conferences, and share initiatives that have not yet been highlighted.

Questions that Build & Strengthen the Field

Proposed sessions for this track might focus on one or more of the following:

- What are some field-tested monitoring and evaluation tools your organization has developed or is using for measuring quality, scale, and/or sustainability?
- What are the results of some cost-benefit analyses that compare various intervention strategies in the area of youth enterprise, employment, and livelihoods development?
- What has been shown to be the return on investment that a particular youth enterprise, employment, and/or livelihoods development program has had?
- Has your organization or program effectively engaged young people in the monitoring and evaluation of youth enterprise, employment, and/or livelihoods programs? What did the program and the youth participants gain as a result of this involvement?
- How do you use monitoring and evaluation tools to increase the competency and motivation of leaders in program implementation?
- What are some effective low-cost methodologies your organization uses for measuring impact?
- What are some proxy indicators for measuring the impact of youth enterprise, employment, and livelihoods development programs?
- What are some experiences and lessons learned that have come from using different monitoring and evaluation methodologies in the same context?
- How do you effectively measure “youth readiness” (e.g. their ability to deal with shocks, to navigate market opportunities, etc.)?
- How can practitioners prove the effectiveness of an approach or initiative when they do not have the funds, time or capacity to conduct rigorous evaluations or impact assessments?
- What level of evaluation is “enough” for funders?
- How can practitioners and funders better work together to develop monitoring, evaluation and impact assessment standards and requirements that balance a need for rigor with limitations of time, capacity and resources?
- How are the findings from monitoring and evaluations being used in programming and policymaking? How are program- and policy-specific findings being shared with others to inform other programming and policymaking?
- What M&E tools and approaches can young people use to monitor and evaluate their youth-led initiatives related to youth enterprise, employment and livelihoods development?

Track 5: Youth Enterprise Development

Overview

The purpose of the Youth Enterprise Development track is to provide a focal point for specific aspects of programming and policymaking that are directly related to youth

enterprise development under the conference's umbrella of youth enterprise, employment, and livelihoods development. Those interested in submitting a proposal within this track may wish to address one or more of the topics noted below. Members of the global community that responded to the consultation to identify conference tracks highlighted these topics as being priority areas that need additional understanding around "what works" in youth enterprise development. Preference will be given to proposals that build on learning that has been shared in previous Global Youth Enterprise & Livelihoods Development Conferences (please reference previous post-conference State of the Field publications, which are downloadable from www.youthenterpriseconference.org) and also highlight innovations that are pushing the field forward. These sessions therefore intend to build on and not repeat the sessions that related to these topics in previous Global Youth Enterprise & Livelihoods Development Conferences.

Topics that Build & Strengthen the Field

- Effective strategies, tools, approaches, and/or programmatic components that **ensure a youth enterprise and/or livelihoods development program actually leads to young people starting successful businesses, being entrepreneurial in the workplace, and being able to deal with market shocks and shifts.**
- **Cross-sectoral approaches and partnerships** that effectively support youth enterprise and livelihoods development?
- Effective methodologies and tools that teach youth how to **identify viable business opportunities and become integrated into competitive value chains.**
- Approaches that **involve young people in the design and/or implementation of youth enterprise and livelihoods development programming** in ways that benefit the programming and the youth.
- Ways to provide a **continuum of service**, from capacity building to mentoring to accessing finance and markets.
- Effective ways for **engaging members of the public, private, and civil society sectors to take a systemic approach** towards youth enterprise, employment, and livelihoods development.
- Ways to **link young entrepreneurs to investors and/or new markets** and to prepare them for interacting with investors and new markets.
- Examples of **business incubator models** that have been proven to be effective at launching new and successful businesses.
- **Policy and regulatory initiatives** that support and promote young entrepreneurs.
- Effective and innovative **mentoring approaches** and experiences that have directly made the difference to a successful young entrepreneur.
- Unique, innovative, and effective ways to specifically support **youth social entrepreneurship and/or "green" enterprise development** (as opposed to regular business entrepreneurship).
- Effective ways to engage the public, private, and/or civil society sectors when working on enterprise and livelihoods development in **rural and agricultural areas.**

- Ways to plan for the **transition in an emergency or conflict-affected context from humanitarian relief to youth enterprise and livelihoods development.**
- How to **prepare young people for longer-term livelihoods development initiatives** when they are currently involved in a short-term humanitarian response program.
- Necessary components of an **entrepreneurship education** program to prepare youth for both employment and self-employment, and how to mainstream that program into the formal education system.
- Ways to effectively utilize **technology** as a tool to engage young people in youth enterprise and livelihoods development initiatives and/or to achieve your youth enterprise and livelihoods development program's objectives.
- Ways technology is being used to increase young people's access to business opportunities, markets, and interests in entrepreneurship.
- Strategies and approaches that have been proven to work in supporting **high growth potential young entrepreneurs** in diverse contexts.
- Key factors that need to be in place in order to best support high growth potential entrepreneurs creating and growing their businesses and hiring others.
- Ways to plan for and/or achieve **sustainability** with youth enterprise, employment, and/or livelihoods development programs (in various contexts).
- Ways to plan for and/or achieve **scale** with youth enterprise, employment and/or livelihoods development programs (in various contexts).
- Current understanding around how **microfranchising** can be an effective way to achieve scale in youth enterprise and livelihoods development.
- How to effectively prepare young people to start and run a franchise.

PROPOSAL SUBMISSION FORM

*This is the submission form to complete and send to Making Cents International for each proposed session.
Only complete submissions will be accepted.*

Please follow this format and provide the following information within your proposal submission:

1) Title of proposed session

The title should be descriptive, action-oriented and not exceed 10 words. If your session is selected, this title will be used in the conference program and conference promotional materials. Please note that the conference organizers reserve the right to modify your proposed title for clarity, consistency and impact.

2) Contact information

Please include the full name, organization, title, email address, phone, fax and full mailing address, as well as Skype address (if applicable), for the main contact person related to this submission who should also be one of the presenters.

3) Name of Collaborating Organization (if applicable):

While not required, the conference organizers strongly encourage organizations to collaborate with others on the design and execution of a session. For example, organizations should consider inviting partners in their initiatives - such as implementing partners, youth clients, and funders - to provide different perspectives. If conference organizers receive multiple submissions from different organizations on the same or similar topics, they may ask you to lead a joint session.

4) Selection of Conference Track – Check one box.

- Track 1: Workforce Development
- Track 2: Adolescent Girls & Young Women
- Track 3: Youth-Inclusive Financial Services & Financial Capabilities
- Track 4: Monitoring, Evaluation & Impact Assessment
- Track 5: Youth Enterprise Development

Note: Will your session have a specific regional focus? If yes, please note that here.

5) Proposal - Session Description

A) Executive Summary: Maximum 100 words

If your session is selected, this description will be used in the conference program and conference promotional materials so please be concise and respect the word limit. Please feel free to use language that markets your session to conference participants and explains why a participant should attend your session. Please include the following information in your Executive Summary:

- Session purpose.
- Explanation on how your session will address specific lessons learned and key understandings on a topic related to your track of choice, and how you will use one or more programmatic examples to illustrate those lessons learned and key understandings.
- Learning objectives or outcomes you have for this session. What do you hope participants will walk away with?
- The participatory learning methodologies you will use to engage participants in a dialogue, and to ensure the session is not a presentation followed by Q&A.
- Tools, publications, manuals, hand-outs, etc. you will provide participants so they will leave your session with additional practical information that can inform their programming and/or policymaking.
- The intended audience.

B) Detailed Session Description: (Maximum word limit: 350)

Please include a detailed description of your session that addresses the following questions and expands upon the information that is included in the Executive Summary:

- Session purpose. Why will this session help build and strengthen the field of youth enterprise, employment, and livelihoods development? What contributions does it make to the field? Will this session share specific lessons learned, key understandings, and programmatic examples that will help inform the creation of and improvement of programs and policies in the field?
- How will you frame the discussion to share specific lessons learned and key understandings related to the topic you will address; and how a programmatic example will be used to illustrate those lessons learned and key understandings?
- Desired learning outcomes for this session (e.g. By this end of this session participants will...).
- What participatory learning methodologies you will use to engage participants in a meaningful dialogue that will pull out their own lessons learned, programmatic results, key understandings, and programmatic examples?
- What tools, publications, manuals, hand-outs, etc. can you provide participants so they will leave your session with additional practical information that can inform their programming and/or policymaking?
- Are you able to bring any visuals?
- Who is intended audience?
- What will set this session apart from the others?
- Additional brief information that would be helpful to the Proposal Selection Committee is welcome.

Note: While Making Cents can provide microphones, a screen, and a projector. You will be responsible for bringing a laptop, flip charts, or any other A/V equipment.

C) Lessons Learned and Key Understandings: (Maximum word limit: 250)

- Past participants have strongly expressed their interest in concrete and transferable learning. What are at least three lessons learned and/or key understandings you will share related to the specific topic you will be addressing, and how will you weave in one or more programmatic examples to illustrate those points? Please ensure they are concrete, practical, and informative to those who design, implement, monitor, evaluate, and/or fund programs and policies in this field (i.e. the type of participants who will be in your session).

D) Definition of Youth

As many countries and organizations adhere to different definitions of "youth," please specify the age range to which you will be referring when discussing "youth" in your proposed session.

E) Evaluation and Impact Assessment

Please state whether or not the program example(s) you will share have been evaluated or have had an impact assessment conducted on them. If the program(s) has/have been evaluated or it has/have had an impact assessment conducted on it, please state whether or not you would be willing to share information from the evaluation or impact assessment in this session. Participants are particularly interested in knowing what you have learned from the particular intervention and how that can inform the development of other projects and policies.

6) Biography and Organizational Description

Please provide a 100-word biographical paragraph **for each presenter** that we can use in the conference program and other promotional materials. Please include information on specific qualifications the proposed presenter has relevant to the conference content and any previous conference presentation experience he/she has had.

8) Description of Youth Involvement in Session

Conference organizers support youth taking key roles in the development and execution of the Global Youth Enterprise & Livelihoods Development Conference. Please provide a short paragraph that describes how youth will participate in your proposed session if at

all. Care should be given to ensure youth are not given only supportive roles, but are actively involved in the execution of your session. For example, they may be presenters or facilitators. The conference would be enriched by the participation of youth entrepreneurs, and youth who have engaged in program design, implementation, monitoring, and evaluation.

Acceptance of Policies *(required for submission to be complete and considered)*

By adding my name to this document I acknowledge that I have read and understood all of the Presenter Policies. If I am not the actual presenter, I declare that the presenter has given me permission to sign on their behalf.

Name & Date: _____

PRESENTER POLICIES

By submitting a proposal for the 2010 Global Youth Enterprise & Livelihoods Development Conference, you agree to the terms of these Presenter Policies. Making Cents reserves the right to withdraw its selection of any proposal that does not comply with these policies:

Conference Registration

All presenters will be required to register and pay for their participation in the conference. Presenters pay a discounted rate of \$425 and registration is required by all presenters.

Unconfirmed Presenters

Session presenters who have not confirmed, registered and paid their registration fee by June 18, 2010 risk exclusion from the conference program. Their session may be replaced by another one.

Primary Presenters

One person must be designated as the primary presenter of each session. The primary presenter will be the primary contact for all communications regarding the selected proposal and the session. He/She will also be responsible for ensuring compliance with these policies, and that all other co-presenters are aware of, and comply with these policies, including deadlines.

Session Duration and Scheduling

Making Cents will determine the final scheduling of all sessions. By confirming your final selection, you are agreeing to be available for at least one of the times designed for sessions during the conference.

Moderators

If you do not identify a moderator for your session, you will be assigned one. The moderators will have expertise and experience in the topic being discussed.

Session Content

If you are the primary presenter, you assume full responsibility for the design of the session, the coordination of all session presenters (if applicable), and the session delivery. You must also ensure that the session methodology reflects that which you specified in your proposal submission, with such refinements to the content as may be advised by Global Youth Enterprise & Livelihoods Development Conference organizers. Conference organizers will be available to assist with logistical matters.

Session Materials

A copy of all materials that will be used in your session (including PowerPoint presentation and any handouts) must be finalized and submitted electronically to the Conference Director by **September 1, 2010** so they can be included electronically and included on the memory stick provided to all conference participants. Session materials must conform to the following requirements:

- Submit documents in Word, Excel, or PowerPoint format.
- Use 8 ½ by 11-inch paper, and typed single-spaces. Pages should be numbered at the bottom. Margins should not be less than 1-inch.
- One to two paragraphs that describe the programmatic example(s) you will share in your session. This half-page document will be included in the conference program, to all extents possible; and on the memory stick. Presenters are responsible for also bringing copies to hand them out to participants in your session when they enter the room so they will read it when getting settled and before your session officially starts. This intends to save the presenter(s) time from having to describe the programmatic example in detail in order to spend more time on lessons learned, key understandings, and programmatic and policy results and outcomes.
- On the front page of each document, be sure to include the title of the session, and your name(s). Include any credits on the front page, including permission to re-print copyrighted materials.

Please note that all presenters will be responsible for bringing with them all their presentation material, as well as copies of any handouts needed for their session. The conference organizers will not have access to photocopy or other services while at the conference or beforehand.

Final presentations will be uploaded to the conference website after the event.

A/V and Other Session Material

As noted above, each session room will come with microphones, a screen, and a projector. Presenters will be responsible for bringing all other audio-visual equipment

they require, as well as flip charts. Please let the Conference Director know if you have any questions.

Conference Orientation

Confirmed presenters are required to participate in at least one phone call or email exchange prior to the actual conference for an orientation and discussion of logistics.

At the Conference

Upon arrival at the conference, presenters must first pass through security before they will be able to check in at the Conference Registration desk. **Please bring a valid photo ID or passport with you. You will not be allowed in the building without one.** Session presenters must also (i) prepare their session's room during the break that precedes their session, or beforehand if possible; and (ii) distribute and collect their session material. Any items left in the room will be removed by staff at the end of the day. Please take all materials you wish to keep with you when leaving your session. Conference organizers will not be held responsible for items missing from your session room.

Additional Information

Several interactive sessions will take place concurrently.

The content of the sessions will be recorded, synthesized and shared with the broader youth enterprise, employment, and livelihoods development community after the conference via a publication. Please see www.youthenterpriseconference.org to read the publications that resulted from the previous Global Youth Enterprise & Livelihoods Development Conferences:

- *State of the Field in Youth Enterprise Employment and Livelihoods Development: Lessons Learned and Programmatic Examples in Youth Enterprise, Employment, and Livelihoods Development; and Youth-Inclusive Financial Services from the 2009 Global Youth Enterprise & Livelihoods Development Conference*
- *State of the Field in Youth Enterprise Employment and Livelihoods Development: Market-Driven Approaches; Monitoring, Evaluation, and Impact Assessment; and Youth Financial Services. Lessons from the 2008 Global Youth Enterprise Conference*
- *Youth Microenterprise and Livelihoods: State of the Field, Lessons from the 2007 Global Youth Microenterprise Conference*

Where to Send Submission

Please send complete session proposals via one of the following methods:

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Confirmation of receipt of your submission will be sent via email.