UNLOCKING THE POWER OF DIGITAL TECHNOLOGIES TO SUPPORT "LEARNING TO EARNING" FOR DISPLACED YOUTH

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Kingdom of the Netherlands

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Click on chapter bars to navigate publication

Contents

About this report

This report is developed by UNICEF's Education Section and the Office of Global Insight and Policy, and partially funded through the Partnership for improving prospects for forcibly displaced persons and host communities (PROSPECTS). The PROSPECTS Partnership is supported by the Ministry of Foreign Affairs of the Netherlands, and brings together the ILO, IFC, UNHCR, UNICEF and the World Bank to address education, employment and protection in the context of forced displacement.

This report provides an overview of how digital technologies are being used to support youth's transition from school to work, **'learning to earning'**, in displaced and host communities. Based on a rapid analysis of emerging approaches and lessons in this burgeoning space, the report's purpose is to inspire concerted attention and action to ensure effectiveness and scale of such digital enablers.

The focus of the report is on youth in forcibly displaced and host communities, though many of the solutions presented serve youth in vulnerable contexts more widely, with applicability to forcibly displaced persons (FDPs) and migrant populations more broadly. Many insights are also relevant to youth programming more generally, though efforts have been made to draw out the specific considerations for forcibly displaced youth.

The report intentionally takes a global view, though the majority of solutions presented are implemented in the Middle East and North Africa (MENA) and sub-Saharan Africa (SSA) regions, which coincides with the focus of the PROSPECTS Partnership. The experiences of forcibly displaced youth vary widely, across and within national boundaries. The solution landscape is also complex, involving different national and international agencies working at national and local levels.[1] Even within countries, school-to-work transition differs according to whether forcibly displaced youth reside in camps or in resettled urban settings, and whether youth are still 'in transit'.[2] This report does not aim to cover these considerations in detail, though context specificities are of major relevance to solution design.

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This report is not intended to be a rigorous evidence review, due to constraints of time, and limitations in existing data and evidence. The report instead surveys current perspectives and directions, opportunities and challenges, and aims to serve as a basis for further work. The report is organized as follows: Chapter 1 provides a rapid overview of the school-to-work transition context and barriers faced by forcibly displaced youth. Chapter 2 identifies emerging approaches in use of digital technologies to support school-to-work transition of youth in displaced and host communities (and similar contexts). Chapter 3 highlights key emergent lessons and insights related to design, implementation and scaling of these digital solutions, with Chapter 4 providing some recommendations on a way forward.

School-to-work transition in displacement contexts

1.1 INTRODUCTION

The rising numbers of forcibly displaced persons (FDPs) and the growing duration of displacement have made building their economic resilience a priority. By 2019, the global population of FDPs had doubled to 80 million. Of these, 45.7 million were internally displaced, 26.3 million were refugees, while the remaining were asylum seekers and Venezuelans displaced abroad (see Box 1).[3]

The majority of FDPs (86 per cent) live in low- or middle-income countries (LMICs) where host communities are themselves affected by food insecurity, malnutrition and weak labour markets.[4] Many FDPs are in protracted displacement situations lasting over five years, making it necessary to find solutions that build their long-term productive capacity in ways that will lead to sustainable livelihoods.[5] COVID-19 has exacerbated the economic vulnerability of FDPs which makes promoting their economic resilience even more urgent.[6]

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BOX 1 UN DEFINITIONS

asylum seeker: An individual who is seeking international protection but whose claim has not yet been finally decided on by the country in which the claim is submitted.

forcibly displaced person (FDP): Those who are forced to move, within or across borders, due to armed conflict, persecution, terrorism, human rights violations and abuses, violence, the adverse effects of climate change, natural disasters, development projects or a combination of these factors. This includes refugees, IDPs (see below) and asylum seekers.

host community: the local, regional and national governmental, social and economic structures within which FDPs live. A host community may consist of formerly displaced persons.

internally displaced person (IDP): An individual who has been forced or obliged to flee from their home, as a result of, or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters and who have not crossed an internationally recognized State border.[7]

refugee: someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

youth: Persons between the ages of 15 and 24 years.[8]

For forcibly displaced youth in particular, the journey to becoming economically resilient and empowered is filled with roadblocks. Youth comprise a significant share of the forcibly displaced population. Half of all refugees are aged under 18, with young adults aged 18–24 constituting another 13 per cent of the total. In addition, there are nearly 10 million IDPs between the ages of 15 and 24.[9] They are full of potential and hope but lack opportunities to realize them. Under one quarter of refugee youth are able to access secondary education, and only 3 per cent access higher education or vocational training.[10] Even when they enter the labour market, forcibly displaced youth find themselves at a disadvantage, particularly compared to youth in host communities, and compelled to take on low-wage, low-productivity work opportunities in which they risk lacking a full range of employment protection.[11] COVID-19 has further exacerbated this challenge: given their existing vulnerabilities, forcibly displaced youth are at increased risk of exploitative, insecure work.[12]

1.2 BARRIERS TO SCHOOL-TO-WORK TRANSITION IN DISPLACEMENT CONTEXTS

The specific school-to-work transition barriers faced by forcibly displaced youth face fall into three main, albeit mutually reinforcing, categories: (i) barriers related to developing relevant skills for work; (ii) barriers related to connecting with the labour market; (iii) barriers related to availability of decent jobs and livelihoods.[13] The extent to which these barriers are present and experienced by forcibly displaced youth varies widely between countries, between camps and resettled urban areas and for particular groups, e.g. women and young girls, disabled persons, and ethnic minorities. This means that even within a forcibly displaced community, there are disparities in access to opportunities as a result of differential levels of marginalization and vulnerability. Further, many of the barriers faced by forcibly displaced youth are shared by youth in host communities as well.

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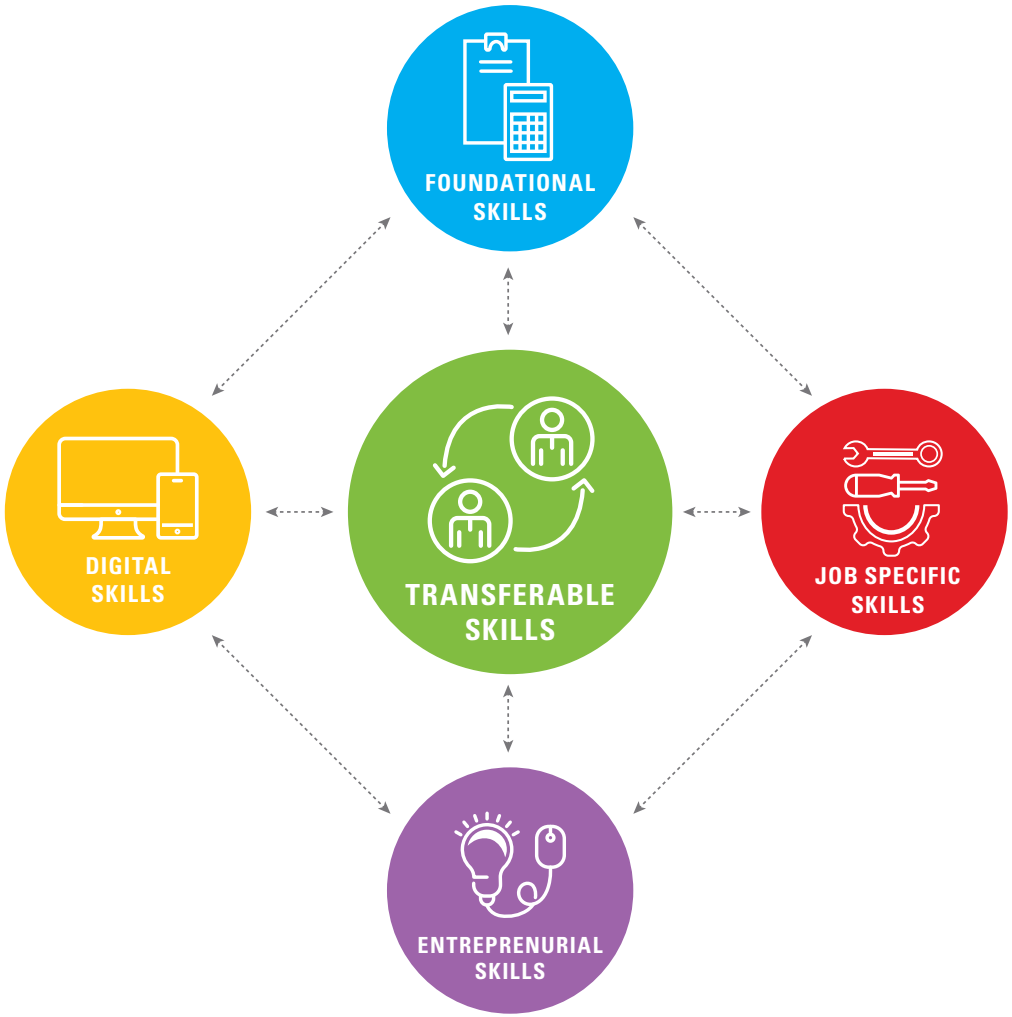
Barriers related to developing skills for work (skill supply)

To support learning, employment, entrepreneurship, and civic engagement, forcibly displaced youth need a combination of **interrelated skills, comprising foundational, transferable, entrepreneurial, job-specific, and digital skills** *(see Figure 1)*. Forcibly displaced youth face several different types of barriers when it comes to developing the skills for work. **Access** to learning and skilling opportunities is often limited, and even where such opportunities exist, **uptake** among FDPs is low due to their frequent inability to use social connections for support and local knowledge, financial barriers, mobility constraints, competing responsibilities, and/or psycho-social trauma and motivational factors, among others. Additionally, even when training is accessed, it is often of low **quality** and not well **aligned to labour market demand**.[14]

Barriers related to connecting with labour market and livelihood opportunities (skill activation)

In many cases, FDPs do not have the **right to work, to travel to work** or to earn an income in their host

FIGURE 1: UNICEF'S SKILLS TYPOLOGY



Foundational skills, namely **literacy and numeracy**.

Digital skills and knowledge support the development of digitally literate children and adolescents who can use and understand technology, search for and manage information, communicate, collaborate, create and share content, build knowledge, and solve problems.

Transferable skills, also known as **life skills, 21st century skills, soft skills, or socio-emotional skills** such as problem solving, negotiation, managing emotions, empathy, and communication are the central glue that connects all skills and allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, social, and economic challenges.

Entrepreneurial skills, such as time management, goal setting, financial literacy are closely interrelated with other types of skills, and support business and social entrepreneurship.

Job-specific skills, also known as **technical and vocational skills,** are associated with one or more occupations, such as carpentry, accounting, or engineering and support the transition of older adolescents into the workforce.

context which hinders them from connecting with labour market opportunities.[15] They may even possess relevant skills, experience and qualifications, but these **credentials are often not recognized**, **verified or accredited in their host context**, due to bureaucratic or financial barriers.[16] FDPs also face additional **mobility** barriers, beyond those mandated by law, such as difficulty accessing transport or childcare, which constrains their job search and labour market participation.[17] Finally, **language** barriers make navigating sources of education, employment and support more difficult and thus serve to reinforce stereotypes held by the host community.[18]

In addition, limited **access to networks** and **lack of information** about job opportunities makes it difficult for forcibly displaced youth to navigate the labour market, find jobs, and make informed decisions about their careers.[19] Financial hardship (and in some cases, a country's laws) may also limit their **access to digital tools** such as mobile phones or the internet which is needed to overcome these information gaps.[20] Moreover, **fragmentation** of responsibility for FDPs across different public departments and organizations means that services may remain unclear and difficult to navigate, making young people more vulnerable to disinformation or information overload.[21]

Similarly, for FDPs with entrepreneurial aspirations, including forcibly displaced youth, **starting or growing their own business** is fraught with challenges. These include inadequate financial/business/ managerial skills; limited of access to financial services such as a bank account or credit or loan facilities; lack of information and supportive services to help them develop and grow their enterprises; and difficulties in access to markets and productive value chains, etc. [22] More often than not, FDPs, including forcibly displaced youth, are entrepreneurs by necessity and/or find themselves engaged in small-scale, subsistence business activities with low productivity and growth potential.

Forcibly displaced youth also face **psychosocial barriers** which shape their economic behaviours. For instance, FDPs may view their current situation as transient and plan to return to their place of origin in the near future.[23] Negative effects of violence and forced displacement also affect risk appetite, which can have particularly negative effects on entrepreneurship.[24] **Discrimination and stigma** from host communities, who are often undergoing their own upheavals and employment challenges, can be a huge barrier and compound mental health issues.[25]

Barriers related to availability of decent jobs (skill demand)

The availability of decent jobs is a serious concern in LMICs, where the vast majority of FDPs live.[26] **Labour market structures** in LMICs are often characterized by significant unemployment (e.g. MENA), high informality and/ or weak labour protections (e.g. SSA).[27] Many of these economies also face a challenging environment when it comes to firm entry and growth, which means that the rate of **new job creation**, particularly of decent jobs, lags behind the number of new labour market entrants.[28] The issue has been compounded by the economic downturn resulting from the pandemic.[29] While the above trends affect both displaced and host communities, FDPs face lower employer demand for their skills and services for a number of additional reasons, including **lack of employer awareness** and **uncertainty about regulations** regarding hiring of FDPs, cumbersome **procedural requirements,** and **employer attitudes** and stereotypes (e.g. bias and discrimination) about FDPs.[30] Another barrier affecting labour demand for FDPs is the **spatial mismatch**.[31] FDPs usually do not choose their first destination based on available labour market opportunities or are sometimes restricted from moving to locations where there are economic opportunities. FDPs also tend to move together in large groups, suddenly increasing labour supply – this means that there are now more job-seekers vying for the same quantity of jobs.[32]

Digital solutions

2.1 INTRODUCTION

Technology is playing a growing role to provide education, training and employment, including in humanitarian and migration responses.[33] By driving a shift to online work and training on an unprecedented scale, albeit not universally, the COVID-19 pandemic has significantly accelerated the use of digital technologies in programmes that support school-to-work transition, including solutions focused on youth who are FDPs, in host communities, or are otherwise vulnerable *(see Box 2)*.[34]

Whether the pivot to technology is sustained in the future remains to be seen. For many programme implementers, these pivots have shifted organizational strategies and perceptions about technology use, which will shape future provision. Staff members at the forefront of solution delivery had to upskill rapidly to acquaint themselves with new approaches, including the **Educate!** team in Uganda who transitioned to remote learning delivered through SMS and phone conferences, and the **Mikono Refugee Craft Shop** team in Nairobi who had to be trained (virtually) on how to package goods for international shipping.[35] This shift to virtual operations also required teams to re-think long-term strategies and refine products to bring them in line with emerging priorities. As solutions emerge from the "war footing" phase of the pivot, many policymakers are actively exploring how the lessons learned during COVID-19 can be built upon to use technology to improve outcomes and prospects for youth.

BOX 2 EXAMPLES OF TECHNOLOGY PIVOTS IN `LEARNING TO EARNING' PROGRAMMES

Jordan's **Luminus Education**, 80 per cent of whose learner population comprises refugees or vulnerable persons, has switched much of its training, outreach, recruitment and employer services to digital modalities.

The **CAP-Youth Empowerment Institute** in **Kenya** launched a digital learning management system and is now providing recorded lessons and demonstrations, assessments, reading materials, forums and virtual meetings and training.

Educate!'s VIP Virtual Bootcamp in **Uganda** pivoted its in-person entrepreneurship training for young people in vulnerable contexts to remote delivery using phone-based technology, including conference calls and SMS-based content.

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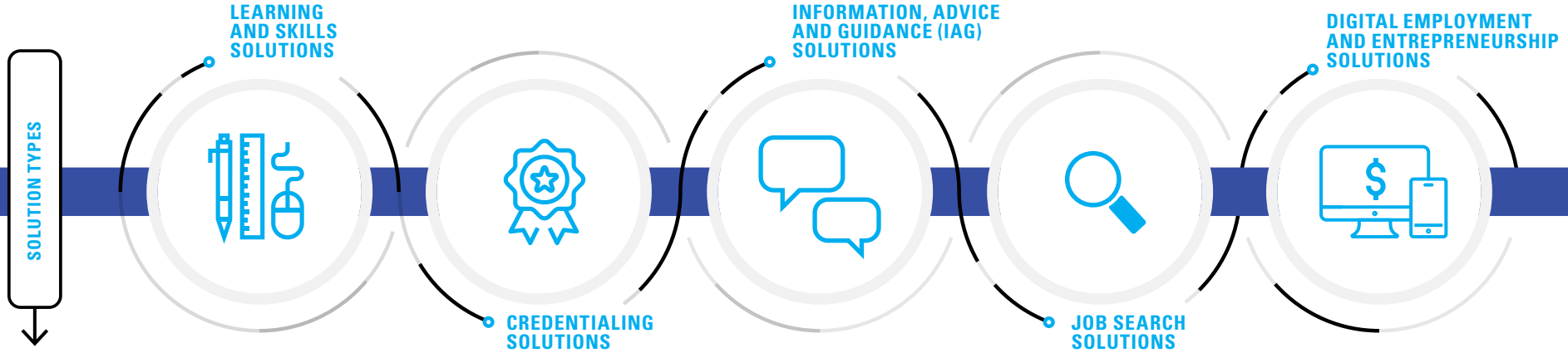
The expanding solutions space features several different types of technology-enabled approaches that are relevant to supporting young people in displaced and host communities in their journeys from learning to earning by helping to overcome or mitigate the barriers described in the previous chapter (see Figure 2). These solutions range from those that facilitate access to learning and skills development opportunities, provide a means for credentialing learner knowledge and skills, equip youth with career guidance and mentoring resources, help them find jobs and connect with the labour markets, and to those that enhance digital entrepreneurship. Promising examples of high-quality programmes that are changing lives and look set to become all the more important in the global economic recovery are highlighted in Chapter 2.2.

FIGURE 2: SOLUTION TYPOLOGY AND RELATED BARRIERS ADDRESSED



SOLUTION SUB-TYPES				
• Content Repositories • Learning platforms	• Digital recording of qualifications • Alternatives to traditional qualifications - e.g. micro-credentials, portfolios	• Career Guidance apps and websites • Remote Mentoring	• Job Matching Platforms	• Training for remote digital livelihoods • E-marketplaces
BARRIERS (POTENTIALLY) ADDRESSED				
• Lack of host community language ability • Access to learning and training opportunities • Quality and labour market relevance • Mobility • Financial • Discrimination and stigma	• Lack of documented qualifications, experience, or skills • System level inability to verify qualifications, experience, or skills • Labour market relevance	• Fragmentation of information sources and support services • Lack of social network for support and guidance • Psycho-social issues • Discrimination and stigma • Labour market relevance • Mobility	• Fragmentation of information sources and support services • Lack of social network for support and guidance • Discrimination and stigma • Mobility • Labour market relevance • Financial	• Fragmentation of information sources and support services • Lack of social network for support and guidance • Discrimination and stigma • Labour market relevance • Financial • Labour market demand

2.2 TYPES OF DIGITAL SOLUTIONS

Learning and skills solutions

Learning and skills solutions focus on **building the skills** of learners through the digital delivery of content and resources. These solutions aim to resolve challenges around access and the quality of learning and training opportunities for young people, especially the most marginalized. Virtual learning environments (VLEs) are the most common type of learning solution, and can be classified as either content repositories or learning platforms.[36]

- A **content repository** is used to store and manage learning content. Basic versions allow content to be filtered by subject. Examples are **e-Skills India**, which offers a catalogue of online courses, and the **Global Digital Library**, which provides over 6,000 digitized books in 70 languages. On the other hand, scaffolded repositories have a structure that guides students toward specific learning goals and often also have quizzes and other exercises that allow learners to test their understanding. Many content repositories are classed as **Open Educational Resources** (OERs) which are educational materials that reside in the public domain, whether digital or otherwise. They are accessed free of cost and can be adapted as needed. OERs can take many different forms, including textbooks, curricula, syllabi, course materials or lecture notes, assignments, tests, audio, video and animation. A good practice example is **SkillsCommons**, a free and open online library containing a comprehensive collection of workforce training materials developed by over 700 community colleges across the United States.

- **A learning platform** is an integrated set of interactive online services that provides learners, teachers and facilitators with learning tools and resources. Platforms combine structured content with communication tools and offer the potential to assess and track learners' progress, share completed work and feedback, and communicate in group and individual settings. They can be used in numerous ways, including for self-directed learning, online facilitated learning, and blended learning where digital delivery complements in-person instruction. Several platforms are supporting FDPs. For example, **Coursera for Refugees** supports over 26,000 refugees to access its catalogue of accredited online courses, ranging from Master's degrees to short courses. Financial assistance is often available for applicants to obtain the credentials associated with programme completion.

The way learning is structured in VLEs ranges from full courses that complement national curricula to action-oriented, 'bite-size' content (**micro-learning**) that targets learners who are juggling several commitments and cannot dedicate huge chunks of time to work through course materials.[37] For example, Cell-Ed provides industry-specific micro-lessons to mobile devices, supplemented by access to coaches. In Ghana and Kenya, **Cell-Ed** has partnered with the Girls' Education Challenge Fund Discovery Project, with the platform being used to complement in-person teacher training. **Funzi** is a mobile learning platform that turns content

SPOT LIGHT 1

MAKING CONTENT ACCESSIBLE – THE LEARNING PASSPORT

The Learning Passport is an e-learning platform developed jointly by UNICEF and Microsoft. It is currently active in over 25 countries, including **Honduras**, **Zimbabwe**, **Bangladesh**, **Ukraine** and **Timor Leste**. Originally targeted at school-aged FDPs, it seeks to address major learning gaps and provide young people with opportunities to study and so increase their chances of gaining employment. The surge in demand for remote learning due to COVID-19 has led to far wider uptake than originally planned, with 500,000 users to date. Content is currently available online and requires an internet connection. An offline version is in development.

The platform is increasingly being used by governments to digitize national curricula and expand wider programme delivery. In **Timor Leste**, for example, the Ministry of Education, Youth and Sports is using the platform to support its Eskola ba Uma ('school at home') distance-learning programme. Usage and content are tailored to the individual context: in the MENA region, it has been used primarily for Technical and Vocational Education and Training (TVET), transferable skills, non-formal education and work readiness, but elsewhere it is used for self-directed learning.

into bite-sized 'learning cards'. In partnership with Pearson, Funzi has developed paid-for courses on employability and entrepreneurship, transferable skills, whilst other courses are available for free. **Rumie Learn** is a similar solution, offering a library of digital microlearning focused on delivery of "bite sized insights" on transferable and career skills. Microlearning resources come in a number of formats, including, e-books, text, graphics, videos, animations, webinars, and - increasingly - gamified apps and interactive parallax-based scrolling.[38]

SPOT LIGHT 2

MICRO-STEPS TO LEARNING – AKELIUS DIGITAL LANGUAGE COURSES

Operating in seven pilot countries (**Albania**, **Bosnia & Herzegovina**, **Greece**, **Kazakhstan**, **Lebanon**, **Mauritania** and **Serbia**), digital language courses developed by UNICEF and the Akelius Foundation are enabling marginalized young people to learn modern languages. The courses contain thousands of micro-steps to individualize learning. Quizzes at the end of each unit provide instant feedback to learners on their progress and areas for improvement.

The application can be accessed online, with plans for offline development in the near future. Content is designed for both self-directed, independent learning and facilitated learning in formal and non-formal classroom settings.[39]

A number of learning and skills solutions offer both online and offline functionalities to work around connectivity issues among FDPs. For example, **Planet Learning** is the Open Learning Exchange's cloud-based repository for managing learning content, but it also provides community servers that deliver learning resources and tools without a requirement for ongoing internet access. It has been used by Somali refugees in Kenya, and Syrian refugees in Jordan. In a further example, **Kiron Campus** is an online learning platform that targets refugees worldwide, as well as underserved communities in the Middle East. Kiron has developed a pilot offline initiative to offer massive open online courses (MOOCs) to refugees globally, with users able to use either a memory card containing learning content, or to access local server spaces that store MOOC content for collective learning experiences.

The shift to virtual learning and training can both be a boon or a bane. For instance, **Educate!'s VIP** Virtual Bootcamp saw a large drop-off in female participants when it changed to remote learning. The face-to-face learning environment had provided a safe space as it separated women from challenges faced at home such as childcare.[40] Conversely, the **RESI** programme in Kenya saw increased engagement from women as they found it easier to dedicate time having to travel to a training hub.[41] Explicitly recognizing and mitigating against these risks in programme design is hence critical, as discussed later in Chapter 3.

Credentialing solutions

Credentialing solutions offer a means for recording, storing, and/or providing evidence of qualifications and skills. They are intended to address the problem of loss or lack of documented credentials, and overcome the bureaucratic obstacles to gaining accreditation and/or verification of prior learning and skills. Some credentialing solutions help to communicate the labour market relevance of the skills possessed by individuals, which is particularly useful when these skills are non-formal in nature. The two main types of emerging credentialing solutions with applicability to forcibly displaced youth are those that allow digital recording of qualifications and those that provides alternatives to traditional credentials.

Digital recording of qualifications

These solutions seek to use technologies as a mechanism for recording permanently the achievement of qualifications, such that even if the original paper version is lost, a person is still able to demonstrate that they hold a particular qualification. The first type of solution in this category uses **blockchain** technology. Blockchain is a distributed database technology that can provide an unalterable record of transactions on a database.[42] Several countries are now adopting blockchain technology to support certification of qualifications. For example, Malta recently embarked on a country-level pilot, using the **BLOCKCERTS** standard developed by MIT to develop a 'learning wallet' in which learners can store their qualifications digitally.[43] Similarly, Ethiopia's Ministry of Education has just formed a partnership with **Cardano**

that will see all 12th-grade students given chips containing their educational credentials.[44] An alternative to blockchain is storing credentials on a **multi-purpose digital identity platforms**, as in the Government of India's **Digilocker** initiative.[45] If widely adopted, these solutions have the potential to tackle the skills under-utilization experienced by some FDPs due to difficulties in evidencing prior achievement. The technology is however much less useful if displaced persons have not stored their qualifications digitally prior to displacement or if host governments or institutions do not have appropriate frameworks and/or mechanisms to recognize these prior qualifications.

SPOT LIGHT 3

SECURE PROOF OF QUALIFICATIONS – THE GOVERNMENT OF INDIA'S DIGILOCKER

Launched in 2015, Digilocker is a Government-owned cloud that allows users to store relevant certificates in a digital 'wallet'. The platform is used across government functions, from issuing insurance documents, birth certificates and marriage certificates, to storing proof of qualifications. To access the platform, users have a 12-digit unique identity number that can be obtained by residents or passport-holders of **India**. There are currently nearly 63 million registered users.

State education and skills boards have made exam results available on Digilocker, with users able to link their results to their account. Digilocker integrates with the Central Board of Secondary Education to contain all examination-related material and with Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the Government's skill certification scheme that supports Indian youth to participate in industry-relevant training. Over 13 million people have had Skill Enhancement or Skill Proficiency Certificates issued via the platform.[46]

Alternatives to traditional qualifications

Solutions that provide alternatives to traditional qualifications present an opportunity to support learners in signalling their competence to prospective employers. These solutions include the use of micro-credentials as well as the development of learning portfolios.

> "Micro-credentials could be used to support Recognition of Prior Learning processes with an "employer certifying that a worker has a certain set of skills by issuing a micro-credential." We're not seeing this yet. Mainly people are just trying to add existing formal qualifications to a blockchain."
>
> – NEIL BUTCHER, TVET EXPERT

✔ **Micro-credentials** are mini-qualifications that demonstrate skills, knowledge, and/or experience in a particular area.[47] The use of micro-credentials is increasing, driven by a desire to certify a wider set of skills, with some training providers having embedded micro-credentials into their learning platforms – one prominent example being the **'digital badges'** issued by MOOC platforms, which recognize attendance, course completion or assessment results.[48] However, it is unclear whether micro-credentials are widely understood, valued and recognized by employers. A report by the IMS Global Learning Consortium found that 'few people have an understanding of digital badges', while another study by the Organisation for Economic Co-operation and Development (OECD) found that employers viewed alternative credentials as complementary to traditional qualifications, rather than substitutes.[49] This is often due to unfamiliarity and 'confusing signalling', with a lack of reference to actual standards. The assessment of transferable skills is difficult, and is often undertaken to diagnose areas for improvement rather than for certification purposes.

Employer-issued micro-credentials could disrupt existing models. Neil Butcher argues micro-credentials could be used to support Recognition of Prior Learning processes with an "employer certifying that a worker has a certain set of skills by issuing a micro-credential." He observes that "we're not seeing this yet. Mainly people are just trying to add existing formal qualifications to a blockchain."[50] There is a risk, that employer-issued credentials may face similar challenges, if prospective employers do not understand or trust the processes underlying the value of the credential.

- The development of **learner portfolios** is another promising approach. Some providers have dispensed with traditional certification altogether. At **RebootKamp**, a programme for aspiring software engineers, participants develop a GitHub repository over the course of their training and leave with this rather than a certificate. **MyCompetence Portfolio** is a Danish solution that supports the recognition of prior learning by allowing users to describe and document their relevant, job-related experience, including by uploading evidence in the form of work samples. Users are able to create portfolio presentations that can be downloaded and sent to potential employers.[51]

SPOT LIGHT 4

REACHING RURAL AREAS – MOBILE FOR CAREER DEVELOPMENT

Save the Children **Ethiopia** has developed the Mobile for Career Development (M4CD) app as part of the USAID-funded Building the Potential of Youth Activity (POTENTIAL) programme, which set out to support 35,000 people in rural and semi-rural areas to develop their skills. M4CD combines advice and guidance with job-search elements. A library of career-related information – including topics such as writing a CV and cover letter, and interview preparation – has been created through the digitization of materials that were previously used face to face at youth centres.

The app contains information on local job opportunities, combining job posts from employers who have been trained to use the platform by local facilitators, with an application programming interface (API) that pulls through vacancy information from a local jobs platform. This makes information available digitally to learners who would previously have had to travel to the nearest town.

Information, advice and guidance (IAG) solutions

Through provision of career-related information, advice and guidance, IAG solutions seek to address barriers relating to FDPs' limited access to social networks and high-quality information that can support job-seekers make informed career choices and navigate the world of work. The most common IAG solutions with applicability to forcibly displaced youth are web- or app-based solutions that provide career information and those that provide remote mentoring.

Web or app-based careers information

Several remote forms of careers support are being used to link young people to relevant IAG solutions. In India, UNICEF and Generation Unlimited partnered with the Government to create a guidance portal that is part of a wider programme entitled **YuWaah!** to support young people in their employment journey.[52] In Bangladesh, the **a2i initiative**, which partners the United Nations Development Programme (UNDP) and the Government of Bangladesh, consolidates previously disparate information on training, apprenticeship and employment opportunities as part of an integrated single-sign-on portal, offering citizens a wide range of information and other services.

Numerous websites or platforms have also been established to provide displaced populations with key information on topics that will help them to make the transition into work. Examples include **ILO Jordan's e-learning** on rights and responsibilities under labour law, **Higher Advantage's** online training on how to find and keep a job, preparing for interviews and what to expect in the workplace, and **Mobilearn** in Sweden, which provides guidance to refugees on social integration, employment, housing, language and education.

Remote mentoring

Several solutions are using digital collaboration and social networking tools to facilitate mentoring of young people, with the technology helping to overcome distance barriers and making mentoring more convenient and safer for both participants. In India, **Pratham's Youth Network** digitally connects young people in rural areas with mentors working in various industries to support career awareness and planning, English language capability and digital skills. In a very different context, the UK's recently launched **Job Centre Plus Connect** by My Kinda Future is a pilot providing 18–24 year-olds with mentors to support them in their transition to work. Mentoring also plays an important role in supporting young entrepreneurs.

SPOTLIGHT 5

ONLINE MENTORING FOR ENTREPRENEURS – MICROMENTOR

Micromentor offers an online 'matching' service between entrepreneurs and mentors around the globe, including young people in low-income contexts. In 2020, the platform was facilitating over 5,000 connections involving 1,900 mentor volunteers. 68 per cent of the connections were between countries, with women making up nearly 45 per cent of those supported globally.

Micromentor's own data suggests that mentoring can have a huge effect on an entrepreneur, with 92 per cent reporting in a survey of alumni that they had built their confidence and acquired one or more business-related skills as a result of the mentoring relationship.[53]

Job search solutions

Job-matching platforms have been developed to provide a mechanism to match job-seekers with a far greater number of available opportunities than would be possible offline. Job-matching has the potential to address barriers relating to FDPs' inability to access high-quality information as a result of the absence of social networks and the fragmentation of information and support services. It can also help users to navigate situations where they face financial barriers, stigma and discrimination and a lack of infrastructure. Importantly, the 'matching' element ensures that candidates' skills are aligned with labour opportunities.

Different job-matching solutions use different mechanisms for matching job-seekers with available jobs. Several OECD countries have job boards that employers can use to reach potential refugee employees (where they have right to work), notably Jobs for Refugees in the US and **Action Emploi Réfugiés** in France. In Canada, the **ALiGN initiative** uses a psychometric assessment to match refugees and unemployed young people with hard-to-fill roles. An emerging class of solutions are using artificial intelligence and machine learning to improve the quality of the match between user profiles and available vacancies.

SPOTLIGHT 6

RELOCATION AND JOB-MATCHING – TALENT BEYOND BOUNDARIES

Talent Beyond Boundaries (TBB) works through an online talent catalogue that contains profiles of over 25,000 registered professionals, who are also refugees, based in **Lebanon** and **Jordan**. Candidates are able to upload their profiles for matching with employment opportunities in **Canada**, the **UK** and **Australia**, with plans to expand to the **US**, **Ireland** and **Portugal**. The database is searchable by occupation type, English language proficiency and years of experience. Placements are managed through TBB and partner organizations (such as Refugee Talent in Australia), with employers covering most of the costs of relocation and entry into the country of employment.

In order to prepare candidates for recruitment, TBB connects them with mock interviewers (volunteers drawn from its international networks) and refers candidates to partner organizations that can provide transferable skills development in the host country, including referring candidates to English language training and test preparation resources.

Since 2019, 222 refugees have relocated or are undergoing the visa process using TBB. However, issues of equity remain, with only 15 per cent of registered users being women, and although women and girls make up roughly half of the people who relocate through TBB's programme, this may be as family members rather than employees.

The use of job-matching solutions is no longer limited to formal sector employment, and increasingly, such solutions are being targeted at the informal sector, such as **Google's Kormo Jobs**, which operates in Bangladesh, Indonesia and India, to match urban youth seeking entry-level jobs with employers in the services and informal sectors, including food markets, retail and hospitality. Other examples include **Aliada** in Mexico and **SweepSouth** in South Africa.

Investors have been attracted to what appears to be a sizeable job-matching market. However, such platforms are often not built on viable business models or are misaligned with demand, have limited access to funding, or lack personnel with the necessary skills to run them.[54] Further, there are concerns that job-matching platforms are not popular with target populations.[55]

Digital employment and entrepreneurship solutions

The final set of solutions identified aim to provide FDPs with the skills to earn a livelihood in the digital economy, either supporting them into employment, or to establish themselves as freelancers, undertaking tasks that have been digitally utsourced, or platform-based work.[56] Employment and enterprise support addresses several barriers, providing an access point to employment where a social network is missing, overcoming financial barriers, ensuring that skills are matched with market demand, and reducing discrimination and stigma. Given the significant informal economies in many of the countries in which refugees are concentrated, some informants saw support for entrepreneurship as the 'most realistic avenue for work', with the potential for further job creation beyond the individual if participants were able to grow a small- or medium-sized enterprise (SME).

Training for remote digital livelihoods

Numerous programmes have been established to provide refugees with the training and experience necessary to establish careers in the digital economy. These programmes tend to combine in-person or online training in digital skills with support to navigate online marketplaces for freelance work, or, less commonly, support into employment. Examples include the **Workwell Refugee Tech Hub** (which focuses on coding, graphic design and accounting for displaced Syrians and Iraqis), **Empact** (implemented by the World Food Programme in Lebanon, Iraq, Turkey and Kenya), and RebootKamp (focused on coding in Jordan and Tunisia). Outside refugee contexts, the Khyber Pakhtunkhwa **Youth Employment Programme** seeks to train women in advanced digital skills and to equip them to access remote work.

The pandemic has seen many of these programmes pivot to online delivery. In Iraq and Turkey, for example, **Re:coded** has moved its English and Arabic web-development and user-experience (UX) bootcamps online, with some content available free of charge for self-directed learning.[57]

SPOT LIGHT 7

SUPPORTING START-UPS AND SELF-EMPLOYMENT – GAZA SKY GEEKS

Mercy Corp's Gaza Sky Geeks initiative began as a community hub to support tech start-ups in **Gaza**, but by 2016 had become a vertically integrated solution that offers three training paths: for start-ups, coders and freelancers.

The freelancing programme (The Skylancer Academy) is designed for trainees with good English. Some 60 per cent of Skylancer trainees are women, though research in 2020 revealed that they only accounted for 40 per cent of reported income.[58] The success of the solution is attributed to the high level of English among trainees, as well as high education levels within the operating geography, making this a key consideration in scaling the initiative up.

Some programmes bundle digital work with other elements. **RET International's Digital Work Livelihood Programme** in Kenya, which combined digital work training with access to devices and mobile banking services, assisted refugees to purchase a subsidized laptop and to work from a physical business centre. This was closed in 2012 due to changes in funding priorities. **Samasource**, combines impact sourcing – the practice of hiring people from the lowest socio-economic groups to complete digital work – with breaking projects into micro-tasks that are outsourced to refugees or other marginalized workers.[59] Workers are provided with training, and some business centres have been established to help overcome infrastructure constraints.

Finally, a number of solutions seek to utilize refugees' language skills. **Chatterbox** and **NaKallam** provide English-speaking refugees around the world with opportunities to work as private language tutors, with NaKallam also offering opportunities to provide professional translation services. For Chatterbox, refugees complete an assessment and training before beginning coaching on the platform. Coaches must have the right to work and are paid a 'global fair wage' rate of between £8.50 and £10.30 per hour.[60] Both platforms market themselves to socially conscious businesses and consumers, emphasizing their employment of refugees strongly in marketing material.

E-commerce marketplaces

E-commerce businesses are supporting marginalized people, including FDPs, to set up and run their own e-marketplace. For example, **UNHCR MADE51** and **Mikono Refugee Craft Shop** are online marketplaces for refugee artisans, aiming to connect refugees with socially conscious consumers. MADE51 has adopted a global social-enterprise model in which local partners in 20 countries are responsible for training refugee artisans, and assisting them with customer relations, sales, marketing and payments. There is also potential for this concept to be integrated into wider training interventions, where it is combined with training on, for example, garment manufacture. The sustainability of financing is a concern for both models, which are both currently backed by larger institutions but require long-term investment to scale up.

Opportunities in the digital economy, with all their potential to address long-standing problems of transition to work, have heralded concerns about workers being underpaid, a lack of social protection and poor long-term career prospects. While it is recognized that work in the digital economy, including the remote working it facilitates, is part of a growing phenomenon that brings clear benefits in enabling participants to secure work that might not otherwise be available in local labour markets, there is only limited evidence that the outcomes from digital livelihoods programmes are accessible and sustainable to all.[61]

2.3 FUTURE TRENDS

It is difficult to project with any degree of certainty how the solution landscape will evolve, given the potential for frontier technologies in unrelated fields to drive innovation. However, several trends are already being observed that can be expected to continue to shape provision.

- ✓ **Increased use of data and analytics to provide more personalized support to learners and insights for decision-makers.** For example, data collected on a learner's engagement with a platform (including the results of formative assessments and data on content engagement and completion) can highlight to learners the areas they need to spend more time on, and provide tutors and mentors with information on where to focus their contact hours. Similarly, the incredibly rich source of job-vacancy data (`big data') can be used to better understand labour market demand, and for skills anticipation and matching, especially when complemented by more traditional sources of information.[62]

- ✓ **Greater use of artificial intelligence (AI) and machine learning (ML) technology.** AI and ML powering personalized and adaptive learning platforms are able to gauge a learner's level of understanding and coach them, for example by recommending content. This technology is in use on some platforms, but is not yet mainstream. An example from the IAG space is **SkillLab**, which uses an AI-driven competency-to-occupation matching solution to support potential employees in finding suitable employment in local labour markets. Its SkillMap app allows users to identify and document the skills and knowledge they have gained and to map these to thousands of professions, as well as to course recommendations based on their career goals and current

SPOT LIGHT 8

FROM LOCAL TO GLOBAL – MIKONO REFUGEE CRAFTSHOP

Mikono Refugee Craftshop was forced to shift rapidly to an online model in May 2020 as a result of the pandemic. The craft shop had occupied a physical space at the offices of the Jesuit Refugee Service (JRS) in Nairobi, **Kenya**. Following digitization, Mikono is now wholly online, using the Shopify platform.

JRS manages the Mikono Craft Shop account and distributes earnings monthly to its 89 artisans, who themselves often employ associates. In the last year, the online shop has trebled its turnover, with increased demand placed on its artisans who had been accustomed to a Kenya-only market. This change in demand has led to JRS exploring credit facilities so that artisans can pre-purchase materials and secure discounts on bulk purchases. In addition to upskilling artisans on managing the demands of an international market and providing standardized quality, the JRS team has had to upskill fairly quickly itself in areas such as marketing and global delivery mechanisms.

skills. Meanwhile, a UK-based team is developing **CiCi**, an AI-powered chatbot that relies on natural language understanding to signpost learners to labour market information and information on careers, jobs and training opportunities.[63] In the short- to medium term, there is also significant potential for growth in digital work platforms offering services related to AI, including image-annotation services such as that provided by **Taqadam** (a US firm working with Syrian refugees and Lebanese in Lebanon). This is a huge growth area.

✓ **Another emerging though not well-evidenced area is the integration of virtual reality (VR) into learning and training solutions.** Fully immersive VR content can be more engaging for learners than traditional digital content and can also provide a more realistic simulation of workplace environments during vocational training. However, the use of VR in education is not ubiquitous, even in high-income countries, and the library of educational VR content is still limited. While the infrastructure required to create and run VR solutions has become vastly less expensive, the equipment required to use these technologies, such as VR glasses, is still not widely available.

SPOT LIGHT 9

VR IN VOCATIONAL TRAINING – ENABEL AND ACTIVAR

In **Uganda**, the Belgian Government has funded the **Enabel** programme to record a series of 360-degree videos, designed to provide learners in remote areas (including refugee settlements in Northern Uganda) with immersion in workplace settings. The videos are viewed by learners using VR glasses or Google Cardboard.[64]

In **Ecuador**, the Government and World Bank are working through the **ActiVaR** programme to introduce VR into technical education provision for disadvantaged youths enrolled in public technical and technological training centres.[65]

These initiatives demonstrate how VR could be used to provide learners with insight into typical workplace experiences as a more immersive form of careers information, or alternatively as a way of delivering a masterclass to vocational learners on how a particular task is performed by a skilled practitioner.

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Emerging lessons for displaced and host community contexts

3.1 INTRODUCTION

This chapter brings together the lessons identified from the literature review, key informant interviews and profiled solutions. These are categorized as relating to (a) design and implementation, and (b) scale, sustainability and ecosystem. Key elements include the need to shift from a short-term humanitarian mindset to a long-term development mindset, the establishment of an enabling legal, regulatory and financing environment, an emphasis on long-term outcomes, and the importance of programming integrated suites of support that enable individuals to progress.

3.2 LESSONS RELATED TO DESIGN AND IMPLEMENTATION

Co-designing solutions with users

The involvement of young people as co-designers is critical for solutions that aim for high uptake and relevance among forcibly displaced youth.[66] It is not enough to simply obtain youth-related labour market data when designing an intervention: a true co-designing approach privileges the voice of youth and empowers them. It also requires deliberate effort and planning, and a thorough consideration of how different groups will be affected by a particular solution.[67] However, youth voice and engagement is still too often lacking, to the detriment of the solution and young people alike.[68]

Programmes that empower youth voice incorporate them into actionable feedback loops, evaluation and management decisions. Some programmes amplify youth voice by engaging them as researchers, mentors to project team members and board members. This itself can be a source of empowerment for marginalized and displaced young people.[69] Others, like UNICEF's **Yoma initiative** and the **Mastercard Foundation**, have established consultative forums for group of participants and intended users, including refugees.[70]

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SPOT LIGHT 10

CO-DESIGNING WITH YOUTH – YOMA

Supported by UNICEF and Gesellschaft für Internationale Zusammenarbeit (GIZ), the Youth Agency Market Place (Yoma) is a fully integrated platform that was co-designed by its intended users, 70 per cent of whom are aged under 35. The initial research stages, conducted under the auspices of University of Cape Town Design School and the University of Nairobi and operating across five countries, identified young people's sense of feeling 'lost' in their employment journeys and their perception that the interventions set up to support them served the interests of the institutions and organizations involved, rather than users themselves. Concerns around privacy and the uniqueness of a digital identity also emerged.

Yoma has integrated several functions, including job-matching, mentoring, technical and transferable skills training, and experiential learning and work-based learning opportunities. In addition to accessing these, young people can develop a digital personal profile and CV, which they can use to market themselves to employers. Yoma employs blockchain technology in response to the privacy concerns raised by young co-designers. In a continuing commitment to shared design, Yoma has a steering committee that involves youth representatives, and seeks to engage forcibly displaced youth to further develop the programme in the future.[71]

Tailoring to labour market needs

There is a balance to be achieved between co-designing with the needs of users in mind and ensuring that solutions align with prevailing employer needs and labour market analysis.[72] To be effective, solutions for FDPs need to be embedded into the prevailing labour market needs. However, solutions do not always meet these expectations: one interviewee recalled that following some programmes, participants had received certificates that were not usable when they applied for work.[73] Often, the labour market information required to target specific sectors and design relevant curricula is missing or patchy, structured labour market analysis are not always carried out, employer engagement in design and implementation remains nominal or ad hoc, or programmes

> "Following some programmes, participants received certificates that were not usable when they applied for work."
>
> – INTERVIEW PARTICIPANT

overly rely on the prospect of creating micro-entrepreneurs but with limited consideration to market needs and capacity. Concerns around labour market relevance are sometimes further compounded by concerns around the perceived legitimacy and cachet of technology-enabled study, such as distance learning.[74] It remains to be seen whether the pivot to tech-enabled education and work during the pandemic will lead to a shift in attitudes.

An effective demand-driven approach begins with identifying the needs of the geographical labour markets being targeted. **Gaza Sky Geeks**, for example, takes a global labour market approach, having identified a global need for skilled digital freelancers with good English fluency who can undertake a range of client work. **Talent Beyond Boundaries** focuses on the needs of a few high-income country markets to which refugees could subsequently relocate.[75] Both solutions have developed extensive employer engagement workstreams and comprehensive participant tracking to obtain data that will indicate how the solution can be tailored to industry needs. In Jordan, the ILO's **Mehnati** platform has been careful to include skills training opportunities that best align to the sectors that both refugee and Jordanian women in the country tend to work in, e.g. the care economy. There are also several promising approaches to aligning programmes for skills development, employment and entrepreneurship with labour market needs in FDP contexts that tech-enabled solutions can learn from and incorporate in their own design.[76]

Bundling components into an integrated solution

Many solutions increasingly bundle different programme components together, in recognition of the multiple challenges young people face. This more holistic

approach, rather than narrowly serving needs through technical skills development or job-matching, addresses a wider set of needs, such as transferable skills development, psychosocial support, mentoring, and support for language development.[77] Meeting multiple needs can be achieved by signposting learners to the support available from partners in other parts of a local system. Such referral pathways need to be integrated with the solution and participants informed about how to access relevant services. Mapping out a suite of support that goes beyond the core intervention has been found to be particularly valuable when working with groups with complex needs.[78]

There are several examples of this. **Talent Beyond Boundaries** provides transferable skills preparation for candidates, drawing on its global network of volunteers and partners who are already providing support in CV-writing, mock interviews and language training.[79] **Gaza Sky Geeks** offers participants training in client-facing transferable skills and has invested in a mentoring programme that involves matching alumni, many of whom are working in industry, with new trainees. The **Yoma** platform has prioritized the need for wraparound support for its users, recognizing that engagement with skills and employment services is a journey for the user and they need to be guided. This includes mentoring, with plans for coaching and career counselling to ensure relevant, individualized and strategic 'learning to earning journeys' for youth.

> "The commonality is the context, not refugee status. We need to look for entry points to open up offerings to people already in the region."
>
> – KEY INFORMANT

Designing "Open" systems which include host communities

There is general consensus that 'closed' systems that are only open to FDPs are detrimental to in-country relations with host communities.[80] While it is recognized that FDPs require tailored design features that address the particular challenges they face, host communities are often also highly vulnerable, particularly in LMICs. In the words of one key informant: 'The commonality is the context, not refugee status. We need to look for entry points to open up offerings to people already in the region.'

Investing at the national level might be more beneficial in the long term than focusing solely on a particular group of FDPs.[81] UNICEF's **Learning Passport** was originally targeted at young FDPs, but was adapted by national governments to host digitized national learning content and opened up to all. Similarly, ILO's **ECSJO** is supporting Syrian refugees in Jordan, but also the

SPOT LIGHT 11

TRANSFERABLE-SKILLS TRAINING – REFUGEE EMPLOYMENT AND SKILLS INITIATIVE

Implemented in Dadaab refugee camp in **Kenya**, the Refugee Employment and Skills Initiative (RESI) partners with the International Trade Centre and Norwegian Refugee Council to support young refugees in accessing the freelancing market, offering digital and soft-skills, work-readiness training and internet hubs. Currently in its second phase, the programme does not provide a bespoke platform to connect freelancers with employment opportunities, but instead makes use of existing platforms popular in Kenya (Upwork, Fiverr).

A key lesson from the pilot programme, which ended in 2019, was that a complementary focus on transferable skills – in particular, communicating with clients – was necessary if freelancers were to develop long-term clients and establish themselves as competitive in the digital freelancing market. The current iteration of the programme, which runs until 2023, has added this training component in an attempt to aid potential and actual clients to retain the services of RESI graduates and aware of their working context, such as interruptions in electricity supply and internet access.

Government of Jordan's commitment to raising employment outcomes for all citizens, both refugee and Jordanian.[82]

Building in inclusion considerations

Solutions targeting forcibly displaced youth need to understand the intricacies of the beneficiaries they seek to target. There are groups of forcibly displaced youth, including young women and girls, people living with disabilities and people from disadvantaged backgrounds, that face specific constraints and vulnerabilities that prevent them for using or benefitting from these solutions. These groups are easily missed, and therefore specific action needs to be taken to secure their engagement. The design of solutions can contribute to inequity, for example by not accommodating barriers such as a lack of childcare or access to a smartphone. In some cases, solutions become too focused on generating users in the first instance in order to achieve scale, with inclusion being a secondary development.[83]

Disaggregated data for the education and training destinations of FDPs is also in short supply, leading to difficulties in diagnosing and responding to these challenges.[84] The digital economy has clearly opened up huge opportunities for young women in vulnerable contexts, yet gender norms remain. [85] One study found a significant disparity in the amount female entrepreneurs earn, highlighting a wider issue that system-level labour market reforms could address.[86] Several implementers are very aware of these differential outcomes. **Gaza Sky Geeks** and **Yoma** both note lower participation rates among women and have sought to undertake targeted recruitment and engagement drives to even up participation, access and relevance to both sexes.[87]

There are several promising examples which have made a deliberate effort to include gender and social inclusion considerations. **Digital Data Divide**, operating in Kenya, Cambodia and Laos, reserves a proportion of its training places for disadvantaged groups. Others have designed technology-enabled training programmes that integrate inclusive learning approaches, such as Leonard Cheshire and Accenture's **Skills to Succeed Academy**, which provides skills training to 13,000 youth with disabilities in South Asia and South Africa, using bite-size, interactive modules. In Bangladesh, **Ek Shop Shoron** provides childcare facilities to participants undergoing skills training, allowing women to dedicate time to investing in career pathways. Another promising approach is for skills training programmes to focus entry criteria not on prior training or experience, but through an assessment of existing skills and aptitude to understand a candidate's potential trajectory. **Talent Beyond Boundaries** pinpointed the consideration of existing transferable skills as an area for further engagement with employers, who may invest in refugees' work-based training, based on positive mindset and personality.[88]

SPOT LIGHT 12 EMBEDDING JOB-RELATED SKILLS – ECSJO

The Employment Counselling System Jordan (ECSJO) is an e-counselling platform developed by the ILO in 2018 to enable Syrian refugees and vulnerable Jordanians to connect with employers, and vice versa. The platform is run in partnership with the Ministry of Labour, which uses it to fill vacancies and advertise training opportunities. Since 2019, the platform has included the profiles of 29,776 job seekers and 8,605 job vacancies from 190 employers.

A key enabler of ECSJO has been the fact that it is embedded in a wider programme of support to get Syrian refugees into the labour market, via 13 employment offices. The offices offer services such as interview coaching, skills training, support to access recognition of prior learning, CV-writing and linking job-seekers with employment opportunities.

There remain challenges: engagement by Syrian women accounts for less than 10 per cent of the candidates, and engagement and job retention, particularly among Syrian refugees, need to improve, with matching expectations among employers and job-seekers in respect of working hours and pay being a focus of attention.

Enhancing security and privacy

Digital engagement creates risks as well as opportunities, with particular concerns around how to safeguard digital security and privacy. This is a concern

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for refugees when choosing a platform, with limits of their digital literacy and English language proficiency also making some users feel vulnerable.[89] The abundance of refugee-related apps available is a challenge, with many being updated only infrequently and therefore vulnerable to security breaches.[90] These concerns emerged as a top priority for potential users of the Yoma platform during its two-year research process with young people, as well as among Yoma's stakeholders and developers.

Promoting the right to decent work

The predominance of informal work in LMICs, barriers to formal work for displaced people in many countries, and a lack of regulatory environment puts FDPs are at the risk of exploitation and abuse in the workplace. While there is a tendency for humanitarian programming to focus on helping forcibly displaced youth "get a job – any job", programmes have a responsibility to ensure they promote international labour standards in their work.[91] Engaging solution partners and wider stakeholders on what decent work means and how it can be achieved in the context of the solution is critical. Clear and consistent messaging is crucial here particularly for stakeholders such as employers who may have little experience engaging with FDPs.[92]

> "Discussions about the conditions, protections and labour rights of workers in the digital economy do not commonly address its unique impact on refugees and migrants... and call for coordinated international action to transform digital livelihoods into decent digital employment through economic, legal and political interventions."
>
> – INTERNATIONAL LABOUR ORGANIZATION

There is also a need for further investigation, to better understand decent work implications in the digital economy from the perspective of refugees and migrants. ILO notes that, 'discussions about the conditions, protections and labour rights of workers in the digital economy do not commonly address its unique impact on refugees and migrants', and calling for coordinated international action 'to transform digital livelihoods into decent digital employment through economic, legal and political interventions'.[93] Others argue that there is a need to define what 'decent' work is and to avoid normative

assumptions. Ryan Sturgill, Director of Gaza Sky Geeks, emphasised that criticisms of digital work often assume that everyone wants a long-term job. He argues that this is not the case and that freelancing can be preferable, particularly if conducted within a supportive community. This was echoed by Celestine Ukpere, who highlighted the limited options available to many of the digital entrepreneurs seeking remote digital work in the Kakuma context. With a lower skills base and restricted internet access, she felt that candidates were less competitive than others and therefore needed to align with the realities of the market.

> "We need solid local partners if we cannot be on the ground."
>
> – RYAN STURGILL, GAZA SKY GEEKS

Some platform solutions have taken intentional steps to engage with this agenda. **UNHCR's MADE51** brand for refugee-made goods, which includes an e-commerce marketplace, has partnered with the World Fair Trade Organization to ensure that each of its global social enterprise partners across 23 countries is fair-trade compliant and pays the local living wage to refugee artisans. The ILO's **ECSJO** endeavours to integrate physical verification of prospective employers, while **Talent Beyond Boundaries** works closely with each employer who uses the candidate database to ensure the appropriateness of opportunities, and subsequently works, often through its partners, with recruited refugees in the early stages of their new employment.

3.3 LESSONS RELATED TO SCALE, SUSTAINABILITY AND THE ECOSYSTEM

Understanding different pathways to scale

There are multiple routes to reach scale, including scale within geographies and expansion to new geographic contexts. However, the aim of all efforts to boost scaling, irrespective of the scaling pathway, should be delivering *better outcomes at scale*, rather than focusing more narrowly on scale at a programme level. The solutions that scale best are those that have already scaled in their original context, along with those designed for scale at the outset. Scaling requires the components of a solution to be systematized so that they can be adapted and adopted elsewhere. Ad-hoc fixes that might hold up in a local implementation are unlikely to prove as resilient when a solution is rolled out regionally, nationally or internationally.

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There may however be good reasons not to scale up a programme, particularly for employment-focused solutions with an optimal number of participants. Scaling beyond this may lead to misalignment of supply and demand, and saturate the local labour market. Programmes designed for advanced digital skills in particular may also prove difficult to scale if there is a limited pool of potential participants in a locality with the required level of pre-requisite skills and capabilities.

SPOT LIGHT 13

GLOBAL PARTNERSHIP TO SUPPORT SCHOOL-TO-WORK TRANSITION – GENERATION UNLIMITED

Generation Unlimited (GenU) is the world's first Public-Private-Youth Partnership, which brings together governments, CEOs, foundations, and civic leaders to forge innovative collaborations with young people at the center, with the aim to connect the world's 1.8 billion young people to quality education, training, employment and social impact opportunities by 2030. Leveraging UNICEF's field presence and convening power, GenU has built a strong coalition of distinguished public and private sector leaders and youth to partner, fund, and deliver scalable solutions for young people.

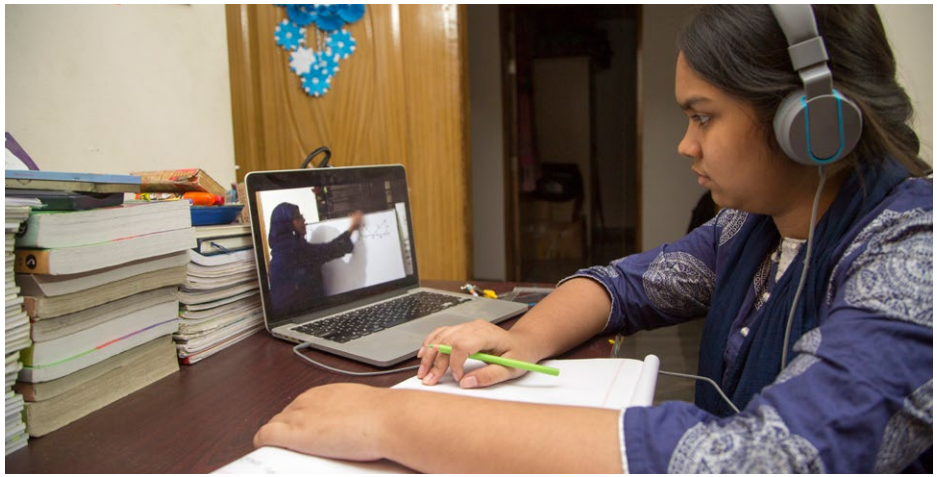
Since its inception, GenU has rapidly expanded to over 45 countries, reaching over 100 million young people in collaboration with over 200 partners. With the COVID-19 pandemic disproportionately affecting youth due to school closures, job losses, and income reductions, GenU's focus on efforts such as remote learning, digital connectivity, and social impact initiatives related to the pandemic are highly relevant to the recovery and "building back better" agenda. GenU's mission is also well-placed to address longer-term global trends and the critical need to positively engage with and for youth.

Promoting multi-stakeholder partnerships

Getting the right partner organizations in place and being open to wider collaboration are crucial steps in efforts to scale, particularly for solutions scaling to new geographies that need to contextualize programme content to the new setting and identify and bring on local delivery partners. Ryan Sturgill, Director of **Gaza Sky Geeks**, indicated that any plans to scale up were heavily dependent on bringing in new, like-minded partners who share the organization's vision and understanding: 'we need solid local partners if we cannot be on the ground'.[94]

In global programmes, variations in partners' interest and capacity can lead to huge differences in what a solution looks like in different contexts. UNICEF's **Yoma** and **Learning Passport** partner with country offices and local partners for country-specific strategy and implementation. Learning Equality's **Kolibri** has an open, do-it-yourself approach and adaptability. It enables engagement by implementing partners to develop, manage and use technology-enabled content and blended learning pedagogical approaches.[95]

Working exclusively through local implementation partners also poses challenges. The number of learners that a partner can recruit and support might not be high compared with the effort needed to establish links locally. One interviewee said, 'Working through small local implementation partners can make it difficult to reach high numbers quickly'.[96] Employee turnover can also be a challenge and add to costs.[97]



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Partnerships with government can be important, especially in fragile contexts where a licence to operate might be required, or where a provider is looking

to reach national scale quickly. There can be bureaucratic delays and lack of meaningful engagement, pressure to widen the target group and perceived politicization by users.[98] In UNICEF's **Learning Passport**, engagement with government has meant solutions playing a role in making digitized learning part of the national education system. This raises a solution's profile and potentially secures influence with relevant decision-makers.

Partnerships with private sector actors can add value to design and scale, particularly with technology-based solutions that require continuous investment, development and refinement. Save the Children Ethiopia's Mobile for Career Development (**M4CD**) app was developed in partnership with an Ethiopian ICT provider. However, there are risks in being locked into ongoing use of a particular supplier: implementers should look to use open architecture wherever possible as a means of avoiding lock-in.

Adopting open-source data models

Open-source products grant permission to access, reuse and redistribute solutions with few or no restrictions, meaning that other implementers are able to reuse digital resources and contextualize them for use in another context. **Yoma** takes an open-source approach, with the codes now available on GitHub. Learning Equality's **Kolibri**, in collaboration with UN Women's Second Chance Education Programme, is another example of where implementation has benefited from open-source software. This has supported the development of openly licensed content for local contexts.

Developing a "jobtech" sector

A relatively large number of the solutions identified during this study were operating at small scale, and many other solutions appeared to be no longer operating at all. A large number of apps had been developed to serve particular needs of communities, but had not been maintained and updated.[99] The Migration Policy Institute has argued that the number of initiatives is a cause for concern, and that governments should signal more clearly what problems need to be solved.[100] The International Finance Corporation (IFC) argues that the fragmentation and small-scale solutions are a barrier to private sector financing, as few of the prototype solutions are investable in their current form.[101]

The fragmentation of the system is a barrier to developing a viable sector, with competition among programme implementers for limited funding disincentivizing collaboration and sharing of programme design. There is a need for efforts to reduce fragmentation and improve coordination in this space.[102] Chris Maclay of Mercy Corps argues there is a need to develop a consistent narrative and clear branding around efforts to support the development of sustainable livelihoods through technological means. Much like the fintech sector, which was once a disparate set of activities, he considers this narrative framing to be central to the 'jobtech' sector and addressing challenges associated with fragmentation, funding, and systemic building. The project-specific nature of current support efforts is often short sighted, repeats the same mistakes and fails to tackle fundamental barriers to scale. A systemic approach may better facilitate a coordinated sectoral pipeline and leverage developments in technology.[103]

SPOT LIGHT 14

OPEN-SOURCE PRODUCTS – KOLIBRI

Learning Equality's Kolibri is a suite of open-source products and tools designed to provide offline-first learning, and access to digital content in remote areas with poor connectivity. Its library contains open-source materials, with content tailored to local context to ensure relevance. Partners can develop their own content using the Kolibri curricular tool. One partner, the UN Women's Second Chance Education and Vocational Training, is operating a pilot in six countries, with five more in the pipeline. The initiative aims to support women who have missed out on formal education in gaining employability or entrepreneurial skills, with a target of reaching 60,000 women.

This highlights the benefits of open licensing. Support for open-source software development among funders could help sustain local content creators, including through greater efforts towards interoperability of content across different learning platforms.

SPOT LIGHT 15

COLLABORATION THROUGH TECHNOLOGY – JOBTECH ALLIANCE[104]

Mercy Corps established the JobTech Alliance, which aims to promote the use of technology to enable, facilitate and improve productivity and access to high-quality work. The Alliance seeks to build an engaged, vibrant and informed community of start-ups, funders and other stakeholders, working towards a shared goal of inclusive jobtech in Africa. It will do this by aligning actors on priorities, sharing lessons and experiences, facilitating partnerships and collaboratively tackling wider environmental issues to build a system that can support a wide range of solutions.

This initiative is based on the insight that there is currently little understanding of 'what good looks like' in jobtech, that few solutions are currently investable and that there is little knowledge-sharing and collaboration, such that new start-ups are making the same mistakes as their predecessors. In response, the Alliance is suggested that, 'rather than trying to build the one solution and invest in one thing, it is more about investing in the ecosystem so that more solutions can thrive'.[105] Other potential solutions include the RAND Corporation's proposal for a 'wedding registry' of technology needs, as a way of improving the coordination of funding. Funders, NGOs and private actors would align their efforts to a need identified in the registry, avoiding duplication of effort.[106] Drawing on previous experience in prioritizing infrastructure investment, Patrick Brothers, CEO of education intelligence company HolonIQ, suggested there would be some value in producing a playbook to support governments and other stakeholders in selecting and sequencing investments.[107] Others have expressed support for a coordinating agency responsible for driving research, knowledge-sharing, financing and standards.[108]

Coordinating funding and financing

The current funding environment drives opportunistic scaling, with solution implementers 'chasing funding windows' and making decisions based on the funding opportunities available.[109] Interviewees reported that the funding is often limited to short timescales, with private finance sources often looking for quick returns, and philanthropic or institutional donors also tending to operate on short project funding cycles. One interviewee reflected on their experience of having shifted from short-term start-up financing from several investors to more predictable, long-term funding from established donors, concluding that the more restrictive project-based financing provided by the latter in fact provided greater freedom to focus on scaling up the initiative, due to the longer funding cycles.[110]

There are also challenges associated with funding particular types of solution, with interviewees reporting a lack of interest in funding projects that develop open-source solutions (which are less attractive to investors), or projects that are impactful but serve a relatively small number of participants. Conversely, the inclusion of a particular kind of hardware or software in programme design can make a project more fundable, with technology companies demonstrating 'a natural tendency to prioritize projects which focus on a particular device'.[111]

The IFC identifies a mismatch between the more mature 'larger scale, late-stage opportunities' that investors and philanthropic foundations are looking for and the current pipeline of earlier-stage solutions.[112] This suggests that more accelerator funding is required to support solutions to undertake an initial round of scale-up, and to develop the organizational maturity to access more traditional sources of funding and financing. Several interviewees argued that there was a case for greater use of blended finance to unlock private sector investment and to support solutions to be developed from prototypes to a stage where they are more investable, noting that this would require 'a credible intermediary to give confidence to investors that capital would be deployed responsibility.'[113] Finally, more innovative forms of public procurement, with a greater focus on contract ends rather than means, were also identified as a route for leveraging public investment.[114]

Addressing connectivity and device constraints

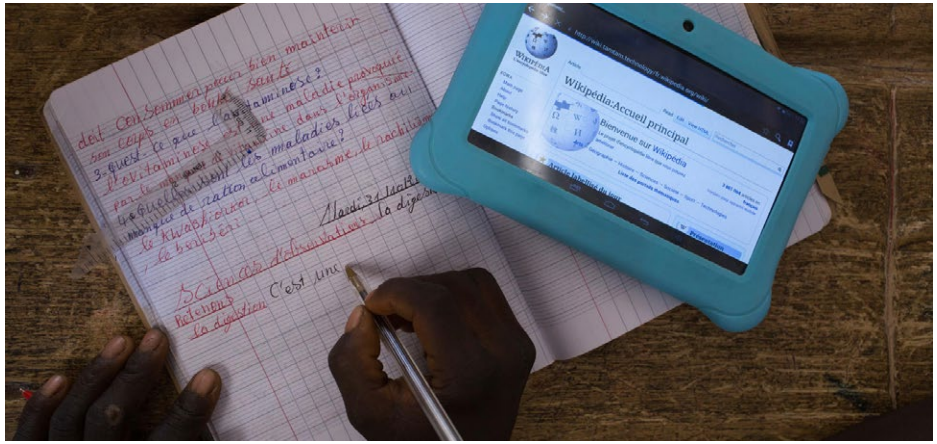
Infrastructure constraints, particularly around access to the internet and devices, are very real and present in many of the contexts with large concentrations of FDPs. Internet access is sometimes unavailable, or hours are restricted. Refugees are in some cases not permitted to own smart devices, or access to certain websites may be prohibited.[115] According to Pakzad, the single most pressing challenge to technology-enabled solutions is access to the internet,[116] leading RAND to conclude that efforts should be made to 'invest in internet connectivity, not new apps, for refugees'.[117] COVID-19 has catalysed some reform in this area, with several mobile networks based in Africa having worked with governments to lower or eliminate data fees.[118]

Constraints on access lead to huge challenges for implementers and participants and reduce the potential for impact and scale. The experience of the **RESI programme** in Kenya illustrates this: internet hubs, which refugees rely on to undertake freelance digital work, are only available during certain hours, with unstable and low bandwidth, leading to challenges in managing clients' expectations and retaining their patronage.[119] In addition to calling for investment in internet infrastructure and tackling legal and bureaucratic restrictions on access to the internet, a number of key informants emphasized the need to look more carefully at device ownership and access among refugees, particularly women, who tended not to have their own smartphone, a concern that is also raised in the literature.[120]

Several initiatives have navigated connectivity issues by developing solutions that can be accessed offline or using low data levels. **Educate!'s VIP Virtual Bootcamp** for young entrepreneurs in Uganda relies on phone-based mentorship and SMS learning content in order to ensure wide participation.

Mitigating against legal and regulatory barriers

Many solutions struggle to have their intended impact because the prerequisites for success in the policy, legal and regulatory environment in which they are operating are not in place. As noted in Chapter 1, regulations around refugees' right to work discourage refugees from engaging in education, training and employment and/or lead them into exploitative and underpaid work in the informal sector.[121]Employers too are wary of employing FDPs as a result of this lack of legal clarity and also because FDPs often lack verified credentials to help employers assess a candidate's suitability . Scaling an intervention to a refugee camp setting provides particular difficulty, as access to the camp must be navigated. This provides a major disincentive to implementers who want to reach these communities.[122]



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Digital solutions for learning, skills and employment cannot fix these underlying problems and often instead seek to work around them. Talent Beyond Boundaries, for example, sees international labour mobility as one solution for a particular cadre of skilled refugees who would otherwise have their careers and learning journeys curtailed.[123] Overall, there is wide consensus that the prerequisites must be catered for if digital efforts to support FDPs' transition to employment are to be successful at scale. One interviewee argued that, 'skills, access, the right to work and barriers to sustainable employment' should be a major focus, rather than small-scale programming. Development funders could play a role in creating incentives for host governments to improve the policy and regulatory environment.[124]

An agenda for action

4.1 INTRODUCTION

This chapter sets out an agenda for action, presenting the key actions that development actors, country governments, implementing organizations and others can take to unlock the potential of digital technology as an accelerator and enabler of successful school-to-work transition. A cross-cutting theme is the need for better data that is on solution implementation, effectiveness, and impact that can guide future directions for research.

4.2 RECOMMENDATIONS FOR COORDINATED ACTION

There are significant opportunities for digital technology to be used to improve school-to-work transition for forcibly displaced youth. This study has highlighted promising examples of high-quality programmes that are changing lives. However, these innovations have only just begun. There are many unanswered questions and avenues to explore. More could be done to unlock opportunities and enable successful programming to be delivered at scale and to promote sustainable employment outcomes for forcibly displaced youth.

Recommendation 1: Focus on building an ecosystem for digital education and employment solutions at scale

The lack of functional ecosystems to support the growth of successful digital solutions is a major constraint across all geographies with a large number of FDPs. At present, several related problems can be detected. There is insufficient funding to scale solutions, and competition among implementers for that funding impedes collaboration. Huge amounts of investment capital could be unlocked, but too few solutions are currently known or investable. We don't know enough about 'what works': data is either not gathered or is of insufficient quality to answer fundamental questions, while mechanisms and channels to communicate lessons learned are not shared widely. There is a tendency to 'pick winners' rather than think about what the ecosystem needs in the long term. Fragmentation and lack of coordination lead to duplication of effort and a lack of cohesion for potential users.

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To tackle this and build a more supportive ecosystem for digital education and employment solutions, the following actions will be critical:

- ✓ **Globally, multilateral and bilateral development partners should establish better coordination** to support sector development and reduce the fragmentation of funding, thought leadership, and solution generation *(see Box 3)*. Active global actors should begin to align where possible, beginning with sharing relevant and available data.

- ✓ **At regional or country level**, **host governments and implementing organizations should develop solution ecosystems locally**, for instance by acting as a convenor of relevant parties, showcasing relevant learning and employing effective signposting towards relevant solutions.

- ✓ **Implementing organizations and funders should review the extent to which their current workforce** has the skills required to design, implement, manage and scale up digital solutions.

BOX 3 PARTNERSHIP ON TECHNOLOGY-ENABLED LIVELIHOODS FOR FDPS

There is a strong case for action to tackle fragmentation and lack of coordination to create a supportive ecosystem for technology-enabled solutions that could:

- ✓ **support scale-up by matching** implementers and funders/investors
- ✓ **support knowledge-sharing** and **reduce fragmentation by:**
  - cataloguing successful models
  - hosting a community of practice
  - catalysing investment in practice-oriented research
  - advising host country governments and other stakeholders on prioritization of potential solutions
- ✓ **support innovation** by catalysing investment in a pipeline of potential solutions, with a focus on decent work
- ✓ **support new entrants** to the sector by providing information and links to potential partners.

Recommendation 2: Improve digital infrastructure and access to connectivity

The lack of digital infrastructure and access to affordable internet connectivity in areas where large numbers of FDPs are concentrated limits the potential reach and impact of digital education and employment solutions. To address this, actors should:

- ✓ **at system level**, develop partnerships between host country governments and the private sector to extend digital infrastructure and internet connectivity into areas with large numbers of FDPs, and explore partnerships with telecoms companies to reduce the cost of data, for example through zero-rating education and employment-related websites and platforms

- ✓ **at provider level**, invest in solutions that can be accessed off-line and updated asynchronously, ensuring that solutions can operate in low-data mode, and bundle components that tackle data and device access issues into programme design, including exploring whether certain sub-groups need further hardware support in order to participate in a programme.

Recommendation 3: Improve the regulatory, policy and operating environments for solutions

Many technology-enabled solutions are operating in environments where many of the basic enablers of FDP livelihoods are not present or are unclear. While country contexts differ widely, often the legal, regulatory and policy environment makes it very difficult for these solutions to succeed, which is a disincentive to potential investors. While there is a huge variation in host country contexts and that reform of this magnitude is not a quick process, the overarching message from this study is that without addressing foundational enablers, the potential for digital technology to support school-to-work transition cannot be realized. To address this:

- ✓ **governments should consider the barriers and constraints FDPs face** in accessing and sustaining livelihoods, and recognize the potential trade-offs in lifting thee legal and regulatory barriers that prevent FDPs from working, travelling to work and earning an income.

- ✓ **development partners and UN agencies should work with host country governments** to find solutions to these underlying issues and rights, including supporting and incentivising the implementation of these rights through the use of development assistance and policy-based funding and financing instruments. These partnerships should be informed by international commitments on the promotion of FDP livelihoods, with adequate support to partner governments to design, implement and see through policy reforms.

- ✓ **implementers and funders** should advocate for FDPs participation in the labour market, including through supporting and communicating relevant research.

Recommendation 4: Align programme design more closely to FDP and labour market needs

All actors can contribute to designing technology-enabled programmes and solutions that are relevant to both FDPs and address skills gaps. Actors should:

- ✓ engage a wide variety of forcibly displaced youth more closely in co-designing these programmes from the planning stages to promote empowerment and make solutions relevant to their needs

- ✓ ensure these programmes are clearly linked to labour market needs, with clear links between line participation in a programme and subsequent progression in education, employment or entrepreneurship. This will require:
  - invest in developing the labour market intelligence required to inform programme content and design
  - provide wraparound provision to support learners in transitioning to work, either delivered directly or through partnerships and signposting/ referrals to other provision
  - evaluate programmes and feed this data back into the system to demonstrate how the labour market is benefitting from FDP participation

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- ✓ mainstream inclusion into programme design and ongoing review, for example through representative oversight boards, systematized participatory research and tailored programme metrics

- ✓ include a thorough consideration of the target population and how a technology-enabled solution may affect all sub-groups

- ✓ prioritize solutions that integrate and involve the host community and avoid, wherever possible, solutions that create closed-loop systems for FDPs.

Recommendation 5: Promote decent work in new forms of digital employment

Whilst digital technology has created new opportunities, emerging evidence suggests that some of these cannot be considered to be 'decent work'. To create durable solutions for FDPs that do not further deepen their vulnerabilities, the promotion of decent work should be a central focus of all actors involved in this area:

- ✔ **Host country governments** should develop and implement legal, policy and regulatory mechanisms to protect forcibly displaced and host communities from exploitation, including baseline standards on regular and fair remuneration, ensuring worker representation, safe workplaces and social protection.

- ✔ **Funders of digital livelihoods programmes for FDPs** should consider supporting complementary safety-net systems for informal workers, such as health insurance, affordable childcare and safe housing.

- ✔ **Implementers of digital livelihood solutions** should embed decent work considerations into solutions, for example by embedding information on legal rights and support mechanisms available to FDPs in programmes. Depending on the solution, implementers should also work to ensure fair remuneration and representation of forcibly displaced youth.

4.3 FUTURE DIRECTIONS FOR RESEARCH

To build on the above, there are four areas where further research and development would be valuable to support the development of an ecosystem based on the open sharing of knowledge on how to build effective solutions, a spirit of learning and critique, and building on identified lessons. These four areas of inquiry are:

- ✔ Develop a better understanding of 'what works' in this area to improve programme design and implementation, and more effectively target future investment. A particular focus would need to be on the medium-term impact of participation in technology-enabled programming on livelihood outcomes. There is currently a paucity of data on livelihoods outcomes for refugees and displaced persons participating in these programmes, and a lot of the data is not disaggregated by gender or age. Tracking the outcomes of programme participants would give us a much better understanding of programme efficacy.

- ✔ Undertake further operational research, including to better understand the user experience and to more systematically identify the lessons from both successful and unsuccessful programmes that use digital technologies to support skills development, employment and entrepreneurship. This study found relatively little openly available research on less successful programmes using digital technologies, raising the prospect on implementation mistakes being repeated.

- ✔ Generate practical guidance and ideas for solution implementers on how to ensure that their solutions are supporting the decent work agenda. This study has identified relatively few examples and ideas on how decent work considerations can be designed into technology-enabled solutions. While digital work platforms and similar solutions offer new opportunities for employment, there are clear risks that some of the opportunities created may not be considered to be 'decent work'.

- ✔ Gain better understanding of opportunities (and risks) brought about by frontier technologies. Relatively little research and insight is available on how frontier technologies can be applied to school-to-work transition for forcibly displaced youth in LMICs. While this study presents some insights on potential future directions, further ongoing exploration of the opportunities could be of value.

Annex 1: Study methodology

This study uses a rapid assessment research methodology – combining desk research, key informant interviews, and testing of emerging findings and recommendations with a reference group of key stakeholders. The research was conducted from March to June 2021 by the lead consultants, and overseen by a cross-UNICEF project team from the Education Section and the Office of Global Insight and Policy.

Inclusion criteria for the study were refined at the inception phase. The research excluded solutions which were:

- primarily delivered through TV and radio
- solely targeted at improving access to digital infrastructure
- solely focused on policy (such as skills anticipation), or programme management and effectiveness (such as back-office programme delivery and beneficiary management, or monitoring and evaluation activities)
- solely focused on basic literacy and numeracy
- solely focused on children aged 14 or younger or older adults.

The research prioritized solutions currently being implemented; with a focus on young people who are forcibly displaced, in host communities, or who are otherwise vulnerable. The research did not focus on migrants more generally. Geographically, the principal focus is on solutions being accessed by communities in low- and middle- income contexts. However, it was also recognized that there are some important examples of digital initiatives in high-income contexts including the UK, US, and Australia targeting refugees. While the focus was not on identifying examples in these countries, we will not exclude compelling examples that help speak to the report's key questions, particularly regarding scale and efficacy.

The **research phase** included:

- **Stakeholder outreach.** E-mails were sent to more than 50 contacts in relevant organizations working on, or with, displaced persons, digital livelihoods, digital tools to support education and training, and digital tools to support labour market access. This was supplemented with a crowdsourcing approach using LinkedIn (through professional connections and members' groups) and Facebook (members' groups). The purpose of the outreach phase was to seek further information about already-identified projects/initiatives, and to identify further examples of projects/initiatives.

- **Desk study.** Following an initial identification of relevant literature in the inception phase, a more extensive review was undertaken in order to harvest insights from the existing literature and to identify solutions. Data from this exercise were extracted and recorded against the project's research questions. When gaps were identified, an additional search was carried out.

- **Compilation and assessment of programme examples.** Using data from various sources, including the stakeholder outreach and desk study, a list of solutions was compiled including key data. In total, more than 80 solutions were identified. The full list of solutions is available as a separate document.

- **Key informant interviews.** 20 semi-structured interviews were conducted with 30 key informants, in order to gather additional information on featured solutions, identify lessons learned from those implementations, and gather additional insights relevant to the research questions. Two types of key informants were targeted – solution implementers, and wider ecosystem partners. The list of key informant interviews is given in Table 1 below.

TABLE 1: LIST OF KEY INFORMANT INTERVIEWS

INTERVIEWEE NAME	POSITION AND ORGANIZATION	SOLUTION ASSOCIATED WITH THE INTERVIEWEE
Khaled Al-Qudar	Employment Officer, ILO Jordan	ECSJO
Paula C Aguirregabiria	Communications Officer, Jesuit Refugee Service Kenya and East Africa	Mikono Refugee Craft Shop
Eman Alhaji	Project Coordinator, ILO Jordan	Mehnati
Ayat Alkurdi	Youth and Adolescent Economic Engagement Officer, UNICEF Jordan	Learning Passport
Elisa Barrios	Fundraising Manager, Jesuit Refugee Service	Mikono Refugee Craft Shop
Patrick Brothers	CEO, HolonIQ	
Neil Butcher	Consultant, World Bank, Managing Director, NB&A.	
Heidi Christ	– Global lead, MADE51 - UNHCR	MADE51
Stephanie Cousins	Country Director, Australia, Talent Beyond Boundaries	Talent Beyond Boundaries
Laura Danforth	Learning Equality	Kolibri - UN Womens' Second Chance Education and Vocational Training programme
Kimberly Davis	UNICEF Eastern and Southern Africa	YOMA
Ellen Eun	Learning Passport Lead, UNICEF Global Office	Learning Passport
Andreas Hackl	Lecturer in the Anthropology of Development, School of Social and Political Science, University of Edinburgh. ILO Consultant.	
Martin Hamilton	Futurist and innovation adviser	
Steven Hunt	Consultant, author of Youth Business International report "Supporting youth on the move to become successful entrepreneurs"	
Gennet Lemma	Chief of Party, USAID, Building the Potential of Youth Programme, Save the Children Ethiopia	USAID - Mobile for Career Development
Lauren Lichtmann	Learning Equality	Kolibri - UN Womens' Second Chance Education and Vocational Training program
Christopher Maclay	Global Director - Youth Employment, Mercy Corps	
Karen Meyer	Acting Lead, Refugees and Displaced Populations, Mastercard Foundation	
Hellen Namisi	Country Director, Educate! Uganda	Educate! VIP Virtual Bootcamp
Francis Randle	Connected Higher Education Specialist, UNHCR	
Cian O`Brien	Associate Economic Inclusion Officer, Division of Resilience and Solutions, UNHCR	
Yazeed Sheqem	Digital Learning Director, UNICEF MENA Regional Office (Jordan)	Learning Passport
Thair Shraideh	Chief Technical Adviser and Coordinator, ILO Programme of Support to the Crisis Response, ILO Jordan	ECSJO
Jacqueline Strecker	Connected Education Officer, UNHCR	
Ryan Sturgill	Former Director, GazaSkyGeeks	GazaSkyGeeks
Celestine Ukpere	Consultant, Digital Skills Africa/RESI	RESI, Kenya
John Warnes	Innovation Officer (Digital Inclusion), UNHCR	
Johannes Wedenig	UNICEF Eastern and Southern Africa	YOMA
Sanah Yassin	Country Director, Lebanon, Talent Beyond Boundaries	Talent Beyond Boundaries

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