WEBVTT

1
00:00:00.000 --> 00:00:00.659
With.

2
00:00:01.979 --> 00:00:02.460
Brian Batayeh: This.

3
00:00:03.540 --> 00:00:08.309
Brian Batayeh: Recording so this meeting is being recorded and it will be available for your reference after.

4
00:00:09.420 --> 00:00:18.660
Brian Batayeh: So I wanted to start with an overview of what to say what today's session is going to look like so we'll start with an introduction to youth excel at the Program.

5
00:00:19.770 --> 00:00:21.540
Brian Batayeh: Well then, discuss the theme.

6
00:00:23.010 --> 00:00:25.050
Brian Batayeh: Well then discuss what is research to change.

7
00:00:26.820 --> 00:00:30.270
Brian Batayeh: Well, think about what research to change might look like, for your team.

8
00:00:30.300 --> 00:00:31.650
Brian Batayeh: And within your organization.

9
00:00:33.150 --> 00:00:39.810
Brian Batayeh: will then talk about the grand competition process share some key dates and conclude with a question and answer session.

10
00:00:41.580 --> 00:00:47.340
Brian Batayeh: As we present please feel free to write down your questions and share any questions that you might have in the chat box.

11
00:00:47.820 --> 00:01:01.470
Brian Batayeh: will be pausing periodically throughout the presentation to answer those questions and create an opportunity for you to share any additional questions are questions that you share will be documented and released with a question and surf back sheet in the coming days.

12
00:01:06.870 --> 00:01:19.530

Brian Batayeh: So let's start with an introduction to you fix all your excel has to central goals, we hope that local youth led and youth serving organizations will improve and sustain positive youth outcomes.

13
00:01:20.730 --> 00:01:27.090
Brian Batayeh: We also hope that local youth led and youth serving organizations will advance local, national and global development agenda.

14
00:01:29.250 --> 00:01:31.320
Brian Batayeh: We aim to do this through three central.

15
00:01:32.760 --> 00:01:36.390
Brian Batayeh: Implementation research for stronger positive youth development programming.

16
00:01:37.920 --> 00:01:41.310
Brian Batayeh: And what we call research to change that's what we call it meditation.

17
00:01:43.080 --> 00:01:46.650
Brian Batayeh: intergenerational dialogue collaboration and engagement.

18
00:01:48.960 --> 00:01:52.620
Brian Batayeh: Knowledge products knowledge synthesis and youth led to see.

19
00:01:55.980 --> 00:02:14.100
Brian Batayeh: Youth excel offers a host of programmatic components, such as positive youth development focus implementation research locally use lead and Problem Solving collaborative networks use digital leadership opportunities data summits with youth development leaders many more to discuss.

20
00:02:15.810 --> 00:02:18.210
Brian Batayeh: we'll go into some of these in greater depth.

21
00:02:21.210 --> 00:02:36.810
Brian Batayeh: So, first we have positive youth development, and this is a framework that is focused on contributing to healthy productive and engaged positive youth development program must focus on available assets you the Agency your contribution surrounding enabling environment.

22
00:02:38.430 --> 00:02:49.500
Brian Batayeh: Gender and social inclusion, or what we call just for sure it's an approach that helps us to understand the importance of equal rights and opportunities for all individuals, regardless of their social status right.

23
00:02:59.100 --> 00:03:07.710
Brian Batayeh: Protection understanding and preparing for protection and safeguarding concerns related to use excel which can be digital physical psychosocial.

24
00:03:08.490 --> 00:03:14.790
Brian Batayeh: To make sure that these measures are in place to prevent mitigate and respond to risk and threats for the participants.

25
00:03:15.480 --> 00:03:25.290
Brian Batayeh: You think so aims to understand the specific risks, but also the protection capacity developer resources in the right of the protection of making sure that central in our approaches.

26
00:03:26.580 --> 00:03:32.580
Brian Batayeh: Knowledge mobilization the strategic dissemination of knowledge products with a focus and driving change.

27
00:03:33.630 --> 00:03:34.980
Brian Batayeh: In development agenda.

28
00:03:40.170 --> 00:03:45.330
Brian Batayeh: And last but not least is implementation research or what we're calling research to change.

29
00:03:46.500 --> 00:03:54.180
Brian Batayeh: This is really focused on focusing on data as a powerful tool and resource that can help organizations grow make their programs work better.

30
00:03:54.870 --> 00:04:03.510
Brian Batayeh: it's focused on gathering data in real time so that organizations can learn and and use what they learned to strengthen their programs as they implement.

31
00:04:04.800 --> 00:04:12.210
Brian Batayeh: These research as part of implementation and not something to be an end goal or an afterthought research isn't sync with info.

32
00:04:14.790 --> 00:04:26.700
Brian Batayeh: The applications that you submit, in line with as much show how you plan to use research to change to strengthen one of your existing active that you're currently implementing those focus on mental health and hygiene management, the school based on it.

33
00:04:27.840 --> 00:04:29.670
Brian Batayeh: And again, it must be for an existing project.

34
00:04:32.280 --> 00:04:41.850
Brian Batayeh: let's discuss that a bit more so the theme for this grand competition is using research to change to strengthen menstrual health and hygiene management for girls education.

35
00:04:43.350 --> 00:04:52.740
Brian Batayeh: um let's start with what qualifies adding implementation research, the research to change to an existing activity, so that your implementation of this activity will be strengthened.

36
00:04:54.510 --> 00:04:55.440
Brian Batayeh: We also.

37
00:04:56.640 --> 00:05:02.160
Brian Batayeh: All applicants must be working within schools that have existing watch infrastructure.

38
00:05:05.010 --> 00:05:14.130
Brian Batayeh: This grand competition does not allow for investments in Washington restructure and it does not allow for the startup new activity but based on this theme.

39
00:05:19.350 --> 00:05:23.610
Brian Batayeh: Now i'm going to hand it over to my colleague Chris will be discussing research to change.

40
00:05:42.990 --> 00:05:44.130
Brian Batayeh: Chris can you hear us okay.

41
00:05:56.670 --> 00:05:58.800
Brian Batayeh: i'm Chris your microphone might not be working.

42
00:06:02.820 --> 00:06:03.480
Brian Batayeh: I can hear you now.

43
00:06:05.070 --> 00:06:10.050
Chris Ouma: Oh sorry the earpiece spread me, but this is what I.

44
00:06:11.310 --> 00:06:13.140
Chris Ouma: was saying, welcome aboard.

45
00:06:14.670 --> 00:06:15.330
Chris Ouma: session.

46
00:06:20.670 --> 00:06:21.600
Chris Ouma: Just start.

47
00:06:23.160 --> 00:06:23.700

Chris Ouma: There will be.

48
00:06:25.620 --> 00:06:27.930
Chris Ouma: No to listen to changes, what about.

49
00:06:31.110 --> 00:06:31.950
Chris Ouma: expectation.

50
00:06:33.510 --> 00:06:34.260
Chris Ouma: To change.

51
00:06:34.710 --> 00:06:41.430
Brian Batayeh: This i'm sorry to interrupt, would you be able to move your your mouth, a little bit further from the microphone I think it's coming through a bit strong try again.

52
00:06:47.280 --> 00:06:48.570
Brian Batayeh: it's a bit it's a bit.

53
00:06:49.620 --> 00:06:50.430
Brian Batayeh: Trying to try again.

54
00:07:00.060 --> 00:07:01.590
Brian Batayeh: yeah the earpiece might not be working.

55
00:07:17.310 --> 00:07:19.080
Brian Batayeh: i'm trying to try it without the earpiece.

56
00:07:22.830 --> 00:07:24.180
Chris Ouma: OK, I removed it.

57
00:07:24.300 --> 00:07:26.010
Brian Batayeh: Of the perfect he said.

58
00:07:26.100 --> 00:07:28.410
Brian Batayeh: You sound so different now Thank you so much.

59
00:07:29.190 --> 00:07:32.730
Chris Ouma: Is it anybody, I hope you can hear me and certainly for the technical glitch.

60
00:07:34.830 --> 00:07:36.000

Chris Ouma: Okay perfect Thank you.

61
00:07:37.140 --> 00:07:37.380
Brian Batayeh: Oh.

62
00:07:37.470 --> 00:07:41.760
Chris Ouma: So thank you, Brian for that and welcome on board everyone.

63
00:07:42.930 --> 00:07:44.250
Chris Ouma: My name is Chris Alma.

64
00:07:46.080 --> 00:08:01.620
Chris Ouma: Support youth exalt work as implementation research specialist and i'm going to take a few minutes, just to be able to dive deep into helping us understand what reset to change is all about.

65
00:08:03.420 --> 00:08:07.470
Chris Ouma: So the question, as you can see, on the screen what is research to change.

66
00:08:10.590 --> 00:08:21.510
Chris Ouma: definitely want someone hears about research i'm sure so many things run into your mind, but I just want to say that this might not really be a very new concept.

67
00:08:22.890 --> 00:08:42.630
Chris Ouma: The Youth zone reset to change actually draws from some of the relevant forms of data gathering is all about gathering data to be able to generate evidence so, for example, we've had about action research or participatory action research is not very different from any other form of.

68
00:08:43.830 --> 00:08:49.230
Chris Ouma: This data gathering the room hard about that there is a twist to it and that's what you're going to explain to you.

69
00:08:53.280 --> 00:09:07.050
Chris Ouma: So one what is really important, and our concept research to change we try to move away from the traditional research, where you think about a researcher and now shifted that power.

70
00:09:08.850 --> 00:09:13.650
Chris Ouma: make you as implemented with the practitioner the champion to lead the research process.

71
00:09:17.460 --> 00:09:36.900
Chris Ouma: So in this case you as a practitioner is going to champion working with your communities, all the beneficiaries are different stakeholders you intend to engage in your project to implement execute research process in work, so the whole idea.

72
00:09:39.000 --> 00:09:41.400
Chris Ouma: is about partnership.

73
00:09:42.810 --> 00:09:57.030
Chris Ouma: To be able to get things work in your real world where you're implementing a project, so you as a practitioner onboarding the other stakeholders to implement your project.

74
00:09:59.970 --> 00:10:00.510
Chris Ouma: And so.

75
00:10:04.410 --> 00:10:15.570
Chris Ouma: When you talk about the research participants, it is it other forms of research, here we talk more research partners rather than just research participants.

76
00:10:16.020 --> 00:10:25.770
Chris Ouma: were a researcher designed the project research project and that focuses more on other stakeholders as just participate rather in this particular case.

77
00:10:26.370 --> 00:10:39.450
Chris Ouma: We collectively referred to all those people who participate in the process as partners in this, and therefore they have a key role to play, so that's why we talk about the participatory iterated and inclusive process.

78
00:10:41.610 --> 00:10:58.500
Chris Ouma: consume what you're going to do is looking at data collection happening in real time learning from that process and then tanning what you learn real time into decisions that then would inform the work that you're doing.

79
00:11:03.750 --> 00:11:14.940
Chris Ouma: So without explanation what am I to say to change really look like, for your team because we've mentioned you having the power now you be the champion.

80
00:11:15.390 --> 00:11:30.180
Chris Ouma: Working with others in a participatory manner, recognizing their role gathering data in real time and then using that to be able to make a decision, so what is important and what I want us to understand is that when you're using reset you're saying.

81
00:11:31.590 --> 00:11:35.220
Chris Ouma: It is important to know that this will happen.

82
00:11:36.540 --> 00:11:37.920
Chris Ouma: at any time.

83
00:11:38.970 --> 00:11:47.790
Chris Ouma: meaning the learning process happens to old So these are not going to be a traditional form of research, where we design and then.

84
00:11:49.440 --> 00:11:57.120
Chris Ouma: Our research activities waiting for the end product, where we deliver a report, whether it's a continuous learning process.

85
00:11:58.680 --> 00:12:03.600
Chris Ouma: And when we say that it means whether it's an early stage they're just starting, your project.

86
00:12:04.410 --> 00:12:20.550
Chris Ouma: or your activities we expect that there certainly learning that will be taking place either projects that are midway or projects that are coming to a conclusion or close so meaning learning takes place throughout the continent.

87
00:12:21.750 --> 00:12:25.770
Chris Ouma: And it is also important to note that in research to change.

88
00:12:27.360 --> 00:12:40.050
Chris Ouma: The planning process the researching itself where you're going to assess the situation and then the implementation organization, all these things happen in parallel.

89
00:12:40.890 --> 00:12:54.630
Chris Ouma: In other times research to send it to you and to do some lightning while you're planning your work so imagine the kind of change that can happen, while you're planning and what key learnings can you draw from your learning process.

90
00:12:55.680 --> 00:13:02.340
Chris Ouma: While now you get out to be able to start data collection or assessing the situation using different methodologies.

91
00:13:02.910 --> 00:13:13.260
Chris Ouma: landing also takes place them in we expect that, then the process you able to gather some data synthesize that and make a decision that can inform your work.

92
00:13:13.890 --> 00:13:28.080
Chris Ouma: And even as you implement the proposed project activities and, as you act as execute learning is going to take place so look at that, in terms of what learning happens throughout the project life.

93
00:13:30.300 --> 00:13:34.350
Chris Ouma: This Constable those priorities learning that are likely to take place.

94
00:13:36.360 --> 00:13:43.800
Chris Ouma: gather evidence as ui executive or implementing a project synthesize and share those findings.

95
00:13:44.850 --> 00:13:59.340
Chris Ouma: trying to get feedback from others because we said, this is a participatory process and then try now to use those feedbacks to be able to strengthen you on implementation or establish your learning goals and the process.

96
00:14:00.390 --> 00:14:11.220
Chris Ouma: continues so it's more or less like in cyclic formers you keep doing collecting data, making decisions clouding but by decision, and then the cycle continues.

97
00:14:18.150 --> 00:14:27.060
Chris Ouma: Now so let's look at some case studies, just to be able to provide give us a better picture practical way of our recession research to change.

98
00:14:27.630 --> 00:14:38.850
Chris Ouma: happens in the real world so here i'm going to share with you an example case study that we are drawing from partners, you had when Brian was sharing.

99
00:14:39.390 --> 00:14:51.060
Chris Ouma: A background about youth exam one of the offers is about collaborative networks, so you to exert you think that is currently implementing a project in Kenya.

100
00:14:53.040 --> 00:14:55.980
Chris Ouma: that's what you're calling the Kenya icon participants.

101
00:14:57.690 --> 00:14:59.700
Chris Ouma: So basically they're.

102
00:15:01.170 --> 00:15:16.080
Chris Ouma: young researchers, mostly youth led organization or civil society serving young people working with individuals and organizations, just to be able to enhance youth work readiness.

103
00:15:17.370 --> 00:15:26.160
Chris Ouma: So they work with the youth work with a higher education institutions and the private sector in a region called kisumu Kenya.

104
00:15:28.680 --> 00:15:40.380
Chris Ouma: So the expectation is that each one of these participants or youth organization come up with a landing goal and then apply research to change to be able to improve on the work they're doing.

105
00:15:41.640 --> 00:15:46.620
Chris Ouma: So let's look at scenario one that's what we have, as what in one.

106
00:15:47.670 --> 00:15:51.360
Chris Ouma: So this particular participant says, we need to know.

107
00:15:53.280 --> 00:15:55.410
Chris Ouma: The market skill gaps.

108
00:15:57.210 --> 00:16:11.670
Chris Ouma: So that we can design a more relevant digital skills program for the youth from the slums, so, if you look at that sentence, there is the landing that needs to happen.

109
00:16:12.870 --> 00:16:19.440
Chris Ouma: And then it is followed up with that position statement, but once we learn what happens so this particular.

110
00:16:20.340 --> 00:16:33.090
Chris Ouma: participant and sorry I icon in fall in this boat issue based collaborative that works so Community based organization groups coming together individual on a particular issue and then.

111
00:16:33.540 --> 00:16:41.850
Chris Ouma: A collective new web to resolving that or improving so this particular youth organization called the lender bread power.

112
00:16:43.020 --> 00:16:52.410
Chris Ouma: They have a landing goal which, in this particular case, they want to know whether their skill gaps in the market and therefore they use research to change.

113
00:16:53.010 --> 00:17:10.050
Chris Ouma: To be able to investigate so it's set up questions and then learn what kind of skills got out and once they land form that they make a decision, what kind of position, the one to design a relevant digital skills program for the young people to address that.

114
00:17:11.730 --> 00:17:15.240
Chris Ouma: let's look at the example number two the one rate middle top.

115
00:17:16.920 --> 00:17:22.770
Chris Ouma: This particular participant called the rise and Chinese so you lead organization.

116

00:17:23.970 --> 00:17:37.680
Chris Ouma: The learning goal reads, we need to know if a project beneficiaries, a practicing the skills so that we can adapt our training strategies so again here if we look at that statement.

117
00:17:38.220 --> 00:17:46.350
Chris Ouma: There is learning that needs to happen and then it's followed by position one to learn about a particular issue, what are we going to do.

118
00:17:47.310 --> 00:17:58.920
Chris Ouma: We want to know whether young people you're working with put into practice the skills that we teach them and then do adaptation in terms of what trainings clutters you're not putting in practice, you might make a decision to.

119
00:18:00.210 --> 00:18:07.920
Chris Ouma: Change the strategy or using what cetera so that's another example let's look at example three right middle bottom.

120
00:18:09.150 --> 00:18:14.760
Chris Ouma: This particular participant is called wise Kenya, the youth led organization.

121
00:18:15.870 --> 00:18:31.200
Chris Ouma: The landing gone say we want to know the barriers to growth for youth led sustainable enterprises so that we can come up with strategies tailored to addressing barriers appropriately.

122
00:18:32.370 --> 00:18:35.700
Chris Ouma: So I suppose the one to know whether they have areas.

123
00:18:36.840 --> 00:18:50.280
Chris Ouma: That hinders the growth of youth led sustainable enterprises will actually be done through research in one thing about that, then they come up with strategies to be able to address those areas.

124
00:18:51.510 --> 00:19:05.460
Chris Ouma: So again, you see that trend I didn't research to change we come up with a learning goal in that position statement so once we learn about something, what are we going to do next, and then, finally, we have another good example again from my.

125
00:19:07.320 --> 00:19:15.780
Chris Ouma: group disabled self help group is a civil society organizations so sobbing working with young people so they're not in good reads.

126
00:19:16.830 --> 00:19:30.150
Chris Ouma: We need to know if special internship programs are a priority for youth with disability, so that we can determine if this is a suitable program to start.

127
00:19:30.990 --> 00:19:38.760
Chris Ouma: So, to look at Atlanta and gold very clear what do you want to do we have knowledge gaps, I want to know what a.

128
00:19:39.330 --> 00:19:59.910
Chris Ouma: person with disability prioritize to shoot into pronunciation and once you know what are you going to do, then we come up with a program something to support that So those are just examples of case studies how different but not deploy or use a concept of reset to change their programs.

129
00:20:03.570 --> 00:20:07.980
Chris Ouma: So um i'll give another practical example.

130
00:20:09.180 --> 00:20:29.130
Chris Ouma: In terms of now using that data to make decision, we have a learning goal, you get into implementation research activities and then you come up and make a decision or a corrective measure on how to improve your program so let's look at this example.

131
00:20:32.460 --> 00:20:53.370
Chris Ouma: This is also drawn from a partner that you think that is working with in Cameroon so look at the landing board in column one says, we need to know whether school administrators and students see the comic books strategy as a relevant.

132
00:20:54.450 --> 00:21:04.200
Chris Ouma: Education around menstrual health and hygiene, so that we can modify our strategy to better meet their needs.

133
00:21:05.250 --> 00:21:12.930
Chris Ouma: So in this case again we see two parts to that landing board what we want to do we need to know with administrators.

134
00:21:14.490 --> 00:21:25.770
Chris Ouma: acknowledge that comic book is a bit strategy to be able to address issues of menstrual hygiene and then zeeshan, how can then how can we modify our strategy.

135
00:21:26.790 --> 00:21:28.740
Chris Ouma: If it is seen as a good strategy.

136
00:21:30.750 --> 00:21:36.120
Chris Ouma: Then we continue with it, if it is not we kind of just so that's all ideas about.

137
00:21:37.620 --> 00:21:58.230

Chris Ouma: Life learning or gathering data in making decision for better improving so this particular landing goal from that partner gave us these findings in column to so the key findings from that particular partner one that's when they did interviews with a keen for months.

138
00:21:59.460 --> 00:22:09.780
Chris Ouma: They learned that several school administrators had recommended that the comic book would be more effective if paired with peer to peer learning So yes, they acknowledge.

139
00:22:11.400 --> 00:22:26.550
Chris Ouma: I mean comic books are good, but you need to couple it with peer to peer learning i'll make it more effective at the overview The second important finding that through surveys, they found that.

140
00:22:28.140 --> 00:22:48.630
Chris Ouma: 62% added to the facts of the students who read comic books and then 80% per student film, but the comic book would be relevant so look at that again only two thirds reads the comic book, but then hoping 80%.

141
00:22:49.980 --> 00:22:52.920
Chris Ouma: Four fifth feel that it would be relevant.

142
00:22:55.200 --> 00:23:09.690
Chris Ouma: So what landing adaptations, can you make with such kind of findings assume you're implementing reset to change, you have the learning goals, these were the findings, so this isn't how research, you can make you help you make a decision or adaptation to work.

143
00:23:11.130 --> 00:23:12.870
Chris Ouma: In this particular case, we see.

144
00:23:13.950 --> 00:23:24.120
Chris Ouma: It trying out to synthesize interpreter findings says majority of students in school administrators sequel me as relevant strategy.

145
00:23:25.560 --> 00:23:31.710
Chris Ouma: Since the percentage of current comic book readers not very high, you said only to attach.

146
00:23:32.760 --> 00:23:39.180
Chris Ouma: guess it's relevant again we look at the numbers we're trying to correlate those will read comic books or few.

147
00:23:40.320 --> 00:23:45.150
Chris Ouma: So you're saying you might not make a decision, we might want to explore other ways.

148
00:23:47.400 --> 00:23:59.160

Chris Ouma: But, but then, very few are reading is say we might want to explore other methods, such as, for example, peer to peer talk to compliment the comic book, so that it takes care of those one reading for me.

149
00:24:00.420 --> 00:24:09.030
Chris Ouma: So using that finding the the decision adaptation that you make, we have decided to use school champion approach.

150
00:24:09.630 --> 00:24:17.370
Chris Ouma: Well, we will train students on how to deliver the comic book content to their peers, that means you come up with a decision.

151
00:24:17.880 --> 00:24:34.290
Chris Ouma: Then brings in a hybrid system, the comic book that you're trying to test, and then the peer to peer aspect into so Those are just some of the examples, then last trade how we suggest change can be putting into practice.

152
00:24:35.430 --> 00:24:40.200
Chris Ouma: And then finally adaptation to improve your Program.

153
00:24:41.880 --> 00:24:43.830
Chris Ouma: or even your organization one.

154
00:24:46.470 --> 00:24:55.200
Chris Ouma: So let's look at research, a change in practice now using the example the term of just shedding the two previous slides.

155
00:24:58.410 --> 00:25:05.580
Chris Ouma: The key thing that I wanted to take note of is that using reset to change, you can actually strengthen your Program.

156
00:25:06.870 --> 00:25:12.480
Chris Ouma: And if you look back it's the explanation or, again, we said learning takes place all through.

157
00:25:13.620 --> 00:25:19.890
Chris Ouma: So this is a pro program like the last example I give where they want to use a comic book.

158
00:25:21.180 --> 00:25:34.200
Chris Ouma: But then before they even get into using the comic book, we are testing the effectiveness of that comic book before they put it into practice so that's why we say research to change it apply and help you improve it.

159
00:25:35.160 --> 00:25:41.550
Chris Ouma: to your project life to a the early stages, when you just beginning or.

160
00:25:42.840 --> 00:25:52.230
Chris Ouma: When the project is midway towards the end terms of a decision, either to scale up or face it out altogether so emphasis here.

161
00:25:54.570 --> 00:26:00.870
Chris Ouma: Is that your organization get to know best how.

162
00:26:01.890 --> 00:26:07.110
Chris Ouma: And when to collect and then use information to guide you in.

163
00:26:09.420 --> 00:26:22.770
Chris Ouma: Using research to change, we expect that to organization is able to maximize kind of decision on how that lens looking at your project or your program or intervention throughout and make a decision.

164
00:26:23.850 --> 00:26:36.660
Chris Ouma: At the appropriate time and stage of the project, so not waiting we'll do research and then we'll wait till the end with process, and then we draw a conclusion but, rather, making observation.

165
00:26:38.250 --> 00:26:43.290
Chris Ouma: Engaging other stakeholders and coming up with decision that can.

166
00:26:44.640 --> 00:26:49.590
Chris Ouma: guide to the landing an improvement of your Program.

167
00:26:51.360 --> 00:26:51.720
Chris Ouma: So.

168
00:26:53.760 --> 00:26:54.150
Chris Ouma: Instead of.

169
00:26:57.300 --> 00:27:00.600
Chris Ouma: Going into summary, from what I just shared with you.

170
00:27:02.820 --> 00:27:06.660
Chris Ouma: Research to change will help you one.

171
00:27:08.220 --> 00:27:16.500
Chris Ouma: get information, you need for decision I repeated terms of what decision do I make at this particular stage.

172
00:27:18.330 --> 00:27:32.550
Chris Ouma: I have collected gather data synthesizes, and this is what is coming up what decision Can I make it possible to make a decision at any stage and make necessary adjustments when you.

173
00:27:34.230 --> 00:27:37.110
Chris Ouma: correctly apply research to change in your work.

174
00:27:38.880 --> 00:27:39.510
Chris Ouma: To.

175
00:27:40.590 --> 00:27:48.990
Chris Ouma: Research to change, you will help you build on what we call implementation successes or even address challenges.

176
00:27:50.250 --> 00:27:57.390
Chris Ouma: To maximize on the impact your program with how so if something is working well for you.

177
00:27:58.320 --> 00:28:07.020
Chris Ouma: In that position to be able to scale it up or retain it as part of the activities that are going to do, or if it is not working for you.

178
00:28:07.770 --> 00:28:23.310
Chris Ouma: Then you able to introduce the necessary corrective measures so that then you don't keep making the same mistake and you're not creating the desired impact so that's why we said learning takes place throughout the continent, each and every stage.

179
00:28:24.870 --> 00:28:27.810
Chris Ouma: And number three we're saying recently to send.

180
00:28:29.490 --> 00:28:49.590
Chris Ouma: It in itself, a tool that will inspire continuous learning and growth within your program with observation keen observation, because you become the practitioner implemented to rather, we are not having an expert or third party you become.

181
00:28:50.610 --> 00:29:09.270
Chris Ouma: The practitioner, and the researcher and the Community, you are serving also become partners in this process so through that engagement of participation in this process, it inspires people into learning more helping you to become better grow within your Program.

182
00:29:11.250 --> 00:29:16.110
Chris Ouma: So thank you for listening, this was this part in helping us to be able to understand.

183
00:29:17.490 --> 00:29:29.370
Chris Ouma: What researcher chain is all about, and I hope that has given you some idea on how you might choose research to change to amplify the kind of good work that you're doing.

184
00:29:33.090 --> 00:29:33.480
Chris Ouma: So.

185
00:29:34.830 --> 00:29:39.180
Chris Ouma: This is not more or less like a recap, but I just want to give you a little tips.

186
00:29:40.560 --> 00:29:48.780
Chris Ouma: The application of research to change because this as brandon mentioned is a very important critical element, even as you're going to do your.

187
00:29:50.580 --> 00:29:51.300
Chris Ouma: location.

188
00:29:52.800 --> 00:29:53.160
Chris Ouma: That.

189
00:29:56.010 --> 00:29:59.670
Chris Ouma: At the end of it, or when see a clear vision.

190
00:30:01.500 --> 00:30:14.520
Chris Ouma: For what change can be realized through use of data, because research is going to help you generate data so in your application and we see a clear vision for what change, you can be realized.

191
00:30:19.350 --> 00:30:25.380
Chris Ouma: To think about what you want to achieve what change, you want to create and how data is going to help you that.

192
00:30:27.870 --> 00:30:28.620
Chris Ouma: Secondly.

193
00:30:31.320 --> 00:30:32.070
Chris Ouma: Thinking of.

194
00:30:34.230 --> 00:30:36.900
Chris Ouma: How you doing to Kelly link.

195

00:30:38.070 --> 00:30:50.220
Chris Ouma: You will program outcome with your research vision so think about issues you want to think about the results you're looking at and then try to create a link between the two.

196
00:30:50.850 --> 00:31:00.990
Chris Ouma: So these are not separate kind of activities that research remains independent activity and then the other intervention, so that it gives you a separate outcome but rather.

197
00:31:01.680 --> 00:31:11.100
Chris Ouma: The recession top contributes to the program outcome so create a clear link between that remember in the last point that I mentioned about the.

198
00:31:12.210 --> 00:31:17.940
Chris Ouma: importance of respect to change inspiring continuous learning not sufficient that's really critical.

199
00:31:19.380 --> 00:31:22.710
Chris Ouma: We also kin to look at how realistic.

200
00:31:24.120 --> 00:31:24.990
Chris Ouma: measurable.

201
00:31:26.280 --> 00:31:29.070
Chris Ouma: timeliness on the kind of data.

202
00:31:31.980 --> 00:31:39.360
Chris Ouma: So, as you think through even setting targets, think of what is realistic, think of ways to measure.

203
00:31:40.440 --> 00:31:56.250
Chris Ouma: And also think of the timeline think my colleague is meant to talk more about the timeline the duration of the scope, so that then we don't become to be shared, or some time to to law and then at the end of the day we don't create the maximum impact you're looking.

204
00:31:57.540 --> 00:31:58.350
Chris Ouma: But form.

205
00:31:59.760 --> 00:32:00.540
Chris Ouma: As i've said.

206
00:32:01.920 --> 00:32:11.040
Chris Ouma: In research to change the implementation is not separated from the research activities so that didn't do research activities on the side.

207
00:32:11.640 --> 00:32:24.870
Chris Ouma: expectation is that the implementation execution of whatever you're proposing to do an intervention in itself is embedded research is embedded on it so look at how.

208
00:32:25.920 --> 00:32:30.150
Chris Ouma: Your proposed research and activities line with.

209
00:32:31.230 --> 00:32:35.310
Chris Ouma: The overall project implementation so we're not having.

210
00:32:36.870 --> 00:32:44.970
Chris Ouma: Applications that just reads research as a standalone activity X in the other activities, a standalone but more or less that.

211
00:32:46.080 --> 00:32:57.540
Chris Ouma: The research becomes part of the implementation, as we said landing is going to take place continue as the way we are planning, while you're researching and why we implemented.

212
00:32:59.400 --> 00:33:00.390
Chris Ouma: number five.

213
00:33:02.130 --> 00:33:03.270
Chris Ouma: again repeat.

214
00:33:04.380 --> 00:33:11.760
Chris Ouma: expectation is not that you are going to carry out a conventional research that thinks of the end product.

215
00:33:13.530 --> 00:33:14.520
Chris Ouma: So you.

216
00:33:15.810 --> 00:33:25.950
Chris Ouma: plan for research and do it independently at deliver a report at the end, but try them, it becomes part of the process.

217
00:33:26.850 --> 00:33:35.880
Chris Ouma: As you've explained there's a very good diagram illustration that I had earlier that then demonstrate that continuous learning and the planning phase.

218
00:33:36.600 --> 00:33:56.580

Chris Ouma: researching face and the implementation face, so we know they're seeing the end product of your research it's you're going to document and even share lessons what happens, like, for example, if you're going to plan to mobilize people to participate Community members to participants so.

219
00:33:58.470 --> 00:34:07.740
Chris Ouma: The learnings that are going to take place during mass mobilization and you're going to document that share experiences of how mobilization of communities to participate in research.

220
00:34:09.810 --> 00:34:10.470
Chris Ouma: And lastly.

221
00:34:11.610 --> 00:34:14.670
Chris Ouma: The whole idea about.

222
00:34:16.980 --> 00:34:26.610
Chris Ouma: shifting power in the making the practitioner the organization's the champions called for engagement.

223
00:34:27.840 --> 00:34:38.130
Chris Ouma: So we look at the entire team, or who and how that how they become part of this process so look at the vision for a team engagement.

224
00:34:39.600 --> 00:34:46.890
Chris Ouma: And they're all are they complain, the research and how that would contribute into strengthening your research one.

225
00:34:48.120 --> 00:35:09.570
Chris Ouma: So basically that's, in short, what research to change is all about, and some of the tips or ideas that will be keen to be looking at, as you prepare your application and especially infused in corporate research to change activities.

226
00:35:10.770 --> 00:35:13.020
Chris Ouma: So, thank you very much.

227
00:35:16.110 --> 00:35:26.160
Chris Ouma: That this particular point, I think, inviting my colleague just to get us into another important session is more of a group discussion, so thank you.

228
00:35:27.810 --> 00:35:31.290
Brian Batayeh: Thank you, thank you for that Chris was a really helpful overview.

229
00:35:32.190 --> 00:35:49.200

Brian Batayeh: We wanted to create an opportunity for everyone who's in this meeting to to brainstorm on one of the key questions within the application that's focused on research to change, and this and it's it's about learning pirates, what are you passionate about learning from.

230
00:35:50.640 --> 00:35:59.490
Brian Batayeh: From your program through the addition of implementation select one primary letting priority explain why it's important to your current activity organization.

231
00:36:00.810 --> 00:36:03.690
Brian Batayeh: I will your research, contribute to the regional knowledge base.

232
00:36:04.980 --> 00:36:15.390
Brian Batayeh: So this is the key question application and we wanted to create an opportunity for everyone to brainstorm so now we'll be going into breakout rooms, where you can discuss this question within your small groups.

233
00:38:01.830 --> 00:38:02.550
Brian Batayeh: Well, we hope that.

234
00:38:05.040 --> 00:38:06.990
Brian Batayeh: It seems like everyone it's back from the.

235
00:38:06.990 --> 00:38:16.410
Brian Batayeh: breakout rooms now and we've shared this question with you all in the breakout room around learning priorities, and we give you some time to discuss this as a group.

236
00:38:17.670 --> 00:38:32.610
Brian Batayeh: We wanted to have an opportunity for the groups who feel compelled to share out to share out some of what was discussed in those small groups so i'm going to go and turn it over to to you all i'd love to hear from you, I see a hand up from Lisa.

237
00:38:35.250 --> 00:38:39.420
Louisa Kwapata: All right, thank you so much, Brian ain't from our group.

238
00:38:40.710 --> 00:38:45.480
Louisa Kwapata: We had three no una as as gentlemen.

239
00:38:46.530 --> 00:38:47.160
Louisa Kwapata: If any must.

240
00:38:48.510 --> 00:38:55.230

Louisa Kwapata: have forgotten the name but yeah I think we discovered three priority areas from our group, the first one being.

241
00:38:55.830 --> 00:39:02.790
Louisa Kwapata: Who would love to explore with these skills they are teaching their favorite gills after we have.

242
00:39:03.210 --> 00:39:14.160
Louisa Kwapata: taught them how to make the reusable sanitary pads Are they really going back to their communities to teach their film gills and fill it with that too, they keep on using these reusable.

243
00:39:14.730 --> 00:39:28.440
Louisa Kwapata: pads that we that we initiate them to to start using and also say that that would also love to explore whether these skills can use the skills transfer to them for social economic activities.

244
00:39:30.930 --> 00:39:33.780
Louisa Kwapata: Briefly that's what we we we discussed in our group.

245
00:39:33.780 --> 00:39:34.260
Louisa Kwapata: Thank you.

246
00:39:35.430 --> 00:39:36.870
Brian Batayeh: Thank you for sharing that Lisa.

247
00:39:37.980 --> 00:39:39.300
Brian Batayeh: I see your hand up from faith.

248
00:39:41.970 --> 00:39:42.570
Faith Nkhata: Yes.

249
00:39:43.230 --> 00:39:46.110
Faith Nkhata: hi i'm faith and from Center for youth empowerment and.

250
00:39:46.110 --> 00:39:56.160
Faith Nkhata: Civic education so in our group, we had to wait and Lucy so from your Jewish shared that you'd like to understand how menstrual hygiene.

251
00:39:57.120 --> 00:40:11.160
Faith Nkhata: relates to issues of child marriages and teenage pregnancies, as well as harmful cultural practices and from Lucy she shared that she'd like to understand let's learn about how.

252
00:40:12.840 --> 00:40:16.860

Faith Nkhata: The what Mr products available.

253
00:40:18.660 --> 00:40:25.530
Faith Nkhata: And returns most liked by growth and why the reasons why they like a particular project.

254
00:40:26.670 --> 00:40:29.340
Faith Nkhata: So a tree general knowledge base.

255
00:40:30.600 --> 00:40:40.800
Faith Nkhata: Lucy shared that Mr agent management is mostly held in private and we don't usually talk about it, an open so she'd like to ensure that.

256
00:40:42.510 --> 00:40:51.390
Faith Nkhata: The regional body of knowledge on menstrual hygiene is which facts from the NGOs themselves on how she.

257
00:40:52.470 --> 00:41:09.120
Faith Nkhata: Is a menstrual hygiene management effect to them, it shouldn't be a private matter so from my side I shared that would like to learn about how Minister health or menstrual hygiene management effect gross education, as well as screw it school in Romans and.

258
00:41:10.590 --> 00:41:16.260
Faith Nkhata: I did this daily attendance so basically that's why the shared from our group, thank you.

259
00:41:20.070 --> 00:41:21.150
Brian Batayeh: Thank you for sharing that.

260
00:41:22.470 --> 00:41:23.850
Brian Batayeh: Do others have.

261
00:41:24.900 --> 00:41:28.620
Brian Batayeh: Anything that was discussing a small group so they'd like to share out to the larger group.

262
00:41:34.440 --> 00:41:39.060
Brian Batayeh: How did you see implementation research bringing value to your current activities.

263
00:41:41.610 --> 00:41:45.360
Brian Batayeh: You had some ideas shared if others have any ideas, please do share out.

264
00:41:49.260 --> 00:41:54.450
Brian Batayeh: I see there's a hand up I can't tell who it's from so feel free to speak up and thought so.

265
00:42:01.500 --> 00:42:03.090
Brian Batayeh: I see a hand up so.

266
00:42:03.780 --> 00:42:25.830
MPHATSO BALUWA: Yes, thank you, I just wanted to add that, from outlook as well, we also discussed on the X axis stability of the Community in talking about Mr health in the open, because it's just been recently that we've we've started advocating for.

267
00:42:27.300 --> 00:42:47.700
MPHATSO BALUWA: and talking about Mr hills in the open, or even with boys so for us, I think we like for the organization that i'm working with Malawi to guys association we basically targeting girls, but then we want to expand it to.

268
00:42:48.330 --> 00:42:56.400
MPHATSO BALUWA: See accept ability rid of boys wants to be interested in knowing about minstrel health, as well as.

269
00:42:57.480 --> 00:43:14.280
MPHATSO BALUWA: Communities how open, are they in talking about Mistral health because most of the times you see organizations going into the communities talking about my struggles, but these things are not talked about in the open data communities, thank you very much.

270
00:43:17.100 --> 00:43:18.210
Brian Batayeh: Thank you for sharing that.

271
00:43:19.800 --> 00:43:21.630
Brian Batayeh: I see another handout from Jesse.

272
00:43:24.450 --> 00:43:30.150
Jessy Godwe: yeah in our group, we didn't really discuss a lot, I think, because in the first place, we didn't have.

273
00:43:31.050 --> 00:43:38.730
Jessy Godwe: Proper guidance of who is going to lead our discussions within the groups, but from them minor things that we had discussed in terms of.

274
00:43:39.270 --> 00:43:48.660
Jessy Godwe: letting young people lead the research to ensure that we have knowledge that is generated by young people, and perhaps more utilized because it's generated by them.

275
00:43:49.530 --> 00:43:59.550

Jessy Godwe: In for myself is just to our don't know exactly how adaptable wash facilities could be in terms of install base but also in community.

276
00:43:59.970 --> 00:44:14.190
Jessy Godwe: to various menstrual hygiene products that have been deployed within the country, especially for my own talk about the mystery the mystery clubs how adaptable wash facilities be like in the schools but, but also in the communities.

277
00:44:16.350 --> 00:44:22.950
Brian Batayeh: Thank you for that Jesse i'm sorry the instructions rooms here for the small groups we take responsibility sorry about that.

278
00:44:23.310 --> 00:44:33.270
Brian Batayeh: And thank you for sharing i'm child I do see your hand up, we do need to move forward, so that we can lean on time, but if you didn't have something to share feel free to put that into the chat to the group.

279
00:44:34.770 --> 00:44:40.770
Brian Batayeh: Now i'm going to hand it over to my colleague Gordon who will be talking about the process of the vision.

280
00:44:48.180 --> 00:45:08.760
Gordon Omondi: Thank you, Brian hi everyone so for this second session we're going to look at the current competition process right from the start and all through up until when the competition will be up and running so i'll just request, my colleague Brian country because of the next slide.

281
00:45:10.410 --> 00:45:21.870
Gordon Omondi: So here is an outline of the timeline so the realist i'll see what the scene was on seventh much well is a request for concept notes.

282
00:45:22.470 --> 00:45:43.200
Gordon Omondi: And all through, we have the second informational webinar on missile health and hygiene management one second much, and then the deadline for applications is fast approaching, so this is where you will see us have something to do our concept notes, why is that.

283
00:45:44.490 --> 00:45:54.420
Gordon Omondi: And then come early April, we will have the participatory selection where this involves eligibility screening of the concept notes.

284
00:45:55.020 --> 00:46:05.880
Gordon Omondi: In the next slide so we'll we'll look at what we consider when screening the concept notes for eligibility and then the ones that are fast as a usable will be.

285
00:46:07.020 --> 00:46:14.400

Gordon Omondi: moved to the participatory selection and before then on truth, really, really have a webinar.

286
00:46:15.690 --> 00:46:23.790
Gordon Omondi: To do the participatory selection, and this is the webinar is optional, you can either join you choose to join or not.

287
00:46:24.720 --> 00:46:40.500
Gordon Omondi: And then on the 19th of April will be the deadline for peer review feedback on the concept, not so this basically means following the participatory selection, they will be feedback from that and this feedback will be shared with every applicant on.

288
00:46:41.610 --> 00:46:54.750
Gordon Omondi: April and at the same time, you will review content will be conducting simultaneous review and selection process of the semi finalists advancing to the next stage.

289
00:46:55.950 --> 00:47:04.920
Gordon Omondi: So the next stage, like i've mentioned before, is the full application stage and this full of the different stages in me.

290
00:47:05.340 --> 00:47:18.180
Gordon Omondi: So at this stage, all the concept most that will have passed on to the second stage will be invited there'll be invitations for the same families to submit full applications.

291
00:47:18.720 --> 00:47:30.060
Gordon Omondi: And then participatory selection feedback for all applicants will also be shared and then the deadline for application submission will be in, let me.

292
00:47:30.780 --> 00:47:40.080
Gordon Omondi: So, in a nutshell wants your concept not has passed on to the next stage, which is the full application you'll be invited to now submit your.

293
00:47:40.620 --> 00:47:54.300
Gordon Omondi: Full application by let me and then in June will have in June and July will have the final selection in the world, so in this stage the youth exam review panel.

294
00:47:55.560 --> 00:48:16.590
Gordon Omondi: The panel will review and select finalists then will conduct risk assessments and some of our negotiations at this point, and then in July, we look to get the requisite approvals, so that they support can be up and running by the end of July next slide please.

295
00:48:19.470 --> 00:48:22.290
Gordon Omondi: So what kind of brands are available.

296
00:48:23.520 --> 00:48:30.960
Gordon Omondi: In the key things to look out for is the purpose festival like you we've seen before.

297
00:48:31.740 --> 00:48:39.750
Gordon Omondi: Using research to change to strengthen menstrual hygiene and management for girls education in eastern southern Africa.

298
00:48:40.470 --> 00:48:50.310
Gordon Omondi: And so the location is strictly Malawi in Zambia and also, these are some of the things we'll be looking out for during during the eligibility screening.

299
00:48:51.150 --> 00:49:05.010
Gordon Omondi: And the number of trans expected to be awarded doing four to five and the nature of these awards, it will be on a fixed amount basis will clarify that, as we go on.

300
00:49:06.030 --> 00:49:22.380
Gordon Omondi: And the order amount will range from 40,000 US dollars to 50,000 and kosher is not required so you're not required to contribute any question to this grant, so it is a fixed amount towards.

301
00:49:22.890 --> 00:49:40.290
Gordon Omondi: Of between 40,000 US dollars to 50,000 with no fixed with no kosher web and the expected startup start date is July 2022 that's the idea, and it is expected to run for a period of eight months.

302
00:49:42.570 --> 00:49:43.740
Gordon Omondi: On next slide.

303
00:49:48.090 --> 00:50:02.880
Gordon Omondi: So also part of the some of the other factors we look at during the eligibility screening can see who can apply and this a local youth lead and youth serving organizations.

304
00:50:04.650 --> 00:50:19.110
Gordon Omondi: With a serving edge between 10 to 24 who meet the following minimum criteria and you think objectives are eligible for playing we look at the criteria in the next slides and also.

305
00:50:20.340 --> 00:50:31.050
Gordon Omondi: Organizations led by or serving marginalized groups, which include age, gender, disability, ethnicity and other identities are encouraged to apply.

306
00:50:32.220 --> 00:50:48.840
Gordon Omondi: The grand competition is not restricted to certain technical or to research organizations so you're saying it's cross sectoral and as long as your organization is serving the themes we have highlighted earlier, you are eligible to apply.

307
00:50:50.640 --> 00:50:51.450
Gordon Omondi: Next slide.

308
00:50:54.720 --> 00:51:10.320
Gordon Omondi: So the eligibility criteria, like I mentioned before, number one is the Organization has to be registered first, and this is locally registered and best in either Malawi Zambia.

309
00:51:11.550 --> 00:51:16.770
Gordon Omondi: non governmental that includes NGOs CB all of your.

310
00:51:17.820 --> 00:51:24.540
Gordon Omondi: Other types of civil societies are eligible or also private companies are also eligible.

311
00:51:25.650 --> 00:51:31.620
Gordon Omondi: Then, your Organization has to be youth led and or youth serving that is key.

312
00:51:32.820 --> 00:51:51.810
Gordon Omondi: You need a dance number, and also to fill the required us USA ID certifications So if you do not have a dance number, this is the time you put in the request it takes up to 48 hours to get registration and have the duns number.

313
00:51:54.720 --> 00:52:04.980
Gordon Omondi: So who are not eligible, and that is in the next column individuals or groups that are not registered.

314
00:52:06.060 --> 00:52:13.500
Gordon Omondi: So international organizations, I also know eligible So if you have beyond the boundaries of Malawi, Mozambique.

315
00:52:14.670 --> 00:52:20.610
Gordon Omondi: not eligible to play government institutions or political parties also not usable.

316
00:52:21.780 --> 00:52:32.430
Gordon Omondi: Then, if also organization appears on certain watch lists or exclusions from receiving us the funding, but this basically means that there are certain websites where.

317
00:52:32.940 --> 00:52:43.170
Gordon Omondi: We have a list of organizations that are excluded from use the funding, so if your organization happens to appear on that lists then you're not eligible to apply.

318
00:52:44.460 --> 00:52:54.720

Gordon Omondi: Also, if your Organization has received funding from youth exam or you have a conflict of interest, then you also not eligible to apply.

319
00:52:55.770 --> 00:52:56.700
Gordon Omondi: The next slide.

320
00:53:00.990 --> 00:53:01.590
Gordon Omondi: So.

321
00:53:03.300 --> 00:53:13.110
Gordon Omondi: How if your organization up to this point has passed all the previously mentioned eligibility tests, how can you go about the application process.

322
00:53:13.560 --> 00:53:24.060
Gordon Omondi: So you have to complete the responses in English, to the questions in the annex we about you Lucas i'll request brand if you could just open the link.

323
00:53:37.890 --> 00:53:51.540
Gordon Omondi: So if you follow this link you get to this form, where you're supposed to fill out with the key information before you get to submit your application, so the information and just scroll back up a bit brand.

324
00:53:53.460 --> 00:54:06.090
Gordon Omondi: yeah you see all the areas that have an austerity condemn those are mandatory areas for you to fill so once you provide that information you'll be able to move to the next next tab.

325
00:54:07.140 --> 00:54:08.580
Gordon Omondi: Yesterday, the next yeah.

326
00:54:10.290 --> 00:54:19.440
Gordon Omondi: So this are the technical questions that will guide you a response, so you look at each question number one is.

327
00:54:20.460 --> 00:54:27.780
Gordon Omondi: You select the activity that best represents your current programming, to which you would like to apply any such to change.

328
00:54:28.230 --> 00:54:43.170
Gordon Omondi: So if you have a current project that you're running you check which books applies to that project, whether it's a Community based intervention or an education awareness raising services provision product for vision or if.

329
00:54:44.670 --> 00:54:59.370

Gordon Omondi: it's not listed here, then you will explain which other area it applies to then all the way to Question two, three, so this is what will get you a technical application, and it is important to note.

330
00:55:00.060 --> 00:55:10.050
Gordon Omondi: That also during the eligibility screening we look at how best to responded to this key areas of the technical application.

331
00:55:11.190 --> 00:55:22.290
Gordon Omondi: So for question number four be on the lookout This is where you are required to describe the need for your current mental health and hygiene activity and what.

332
00:55:23.490 --> 00:55:35.970
Gordon Omondi: management problems and challenges that does your activity address, so this is basically where you state your case on how you use research to change to.

333
00:55:36.900 --> 00:55:43.800
Gordon Omondi: To have impact in your work, and also the same goes for question five you describe your Program.

334
00:55:44.460 --> 00:56:04.140
Gordon Omondi: Your approach and objectives and the expected results from your current mental health and hygiene activity so just like Chris highlighted in the first part of the of this webinar this is now also where you you further state guess and then Question six on context.

335
00:56:05.160 --> 00:56:10.860
Gordon Omondi: Here you describe the geographic context context where you are implementing your current activities.

336
00:56:11.460 --> 00:56:21.420
Gordon Omondi: And also highlight what are the key power dynamics norms and social customs and policies and how will your activities be sensitive to this.

337
00:56:22.200 --> 00:56:36.120
Gordon Omondi: and also what factors may enable or disable the implementation and impact of your activities in context, so this needs to come out clearly in your application and then also number seven.

338
00:56:38.310 --> 00:56:48.060
Gordon Omondi: People and inclusion, you will describe whom your current activities engage and impact and what are the characteristics of the marginalized or vulnerable you.

339
00:56:48.780 --> 00:56:59.730
Gordon Omondi: So, also in this case just bring that out clearly, as it will also be considered during the eligibility screening how best to respond to this question.

340
00:57:01.200 --> 00:57:03.780
Gordon Omondi: and on to the landing priorities.

341
00:57:05.820 --> 00:57:12.570
Gordon Omondi: What are you passionate about learning from your program through the addition of implementation research.

342
00:57:13.080 --> 00:57:27.300
Gordon Omondi: So you in this case you select one primary learning priority and explain why it is important to you our current activity in the organization and how will your implementation research contribute to their regional knowledge base.

343
00:57:28.470 --> 00:57:37.530
Gordon Omondi: And then also be just be on the lookout they are these they what what limits, not in not more than 1500 words for.

344
00:57:38.820 --> 00:57:55.950
Gordon Omondi: or not more than 1500 characters for each section so even as you package your description and exponential just be sure it brings out, you are exponential in a concise manner that is within the character limits.

345
00:57:58.950 --> 00:58:09.870
Gordon Omondi: So on on to the last part, that is the capacity, you describe your organization's technical and financial capacity to implement your concept.

346
00:58:10.770 --> 00:58:24.450
Gordon Omondi: Here you highlight what structures and systems, you have in place to mark for project management and what relevant experiences and skills does your organization have from implementing similar projects.

347
00:58:28.050 --> 00:58:43.950
Gordon Omondi: you'll also not that you don't have to do this in one sitting, you can say and fill out later as time allows just as long as you submit your application within the within the due date.

348
00:58:51.480 --> 00:59:08.790
Gordon Omondi: Yes, as you can see, on the illustration there if you sell to resume later, you will have a link that you can sell and then at a later time when you you, you are available to continue, you will just follow the link to resume resume the application process.

349
00:59:13.170 --> 00:59:16.650
Gordon Omondi: So thanks Brian can take us back to the slides.

350
00:59:25.740 --> 00:59:31.560

Gordon Omondi: So, like I mentioned earlier, the eligibility screening four basic parameters.

351
00:59:32.790 --> 00:59:44.790
Gordon Omondi: Minimum eligibility criteria completeness and timeliness of submission so first of all, ensure your application is complete just review before you click on submit to ensure that.

352
00:59:45.450 --> 00:59:58.740
Gordon Omondi: you've responded to every area as well, and then also it's key to ensure that you submit within time, as that is just the fastest of eligibility and then on to participatory selection.

353
01:00:00.120 --> 01:00:09.090
Gordon Omondi: In optional peer review feedback like I mentioned earlier, you either can decide to take part and it's optional so.

354
01:00:09.720 --> 01:00:31.920
Gordon Omondi: In this case, the concept notes received will be rated as either strongly recommended or recommended, and so, if you get any of those to them, because it will receive additional consideration by the youth exam review panel, and if you are concept not is considered to not have.

355
01:00:33.960 --> 01:00:38.160
Gordon Omondi: Enough weighted impact, then and it's treated as not recommended.

356
01:00:39.210 --> 01:00:42.120
Gordon Omondi: So this concept, not to also not be.

357
01:00:44.430 --> 01:00:45.480
Gordon Omondi: The review panel.

358
01:00:48.600 --> 01:00:49.020
Gordon Omondi: Next.

359
01:00:53.730 --> 01:01:06.000
Gordon Omondi: So there's a rubric that this will guide how the technical applications as code in just like the way you saw on the phone we are filling out on screen.

360
01:01:07.350 --> 01:01:17.970
Gordon Omondi: The key areas you just go through and see, for instance, does the application clearly identify and demonstrate understanding of the problem.

361
01:01:19.020 --> 01:01:38.730

Gordon Omondi: That the concept will address, and this you'll see on question for when filling out the form simple when you go to question five so when you are when you're filling up the form just keep referring back to this rubric as it will guide you on how to best response to each question.

362
01:01:41.940 --> 01:01:42.420
Gordon Omondi: Next.

363
01:01:47.280 --> 01:01:54.480
Gordon Omondi: And so the key areas that the selection criteria we look out for is number one responsiveness.

364
01:01:55.950 --> 01:02:03.750
Gordon Omondi: And this looks at the your concepts approach and value for youth priorities feasibility this we look at.

365
01:02:04.740 --> 01:02:23.460
Gordon Omondi: The your understanding of the requirements and proven capacity to successfully implement the concept, and this, you can also find in Part B of the phone when you're filling it out this question 10 purchasing will clearly guide you on how to meet the feasibility tests.

366
01:02:26.070 --> 01:02:36.420
Gordon Omondi: And then on impact the concept notes potential to advance positive youth development and outcomes, this will also influence this election.

367
01:02:37.500 --> 01:02:37.920
Gordon Omondi: And then.

368
01:02:38.940 --> 01:02:48.630
Gordon Omondi: Lastly, it's on protection and inclusion, and this we also look at the your awareness of potential risks for participating.

369
01:02:49.440 --> 01:02:58.650
Gordon Omondi: For the youth participating in your project and what instigation strategies, do you have in place to cover against this potential risks.

370
01:02:59.160 --> 01:03:15.120
Gordon Omondi: And then on inclusion, we look at your commitment to diversify and commitment to diversity and inclusion, especially regarding walk in with or support to vulnerable or marginalized groups.

371
01:03:17.130 --> 01:03:17.640
Gordon Omondi: Next.

372
01:03:20.430 --> 01:03:25.650

Gordon Omondi: That that's it if there are questions on the granting process.

373
01:03:27.210 --> 01:03:29.010
Gordon Omondi: Now is the time to share.

374
01:03:35.340 --> 01:03:35.550
Gordon Omondi: This.

375
01:03:38.220 --> 01:03:41.490
Brian Batayeh: I will also that you can ask questions about anything that you heard today.

376
01:03:42.570 --> 01:03:43.380
Gordon Omondi: Yes, yes.

377
01:03:44.250 --> 01:03:47.130
Gordon Omondi: And so, at this point i'll hand it back to you.

378
01:03:47.220 --> 01:03:49.020
Gordon Omondi: friend to curate the rest of the section.

379
01:03:53.490 --> 01:03:54.000
Brian Batayeh: Okay.

380
01:03:55.260 --> 01:03:57.570
Brian Batayeh: I see a question in the chat.

381
01:03:57.900 --> 01:04:03.750
Brian Batayeh: um it says how popular is the concept of data summits and environment you working, how do you influence.

382
01:04:04.890 --> 01:04:21.150
Brian Batayeh: that's a really good question um we are just starting with Robin starting up our data summits, I think the the short but complicated answer is that it depends, it depends on on who we can get to engage around the topic, but we imagined that.

383
01:04:22.170 --> 01:04:32.880
Brian Batayeh: We would have our grantees come together in a virtual environment share their findings with an audience of stakeholders that are also invested in the topic of menstrual health and hygiene management.

384
01:04:33.270 --> 01:04:44.310

Brian Batayeh: So that i'm finding is can be shared in one setting you can hear feedback on your work and there can be an open discussion on what are some best practices that we can use moving forward.

385
01:04:48.210 --> 01:04:55.170
Brian Batayeh: into the second part of your question, if the data collection strategy is a living document, or is it something that's time bound.

386
01:04:55.710 --> 01:05:03.300
Brian Batayeh: For the sake of this grant competition, it is something that is time bound and how it works, how it would work is you would come in.

387
01:05:03.900 --> 01:05:10.680
Brian Batayeh: create an initial data collection strategy, this would be implemented for maybe the first two months.

388
01:05:11.340 --> 01:05:19.710
Brian Batayeh: And then, at the two month mark you'll come back share what you learned through that data collection strategy and, at the same time, develop a new data collection strategy for the next two months.

389
01:05:20.670 --> 01:05:28.860
Brian Batayeh: that's just an example, so they are time bound, but they build on one another in a way that does kind of give them some like a living nation.

390
01:05:32.100 --> 01:05:36.720
Brian Batayeh: I see a question to you, Gordon do you want to take this is what is the difference between service.

391
01:05:36.720 --> 01:05:37.890
Brian Batayeh: Provision product.

392
01:05:38.010 --> 01:05:38.310
vision.

393
01:05:40.950 --> 01:05:42.960
Brian Batayeh: Actually, I can take this one.

394
01:05:44.040 --> 01:05:48.630
Brian Batayeh: um so service provision is anything that is.

395
01:05:50.160 --> 01:06:01.020
Brian Batayeh: given to a participant with intention to increase skills and capacities for an extra health and hygiene product provision is about the material.

396

01:06:02.490 --> 01:06:04.860
Brian Batayeh: material that is given to.

397
01:06:06.480 --> 01:06:07.350
Brian Batayeh: Thank you for asking.

398
01:06:08.670 --> 01:06:12.450
Brian Batayeh: I see a question about a duns number Gordon would you have to take that one.

399
01:06:16.230 --> 01:06:16.410
Gordon Omondi: Is.

400
01:06:17.580 --> 01:06:27.360
Gordon Omondi: The duns number, we will share the link in the material that we provide after this webinar on where you can get there, submit your application to get.

401
01:06:27.360 --> 01:06:28.080
Gordon Omondi: Advanced number.

402
01:06:28.680 --> 01:06:34.020
Gordon Omondi: and for the relevant USA such occasions we also provide that after this call.

403
01:06:35.610 --> 01:06:52.470
Kayla Caldwell: Just to clarify those links the duns number and certifications are not required at this stage, and so, for organizations that answer to the second stage, the full application process you'll receive full instructions at that point.

404
01:06:53.700 --> 01:07:01.890
Kayla Caldwell: And if you're awarded a grant signing up, it will be contingent upon having this Jason face on, so this is just a forewarning but.

405
01:07:03.030 --> 01:07:05.640
Kayla Caldwell: If you as you can see, the competition warm.

406
01:07:11.850 --> 01:07:21.120
Kayla Caldwell: and see another question how many partners are you looking for we are intending to make four or five words.

407
01:07:26.310 --> 01:07:35.250
Brian Batayeh: that's that's your question about the only questions for application so every question that you're supposed to answer based.

408
01:07:36.660 --> 01:07:42.210
Brian Batayeh: program if you are if you'd like to add recent chooses to change to this program.

409
01:07:43.620 --> 01:07:45.180
Brian Batayeh: Does that answer this question.

410
01:07:49.110 --> 01:07:49.530
Brian Batayeh: really is.

411
01:07:54.690 --> 01:07:55.020
Brian Batayeh: Okay.

412
01:07:57.300 --> 01:08:00.030
Brian Batayeh: Another question I had to coordinate.

413
01:08:02.190 --> 01:08:03.690
Brian Batayeh: Organizations applied or.

414
01:08:05.160 --> 01:08:06.300
Brian Batayeh: Organizations require.

415
01:08:11.130 --> 01:08:12.390
Kayla Caldwell: that's a good question.

416
01:08:12.720 --> 01:08:30.000
Kayla Caldwell: So we are looking to make awards to a single organization, and so we would encourage each organization to apply separately, and so we are not intending to make awards to contortions.

417
01:08:31.590 --> 01:08:43.590
Kayla Caldwell: However, if you'd like to partner and other ways so i'm like remembering them of understanding or other forms of operation that is welcome and.

418
01:08:44.970 --> 01:08:59.130
Kayla Caldwell: it's just that we will not be able to award to one organization to them several work to another, so that type of partnership arrangement and passing through funding it's not allowable but.

419
01:09:00.330 --> 01:09:02.190
Kayla Caldwell: Other types of partnerships.

420
01:09:11.550 --> 01:09:12.000

Brian Batayeh: So.

421
01:09:20.460 --> 01:09:23.460
Brian Batayeh: Does research, need to be integrated.

422
01:09:23.580 --> 01:09:34.080
Brian Batayeh: This thing I do projects or education related project for as a book that's a really great question, so the theme of the competition is training.

423
01:09:35.820 --> 01:09:38.550
Brian Batayeh: or education for the purpose of education.

424
01:09:56.790 --> 01:09:58.020
Brian Batayeh: and also to add.

425
01:09:58.110 --> 01:10:03.720
Brian Batayeh: That in the application questions you'll notice that the first two questions are focused on the activity.

426
01:10:04.260 --> 01:10:09.000
Brian Batayeh: And the outcome, so you can think of it as activities that's wrong and it kind of.

427
01:10:10.230 --> 01:10:17.640
Brian Batayeh: Programming that and the outcome will be educational outcomes laid out in that position, and then you get that can guide.

428
01:10:18.750 --> 01:10:19.560
Brian Batayeh: Your responses.

429
01:10:25.380 --> 01:10:26.310
Brian Batayeh: Thank you, Brian.

430
01:10:26.430 --> 01:10:35.760
Kayla Caldwell: I think we've covered all the questions in the chat and that we do have a few more minutes remaining so please share continue to share questions.

431
01:10:36.870 --> 01:10:37.230
Brian Batayeh: Sorry.

432
01:10:39.870 --> 01:10:40.200
Brian Batayeh: Yes.

433
01:10:40.230 --> 01:10:40.860
Kayla Caldwell: I see.

434
01:10:41.280 --> 01:10:52.560
Kayla Caldwell: chandler's asking for how long will the only time so we're anticipating that the awards will start in July and last approximately eight months.

435
01:11:02.820 --> 01:11:03.480
Brian Batayeh: Rachel.

436
01:11:07.980 --> 01:11:13.440
Brian Batayeh: clarified the research to change must be added to an existing program that you are, that you are.

437
01:11:13.500 --> 01:11:14.070
Already.

438
01:11:25.020 --> 01:11:26.010
Brian Batayeh: Can you all hear me okay.

439
01:11:26.970 --> 01:11:33.870
Brian Batayeh: Okay um so the research to change must be added to an existing program that you are already.

440
01:11:35.640 --> 01:11:39.300
Brian Batayeh: um as I had mentioned earlier it's going to be done.

441
01:11:40.380 --> 01:11:46.890
Brian Batayeh: In these two month intervals, so you might develop a research project to test out something on your current activity.

442
01:11:47.610 --> 01:12:02.460
Brian Batayeh: you'll implement that research share back what you learn to the two month mark develop a new program a new research goal and Protocol strategy to carry out in the next two months and it's a cyclical process.

443
01:12:04.200 --> 01:12:05.100
Brian Batayeh: I hope that helps.

444
01:12:08.490 --> 01:12:17.790
Brian Batayeh: US yes Jesse to answer that question, the question shared was, is it possible to blend in other participatory action methods and then implementation research model absolutely.

445

01:12:18.630 --> 01:12:26.160
Brian Batayeh: We encourage you to use any form of research that you feel will help to inform your decision making in real time.

446
01:12:27.120 --> 01:12:42.210
Brian Batayeh: We really want to focus on the purpose here and not on the methodology i'm really focusing on that purpose of using data in real time to strengthen your implementation so if participatory action methodology as well, please feel free and we encourage you to explore that.

447
01:12:52.440 --> 01:12:54.630
Brian Batayeh: So we are about that time now.

448
01:12:55.800 --> 01:12:58.980
Brian Batayeh: Unless there's maybe one more question or anything but.

449
01:13:02.550 --> 01:13:09.090
Brian Batayeh: Thank you again for your time kayla kayla would you like to share, about follow up and next steps in terms of availability of the recording and the Q amp a.

450
01:13:10.290 --> 01:13:10.890
Kayla Caldwell: Yes.

451
01:13:11.310 --> 01:13:13.260
Kayla Caldwell: um so for the Q amp a.

452
01:13:13.320 --> 01:13:21.720
Kayla Caldwell: please feel free to keep dropping your questions in the chat and you can also send questions to excel you that iris.org.

453
01:13:22.320 --> 01:13:32.340
Kayla Caldwell: And we'll be publishing the webinar on resources and the questions and answers so everything we've received this webinar and your email on Friday.

454
01:13:32.820 --> 01:13:49.110
Kayla Caldwell: And then we'll be doing the same thing next week, so there will be the second webinar and the second round of cancers published the following Friday march 23 march 25 apologies i'm.

455
01:13:50.640 --> 01:14:14.220
Kayla Caldwell: And i'm dropping the email here questions at any time, and then the concept notes will be do on April 1 by midnight mountain time and allowing intermediate and colleges and we would encourage you to start testing the online form to see if you have any technical difficulties.

456

01:14:15.630 --> 01:14:29.100
Kayla Caldwell: So that we have time to provide support and and submit early, if possible, just to avoid last minute challenges and so those are the next steps and.

457
01:14:30.090 --> 01:14:48.990
Kayla Caldwell: yeah Thank you everyone so much for attending today we really appreciate your interest in the grant competition and we're looking forward to receiving your concept notes, so please be in touch with any questions in the meantime, and all the best, as you can you.

458
01:14:53.130 --> 01:14:53.940
Brian Batayeh: Thank you everyone.

459
01:14:55.170 --> 01:14:55.800
Faith Nkhata: Thank you.

460
01:14:56.580 --> 01:14:58.260
Louisa Kwapata: Thanks everyone, thank you.

461
01:14:58.320 --> 01:14:59.340
Gordon Omondi: Thank you bye bye.

462
01:15:03.060 --> 01:15:04.410
Naomi Mhone: Thank you.

463
01:15:05.100 --> 01:15:06.330
Praise Banda: Thank you bye.