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

ABOUT THE COMPENDIUM

The compendium of solutions is a supporting document to the report *Unlocking the Power of Digital Technologies to Support 'Learning to Earning' for Displaced Youth*. The compendium supplements the lessons learned and recommendations outlined in the main report by providing a deeper dive into the context, design, and implementation experiences of 10 promising solutions which are working to empower displaced and other marginalized youth in their 'learning to earning' journeys through digital technology. These 10 solutions represent a range of solution typologies – from learning and skills to job matching and digital employment and entrepreneurship solutions – being implemented across a variety of geographies, languages, and school-to-work transition stages.

While the compendium is not intended to be an evaluation or in-depth review of the featured solutions, it highlights several key aspects of these promising solutions to act as models for governments, policy makers, international donors, and local organizations to consider in the design and implementation of future policies and programmes.

The factsheet for each solution in the compendium is structured as follows:

✔ **Overview of key facts** – e.g. solution typology, funders, implementers, implementation status, target groups, and number of beneficiaries, etc.

✔ **Background on the solution** – e.g. history and context of the solution

✔ **Core solution features** – e.g. technology used, user journey, innovative elements, gender, economic and social inclusion (GESI) considerations, etc.

✔ **Results measurement** – e.g. monitoring, evaluation and learning (MEL), evidence of impact

✔ **Sustainability** – e.g. local ownership and partnerships, business model

✔ **Scale** – e.g. plans for scale, enablers and barriers to scale, etc.

✔ **Key challenges**

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The Learning Passport

DESCRIPTION

The Learning Passport (LP) is an online, mobile, and offline platform that enables continuous access to quality education. It is highly flexible and adaptable, allowing countries to easily and quickly adopt the LP as its national learning management system or use it to complement existing digital learning platforms.

BACKGROUND

The LP started as an initiative which specifically targeted forcibly displaced and other hard-to-reach school-aged children and young people, seeking to address major learning gaps and provide opportunities for young people to obtain fulfilling employment by offering portable and flexible offline resources. The impact of COVID-19 and resulting school closures accelerated the need for a rapid solution for learners more generally, leading to far wider uptake amongst countries. This has meant that in several countries and regions - including Timor-Leste, Puntland (Somalia), Zimbabwe, Kosvo, and Lao PDR, the LP is being used to deliver the national curriculum. To meet the COVID-19 challenge urgently, the online model was deployed first, with the offline model under testing as of August 2021.

SPOTLIGHT: THE LEARNING PASSPORT	
Website	https://www.learningpassport.org/
Solution type(s)	Learning and skills
'Learning to earning' barriers addressed	■ Lack of access to quality educational resources and instruction (further exacerbated by COVID-19 school closures) ■ Lack of assessments and individual educational records ■ Digital upskilling
Countries	Currently in Timor-Leste, Jordan, Puntland, Bangladesh, Ukraine, Kosovo, Honduras, Zimbabwe, Egypt, and Lao PDR. More than 25 countries are preparing to launch in 2021-2022.
Funders	UNICEF, Microsoft, Generation Unlimited, Dubai Cares, Global Partnership for Education, Sony, BT, American Express GBT
Lead partner(s)	UNICEF, Microsoft
Implementing partner(s)	UNICEF Country Offices, Ministries of Education in implementing countries
Launch year	2020
Current implementation status	Implementation and scale up of 'online' model underway. 'Offline' hub-based model being piloted
Skills and levels of education targeted	Varies by country and region, with wide ranging use cases including: Early Childhood Education (ECE) and parental engagement; Primary and secondary education; Adolescent skills; Technical and Vocational Education and Training (TVET); Teaching Training
Target groups	Children, young people, youth, professionals
FDP inclusion	Yes (Jordan, Egypt, Bangladesh)
Number of beneficiaries	■ 500,000 worldwide

✔ **Technology used:** The LP is a cloud-based platform accessible by phone, tablet, or laptop. At present, the platform is accessed online although it is possible to download content for offline viewing via the mobile app. However, the aim is to make offline access available via internet-enabled hub devices to enable learners with a device to access digital content without connectivity. This option is currently being tested.

✔ **Facilitated or self-led use:** Both - varies widely by country.

✔ **User journey features:** This is country specific and dependent on whether the user's learning journey is self-led or facilitated. Generally, users create an account which is unique to them and the platform portal will guide users towards relevant resources, based on preference or on a specific programme they are enrolled in. Engagement can be tracked in terms of both completion and attainment. Each country has access to an analytics section on the platform with aggregate data on user registration and course take up. In the future, for each LP country, a more detailed dashboard will be provided with information on demographic profile of users and course take-up, disaggregated by different types of users. Users can also provide course level feedback using customized feedback forms created by administrators. Further, if users encounter problems on the platform, they are able to log issues with Microsoft.

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✔ **Innovative elements:** The LP provides a global level solution with highly contextualized country-level application; engaging content designed not to be accessed in a passive way; accessible offline and online format with integration into national education systems; ensures each user has a personalized and unique record of their learning history that can be read across physical and digital borders. Further, in addition to being readily contextualized to national contexts, the LP directly serves forcibly displaced learners by providing host country curriculum in situations where this might otherwise be difficult.

✔ **GESI considerations:** The LP offers gender-responsive digital learning materials for children and adolescents that are tailored to each country. The curated content seeks to develop foundational, transferable, digital and job-specific skills free from gender bias. The LP also comes with a range of accessibility features and includes inclusive content such as audiobooks in Timor-Leste.

✔ **MEL approach:** This is principally aligned with scale plans (see below). The clearest metric is user numbers, which can be disaggregated by user profile fields including gender and grade. In terms of a comprehensive MEL framework, this is under development by the LP team. User experience, schemes to increase access and take-up, integrating use in classrooms and improvement in learning outcomes for users are priority areas of enquiry. Initial work on capturing feedback on user experience and some content has been conducted through focus group

discussions. Two challenges in this area are: 1) the variability of contextualized country-based LP instances, which makes it difficult to develop an overarching global measurement framework; 2) integrating learning data with government systems, in countries with Unique ID systems for students and teachers which are not integrated with the LP, especially in countries where the LP is being used as a platform for a national digital learning system.

✔ **Evidence of impact:** Throughout implementation, a strong emphasis on evidence generation to inform improvements of the solution and its integration in education systems is envisaged. This is done through a coordinated effort between the global LP team, implementing countries and the UNICEF Office of Research. This process goes through multiple steps aligned with the LP MEL framework and depending on the status of implementation of the LP from initial user testing, to rapid action research based on ongoing smaller scale implementation and testing, to larger scale impact studies as the programme moves to scale. As the solution is in early stages of deployment in various countries, research activities are planned in multiple countries including Zimbabwe, Jordan and Timor-Leste with more research outputs planned for 2022.

SUSTAINABILITY

✔ **Partnerships and local ownership:** The LP's delivery varies by country. In several countries where the platform is used to deliver the national

curriculum or other government-aligned training, there is a strong government partnership. Local adaptation is a cornerstone of the solution, with UNICEF country offices and country-based implementation partners (including governments) leading the process of solution and content design and adaptation. Content is developed by country partners, including freelance micro-taskers, who upload content. Content is also provided at global level for core training which can be adapted to country context if partners with. In addition, UNICEF is teaming up with leading private companies to develop supplementary content, such as digital skills.

✔ **Business model:** The LP is free to access for all individual learners, schools, and institutions through agreements with UNICEF. The initiative is funded by several organizations: UNICEF, Microsoft, Generation Unlimited, Dubai Cares, Global Partnership for Education, Sony, BT, American Express GBT.

SCALE

✔ **Current plans for scale up:** UNICEF aims to reach 30 million users by 2025. Horizontal scale up is country led, with UNICEF Country Offices leading on these plans. Currently, 25+ countries are in the process of launching, with the plan to widen the initiative to other countries. Vertical scale priorities include developing incentives schemes for user adoption and engagement and deepening the platform's overall functionalities and assessment features.

✔ **Scale considerations within the design:** The initiative was conceived as one with the potential for huge scale, given UNICEF's global footprint. The development of the solution based on a cloud-based technology has also meant that the potential for scale through cross-country and cross-regional partnerships is a recognized opportunity, with early examples of regional resource sharing in both MENA and East Africa.

✔ **Enablers of scale:** The ongoing rollout of the offline model is a current enabler of scale. In addition, enablers of scale include: strong UNICEF country offices and implementation partners; demonstrable evidence of having developed and maintained relevant and productive partnerships with government; and target groups having access to devices and internet connectivity in order to access the platform.

✔ **Barriers to scale up:** Barriers to scale include: a nascent evidence base around learning outcomes and user journey; an online access model which reduces the pool of potential users, or the amount of engagement each user can have (though the offline model being rolled out is designed to address this); lack of device ownership and connectivity, particularly for FDP groups; a lack of already-digitized content in countries where the LP could be introduced.

Gaza Sky Geeks

DESCRIPTION

Gaza Sky Geeks (GSG) seeks to develop an internationally competitive tech sector in Palestine that creates high-salary jobs and future leaders. GSG is connecting world-class technical, professional, financial, and community resources to Palestinians who want to work online or in tech.

BACKGROUND

The programme started as a community hub in 2011 with a seed grant from Google.org to support tech startups in Gaza, via a partnership between MercyCorps and Google for Startups. At first, GSG focused on raising awareness about how to work online, Android programming, and tech startup basics through startup weekends. In 2013, GSG launched a startup accelerator initiative, which yielded the first venture investments into Gazan startups. In 2014, GSG became a member of the Google for Startups partner network. By 2016, the programme had pivoted to a vertically integrated solution which addressed all digital skills that were required to create a digital hub, make Palestine a 'go to' place for digital freelancers, and halt the 'brain drain' to other countries. This has meant widening the focus not only to tech startups but to developing the required skills to create a tech ecosystem and support young people to earn life-sustaining income.

SPOTLIGHT: GAZA SKY GEEKS	
Website	https://GazaSkyGeeks.com/
Solution type(s)	Learning and skills; job matching; information, advice and guidance
'Learning to earning' barriers addressed	■ (Up)skilling potential digital freelancers and helping them access income-generating opportunities in a global online market ■ Building a tech ecosystem and entrepreneurial mindset within Palestine to drive economic growth and employment at a national level
Countries	Palestine (both Gaza and West Bank); recent small-scale pilot in Iraq
Funders	Government of Canada, Government of Sweden, Government of Belgium, Government of The Netherlands, Google, Asfari Foundation, private donations
Lead partner(s)	MercyCorps
Implementing partner(s)	Gaza Sky Geeks
Launch year	2011
Current implementation status	Currently implemented in Palestine. GSG has enjoyed a long-standing association with MercyCorps, and has recently been incorporated into its new JobTech umbrella initiative
Skills and levels of education targeted	Digital Skills; Entrepreneurship; Employability skills
Target groups	Palestinians with upper intermediate English skills. Depending on the training course entered, some baseline knowledge of coding may be required
FDP inclusion	Yes
Number of beneficiaries	■ 26 cohorts of freelancers trained, with 1,258 graduates ■ Female participation rate of over 50 per cent ■ Over 1,500 individuals upskilled in technical, professional and English skills ■ More than 200 graduates from the 6-month intensive coding bootcamp ■ More than 15,000 attendees hosted at events, activities and programmes

✔ **Technology used:** GSG uses several platforms for delivery and management. The training curriculum is delivered on GitHub and face to face, while the organization's operations are run from several sources including Hubspot for applications and Discord for the management of the online community. Once trained, freelancers can use Upwork, freelancer.com, and Fiverr to find work.

✔ **Facilitated or self-led use:** Skills training is facilitated. Job searching and matching is conducted on third party e-lancing sites and navigation of these platforms is self-led.

✔ **User journey features:** GSG offers three different training paths: one for startup founders; one for coders; and one for freelancers. The freelancing programme (The Skylancer Academy) is designed for trainees with a high level of English, and ultimately enables them to establish themselves as freelancers on existing platforms such Payoneer, Upwork, and freelancer.com. The coding programme is targeted at more experienced professionals who are expected to go on to secure full-time employment. After completing an application to a cohort, successful applicants embark on a training programme of varying lengths, requiring a full-time commitment (with the exception of startup founders). Graduates of the programme can then expect post-training support through the community's mentoring system, which relies on graduate volunteers, and the opportunity to make use

COURTESY OF GAZA SKY GEEKS

of the GSG co-working space. Graduates of the coding programme are also supported by the Talent Matching Team which tries to place them with relevant jobs which have been posted by employers. The team follows up with each graduate every 3 months in their first year after participating in training.

✔ **Innovative elements:** GSG provides a holistic approach to developing a tech community within Palestine to drive the emergence of a world-class cadre of online entrepreneurs, freelancers and coders.

✔ **GESI considerations:** The majority (60 per cent) of trainees so far have been female. This is a reflection of GSG's concerted efforts to ensure it recruits young women to its training cohorts, and utilizes its network of graduates as female mentors to new trainees. The gender pay gap has also been flagged as a major priority for GSG to better understand and close.

✔ **MEL approach:** The principal metrics tracked are average monthly income and number of 'gigs'

(for freelancers) and the length of time it takes graduates from the coding programme to be placed in full-time salaried jobs. Graduates are surveyed in their cohorts on a quarterly basis in the year following their training, with generally good response rates of between 60-70 per cent. There is an increasing interest in and concern for ensuring gender parity in income and work generated. Research in 2020 revealed that while the majority (60 per cent) of trainees were female, women only accounted for 40 per cent of reported income. Based on this gender gap analysis, additional data collection and research is planned.

✔ **Evidence of impact:** There are no external evaluations published. According to (internally collected) published data:

- 99 per cent of trained freelancers secure at least one online 'gig'.

- Cumulative earnings of $5million USD reported by coding and freelancing alumni 12 months after graduation.

- Median income of $753 USD (and mean income of $1,440 USD) over a three-month period.

✔ **Partnerships and local ownership:** GSG is a strongly Gazan / Palestinian organization, with a global link to international NGO MercyCorps (whom it does not receive funding from but with which it shares some back office support). There is no formal partnership with the Palestinian Authority, though they have benefitted from some support such as obtaining work permits for staff. The solution supports wider efforts to build a 'tech hub' in Palestine, including those from the World Bank, and the government's drive to enhance employment outcomes for young people, supported by the ILO.

✔ **Business model:** GSG is funded by donors but also generates income through partnerships with employers.

SCALE

✔ **Scale considerations within the design:** The overall solution was designed to build a sustainable community which would support ongoing scale within Palestine, by linking community members to the global employment market. The solution was not seemingly designed with the intention to be replicated or scaled regionally - the focus has very much been on Palestine.

✔ **Current plans for scale up:** The newest aspect of the offering is the job-matching function for coders, the Talent Matching Agency, which seeks to support employers as well as graduates. For instance, GSG is in discussions to support the Palestinian Authority to fill specific digital skills gaps. The team is also currently considering a regional scale up in Iraq through MercyCorps' YIELDS programme, and is running training pilots from the hub in Gaza.

✔ **Barriers to scale:** Barriers to scale include the skill level of the participant pool, including level of English; lack of high quality implementing partners who share the vision; lack of long term funding to experiment and adapt programme elements; sufficient engagement from graduates to track and learn from employment outcomes.

✔ **Enablers of scale:** In Palestine, the solution has benefitted from a highly skilled young population with excellent working English. Other enablers have been the decision to create a sustainable community base with both online and physical presence; understanding the global demand for digital skills and ensuring training content meets this; the securing of more long term, sustainable financing from institutional donors; and working with the grain in terms of a wider push to develop Palestine's startup and tech ecosystem.

KEY CHALLENGES

Challenges have included the perception of the online 'gig economy' which are often negative, the short-term funding of investors, and the gender pay gap. COVID-19 is also presenting an ongoing challenge as demand for work diminishes and graduates are seeing fewer opportunities.[1]

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1   COVID-19 has had an impact, with over 60 per cent of surveyed freelancers in July 2020 reporting a decrease in the demand for jobs, cancellation of projects and losing 50 per cent or more of their income. In particular, less experienced freelancers with a year or less work experience are suffering more than those with additional years of experience. There is also an identified gender gap in income among graduated freelancers, with males earning almost 1.5 times more than females in some cases.

Mikono

DESCRIPTION

Mikono seeks to transform refugee lives through handicrafts and technology. Mikono helps refugees build financial independence by connecting talents of those forced to flee with ethical consumers around the world.

BACKGROUND

Mikono was originally established as a brick-and-mortar craft shop at the offices of the Jesuit Refugee Service (JRS) in Nairobi, Kenya in 1991. When the company decided to close the physical shop due to COVID-19, the store was moved online in May 2020; this accelerated an online pivot that the team were already planning. The pivot online allowed Mikono to serve a much larger international market beyond the local market in Nairobi, but has required the development of new standardized processes. With other physical markets in Nairobi closed, the shop has seen a trebling of its turnover as a result of in-country and global demand.

CORE SOLUTION FEATURES

✔ **Technology used:** The Shopify e-commerce platform is used to host the site, and manage supply chain and product fulfillment services.

SPOTLIGHT: MIKONO	
Website	https://mikono.jrs.global/
Solution type(s)	Digital entrepreneurship (e-commerce marketplace)
'Learning to earning' barriers addressed	■ Lack of decent employment opportunities - particularly for forcibly displaced women ■ Lack of access to education and training
Countries	Kenya
Funders	Jesuit Refugee Service
Lead partner(s)	Jesuit Refugee Service
Implementing partner(s)	No formal partners
Launch year	1991 as a physical store; 2020 as an online store.
Current implementation status	Early implementation of the online model. Currently looking to scale to meet demand and ensure continuous pipeline of marketable goods.
Skills and levels of education targeted	Business coaching and entrepreneurship, as well as artisanal skills (to ensure standardization of product quality)
Target groups	Urban refugees in Nairobi, Kenya
FDP inclusion	Yes
Number of beneficiaries	■ 89 refugee artisans are currently suppliers to the programme ■ 67 per cent of the artisans directly involved in the programme are women ■ Many artisans directly involved in the programme employ or contract with other artisans. For example, one woodcarver who works with Mikono employs three women and one man. However, this information is not available for all artisans the project works with directly.

✔ **Facilitated or self-led use:** Facilitated.

✔ **User journey features:** The programme recruits refugee artisans and supports them to start small businesses producing and selling crafts. Mikono works to develop the business skills that artisans require to be successful - including support to scale their production. This business support includes a toolkit and business development coaching. Through the programme, artisans are able to access international markets with buyers with more disposable income. Mikono's fulfillment service, and standardization of marketing and packaging, enables the artisans to professionally market and deliver goods to international buyers. Successful artisans are encouraged to create their own brands and place products in different shops, and ultimately exit the programme as independent businesses. Artisans are paid monthly using electronic payments which supports participants' financial inclusion and allows them to build a financial history.

✔ **Innovative elements:** Mikono uses the e-marketplace to scale livelihoods programme to meet demand from international consumers, as well as uses technology to manage supply chains, customer analytics, and e-payments to support participants' financial inclusion.

✔ **GESI Considerations:** The initiative does not target women specifically, but the vast majority of direct suppliers are women. Many of these are the sole income providers in their households and are therefore reliant on Mikono.

COURTESY OF MIKONO

RESULTS MEASUREMENT

✔ **MEL approach:** The principal measures of success are the number of independent artisans being supported by the project, and the volume of online business. In addition, Mikono measures:

- **Impact on participants:** increase in household income level; increase in household savings; volume of artisan payouts (paid on a monthly basis);

- **Financial performance measures:** including timeframe for payouts, ratio of revolving fund and what per cent of transactions are cashless;

- **Online customer satisfaction:** through the collection of customer feedback.

- As they look to scale, the project plans to measure the **number of total participants** (and type of participant, e.g. refugee or host community artisans), the number of units sold, and annual gross revenue.

✔ **Evidence of impact:** While it is too early to have rigorous data, many of the project's beneficiaries are able to support their families as a result of the income generated through the shop. Some testimonies to serve as an example can be found here and here.

✔ **Partnerships and local ownership:** Mikono is at the early stages of its partnership development. Operated through a small Nairobi-based team with support from the global JRS office, Mikono is developing local partnerships with materials suppliers who are able to provide discounted or credit-based bulk goods to artisans.

✔ **Business model:** JRS offers some in-kind support to Mikono (such as renting space on their compound at below market rate). Profit from the enterprise is re-invested in the programme.

✔ **Scale considerations within the design:** By using analytics extracted from e-commerce platforms, artisans can respond to demand, and understand what items consumers are searching for; this can help the team to recruit new artisans based on products that are in high demand.

✔ **Current plans for scale up:** The team is working to scale the marketplace within Kenya through achieving growth in sales, and to expand into other
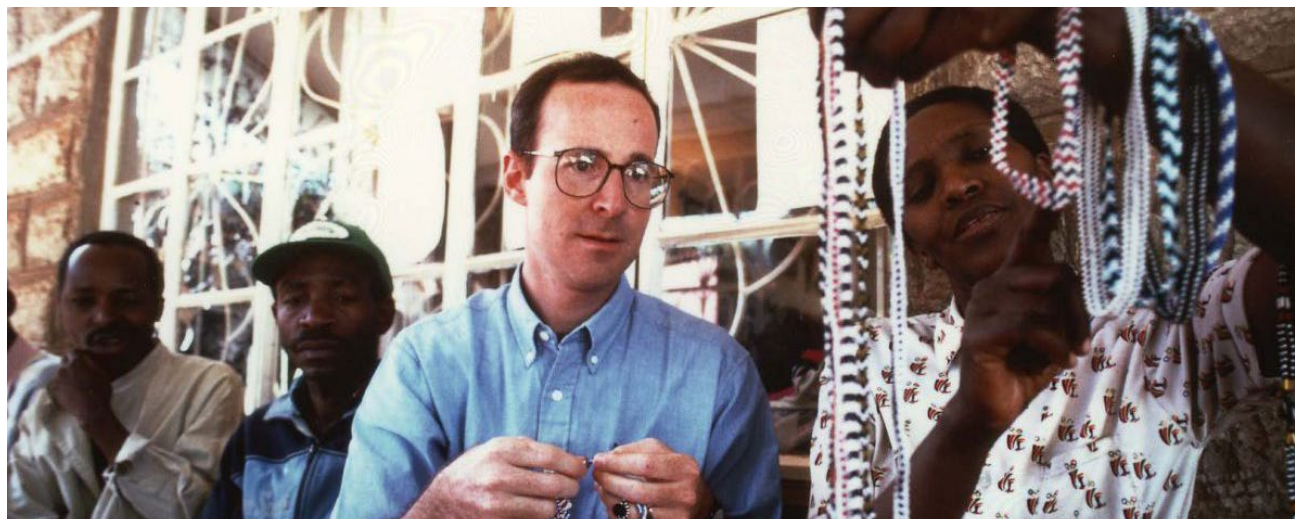
COURTESY OF MIKONO

countries in East Africa. Mikono's target is to have 500 artisans trained and working across 3 countries.

✔ **Barriers to scale up:** Scaling to new geographies will require an initial investment of time required to recruit and train a new community of artisans, adapt processes and systems such as manufacturing for new countries - including identifying and onboarding new suppliers. Financial inclusion can be a challenge for artisans as some participants do not have bank accounts and SIM cards, and rely on using nominated bank accounts with a percentage fee payable for accessing funds. JRS is exploring how to provide credit facilities to artisans so they have access to the working capital needed to pre-purchase materials, and secure discounts on bulk monthly purchases.

✔ **Enablers of scale:** A large international target market avoids the labour market saturation point common in many livelihood programmes. Multiple routes for growth include increasing market share in the international consumer market and sales to wholesalers.

The pivot to digital sales and international markets have also required the core team to adapt. The JRS team has had to quickly develop new skills in areas such as marketing and global delivery mechanisms. COVID-19 also impacted the mechanisms used by JRS for communication and training, with the team largely pivoting to virtual meetings through WhatsApp and Microsoft Teams.

Refugee Employment Support Initiative

DESCRIPTION

Refugee Employment Support Initiative (RESI) provides employment opportunities for women and youth in the online freelancing sector. The project allows refugees and host community members to gain commercially viable skills through targeted training. Through capacity building and targeted network linkages, RESI enables refugees and host community members to connect to domestic and international value chains. This brings sustainable income-generating opportunities for youth, women and entrepreneurs whilst encouraging self-reliance.

BACKGROUND

RESI was born out of the recognition that refugees need to be supported to build resilient livelihoods within protracted displacement contexts and that host communities also need to be supported as part of any intervention. The programme brings together several catalytic partners such as the International Trade Center, whose participation marks their first direct implementation in refugee camps. The first pilot began in 2017 in both Kakuma and Dadaab refugee camps and surrounding areas, and the second phase began in 2019. The RESI programme is an umbrella initiative of which the digital skills project is a sub-set, alongside a home décor project operating only in Kakuma.

SPOTLIGHT: REFUGEE EMPLOYMENT SUPPORT INITIATIVE (RESI)	
Website	https://www.intracen.org/resi/kenya/
Solution type(s)	Learning and skills; information, advice and guidance; digital employment
'Learning to earning' barriers addressed	■ Lack of employment opportunity ■ Lack of market-relevant skills ■ Lack of government recognition of refugees' existing skills
Countries	Kenya
Funders	Kingdom of the Netherlands
Lead partner(s)	Norwegian Refugee Council
Implementing partner(s)	International Trade Center and Celestine Upkere Consulting Group
Launch year	2017
Current implementation status	The second phase of the project ends in 2021. Since RESI's inception in both Dadaab and Kakuma, there have been plans to scale the programme to other countries in East Africa.
Skills and levels of education targeted	RESI provides digital skills that allow participants to engage in online freelancing work, including soft skills such as client communication and time management. Basic and intermediate levels are delivered by a local Kenyan partner organization, Celestine Upkere.
Target groups	The digital skills intervention caters to women and youth within the refugee and host communities in Dadaab settlement and surrounding areas.
FDP inclusion	Refugees and host communities in Dadaab and surrounding areas
Number of beneficiaries	N/A

CORE SOLUTION FEATURES

✔ **Technology used:** Originally, the digital skills training programme was delivered at internet hubs with a facilitator acting as a guide. As a result of forced changes brought on by the COVID-19 pandemic, a blended method is now used which combines an online model with face-

to-face instruction. Participants access training using a mobile phone, tablet, or laptop. Instruction is conducted via Zoom and Google Classrooms, with content available online for download.

✔ **Facilitated or self-led use:** The skills training programme was originally face-to-face at one of the camp's four internet hubs. As a result of the COVID-19 lockdowns, the programme was forced to adopt a blended method of online and face-to-face. There is now a greater self-led element to the programme, though core facilitated training sessions have continued.

✔ **User journey features:** Participants are recruited from the refugee camp and wider community. Once enrolled, participants need to be able to access an internet-enabled device to allow them to undertake the training. Support is provided to establish online freelancing accounts on global platforms. Often, participants use one of the camp's internet hubs in order to fulfill work requests.

✔ **Innovative elements:** RESI works at the "humanitarian-development" nexus to build the sustainable resilience of participants and move beyond short-term solution. RESI also includes host community participants.

✔ **GESI considerations:** The RESI programme is inclusive of women, and specifically targets women through its home décor component in Kakuma. In regard to the digital skills programme, there was a reported increase in engagement from women when the programme shifted to

COURTESY OF REFUGEE EMPLOYMENT SUPPORT INITIATIVE

blended approach of online and face-to-face delivery. Women reportedly found it easier to dedicate time to the training when transportation to a training hub was not required; in addition, the blended approach provided a more flexible learning structure which allowed more self-paced learning. Overall, the project has seen a lower proportion of women enrolling in training while at the same time achieving a higher completion rate, while men experience higher dropout rate.

RESULTS MEASUREMENT

✔ **MEL approach:** RESI collects data on earnings reported by graduates, number of jobs, and interviews. However, there are challenges in

ensuring the completeness of this dataset. No published external evaluations are available.

✔ **Evidence of impact:** During the first phase of the project in Dadaab in 2018 the following results were reported:

- Over US$ 51,000 in earnings by online freelancers trained under the RESI project
- Over 800 online jobs completed by online freelancers
- Over 100 interviews for potential online jobs received by online freelancers

SUSTAINABILITY

✔ **Partnerships and local ownership:** The Norwegian Refugee Council led the project's implementation, with the UNHCR facilitating their access and operations within the refugee camp. RESI now partners with Upwork, which decided to formally accept the manifest documents issued by Government of Kenya and UNHCR as an alternative means of identification for refugees. This enables project participants and other refugees to utilize the Upwork platform.

✔ **Business model:** Training is provided free of charge. The only revenue generated is from the earnings of the freelancers through the jobs they do as a collective; 10 per cent of the total income from a job goes to the collective to cover operational costs.

SCALE

✔ **Scale considerations within the design:** The project was designed with the potential to be adapted to different contexts, with participants oriented towards a global market.

✔ **Current plans for scale up:** The project was designed within the wider RESI Kenya programme which allows refugees and host community members to gain commercially viable skills through targeted training and then supports them to join either the online freelancing or home décor value chain. It scaled to Kakuma refugee camp in 2018 (though the digital skills project does not operate here). There are plans to scale to other East African countries.

✔ **Barriers to scale up:** The principal barrier to achieving scale is internet infrastructure, which is essential if participants are able to conduct work they are contracted to do. A second barrier relates to refugees only, in regard to their documentation allowing them to work and receive income.

✔ **Enablers of scale:** Enablers of scale which the programme provides include securing internet infrastructure which is accessible and reliable; evidence of positive employment outcomes for participants (both in terms of income earned and work engagements completed); and working with online freelancing platforms to ensure participants can register and use the platform to secure work.

KEY CHALLENGES

✔ **Internet connection** has been the most significant challenge. Internet hubs, which refugees rely on to undertake digital work on a freelance basis for global clients, are only available during the day (mostly due to insecurity) with unstable and low internet bandwidth, leading to challenges in managing the expectations of clients and in retaining their patronage.

✔ The **skill level** of participants has been a challenge, both in relation to technical ability and "soft" skills which are required when dealing with clients. This latter issue was a major learning from the first phase of the project, and subsequently the second phase placed a greater emphasis on integrating soft skills into the core training programme.

✔ **Gender barriers** for female participants result in lower enrolment rates than male counterparts in the project. Ensuring that the hardest to reach women access the project and stay in training is a key concern for the project.

✔ **Registration of refugee users** on freelancing sites such as Upwork and Fiverr, although RESI has now partnered with Upwork to accept identification documents issued by UNHCR and Government of Kenya.

Kolibri

Kolibri is an adaptable set of open solutions specially developed to support learning for the half of the world without internet access. Centered around an offline-first learning platform that runs on a variety of low-cost and legacy devices, the Kolibri Product Ecosystem includes a curricular tool, a library of open educational resources, and a toolkit of resources to support training and implementation in formal, informal, and non-formal learning environments.

BACKGROUND

Kolibri was developed from lessons from Learning Equality's "KA Lite" platform launched in 2012 which saw the development of a platform for offline access of Khan Academy videos and exercises that could be run from a low-cost device (i.e. Raspberry Pi) in low-resource settings. Kolibri has since expanded to become a curated library of learning resources, additional support for educators, and tools for organization of learning materials. Learning Equality now provides access to the underlying technology, which includes the open source Kolibri Learning Platform, the supporting products in the Kolibri ecosystem, and support for implementation partners. Following the outbreak of the COVID-19 pandemic, Learning Equality shifted to virtual

training sessions with implementing partners, delivering virtual sessions to equip partner staff with the knowledge and skills to be able to deploy the solution most effectively.

SPOTLIGHT: KOLIBRI	
Website	https://learningequality.org/kolibri/
Solution type(s)	Learning and skills
'Learning to earning' barriers addressed	■ Lack of access to quality educational resources and instruction. ■ Infrastructure challenges - lack of connectivity and reliable internet.
Countries	Implementation supported in 37 countries - including Australia, Cameroon, Chile, India, Jordan and Mexico as part of the UN Women Second Chance Education and Vocational Learning (SCE) Programme. Kolibri has also been adopted organically with Do-It-Yourself (DIY) implementation in + 210 countries and territories.
Funders	Google.org and Hewlett Foundation
Lead partner(s)	UN Women, Vodafone Foundation and the World Bank
Implementing partner(s)	Local NGOs and individuals
Launch year	2017
Current implementation status	The Kolibri platform is implemented across several projects with different partners.
Skills and levels of education targeted	Varies by country and region, with wide ranging use cases including foundational skills, digital literacy skills, life skills and vocational skills.
Target groups	Off-line and/or low resource communities
Number of Beneficiaries	+ 6 million users

CORE SOLUTION FEATURES

✔ **Technology used:** Kolibri is a completely new stack from KA Lite and builds on lessons from its predecessor platform. The solution includes both

hardware and software: server device, storage devices (USD/SD), devices to connect to server, networking equipment, the platform, and content.

✔ **Facilitated or self-led use:** Kolibri is generally used for facilitated and self-paced learning. Pre-pandemic, Kolibri was typically used in classrooms, after-school programmes, and supplementary education settings. During the pandemic, more implementers have used self-guided learning models. The set-up and planning required at outset of implementation necessitates additional support for younger learners before independent use.

✔ **User journey features:** Users access the platform through any low-cost device that has been loaded with the Kolibri installer and content channels. Tools within the platform for teachers and learners include content recommendations, data dashboard for monitoring of learner progress, ability to assign content to individual learners or groups, and ability to create assessments. Kolibri is designed for a blended learning model, so in many implementations a learner's use of the platform will be augmented by some form of face-to-face interaction provided by implementing partners.

✔ **Innovative elements:** Kolibri is an offline-first platform that can be loaded onto devices using USB/SD storage devices or seeded through peer-to-peer distribution over local networks. The software is designed to be used across as many devices and operating systems as possible, and is designed and supported by a wide set of

COURTESY OF KOLIBRI

learning environments Platform contains access to a large library of content that can be organized and contextualized to meet implementer needs with a curricular tool.

✔ **GESI considerations:** Learning Equality is committed to broadening opportunities for women and young girls, and other marginalized groups. The extent to which this is explicitly incorporated into intervention design varies: for instance, the UN Women Second Chance Education and Vocational Learning Programme (with the BHP Foundation) aims to enhance educational opportunities for marginalized women who have missed out on education, offering pathways either back into formal education and/or to employment or entrepreneurship.

✔ **MEL approach:** Generally, Kolibri projects include a high level of qualitative insight on UX and what has been useful, how it has been used which can be shared with Learning Equality to improve the development of Kolibri. Each organization may measure success using Kolibri differently, which can be based on qualitative data captured outside of the platform, and quantitative data from Kolibri's data export files and native database capturing all learner interaction.

✔ **Evidence of impact:** Learning Equality's first platform KA Lite, an independent randomized controlled trial and other studies (such as in Cameroon and Guatemala) with KA Lite

demonstrated strong boosts to math, creativity scores, confidence, motivation, and retention of students and teachers. These same impacts have been replicated with Kolibri, for example, by UNETE in Mexico in an early pilot of Kolibri which evaluated the individual and group face-to-face trainings to enhance an understanding of blended learning pedagogies in the teaching-learning process, and revealed benefits to educators themselves, as well as their ability to support and assess students. To date, Kolibri has benefited millions of learners in 210+ countries and territories.

✔ **Partnerships and local ownership:** Learning Equality, the organization behind Kolibri, works with individuals and NGOs to help them distribute Kolibri to offline communities. At the outset of implementation, the team searches for suitable content that can be made available in an offline format. Content is vetted for quality, access, licensing, and file formats before being added to the content library. The Kolibri Studio Tool can be used by implementing partners to create curated channels of content aligned to local curriculum -or to add to their own local resources. A major focus of the model is building capacity among local implementing partners and adopting Kolibri to their context through the Kolibri Edtech Toolkit.

✔ **Business model:** The Kolibri Learning Equality's partnership model is designed to work closely with different organizations to learn from and iterate on the Kolibri ecosystem to inform the continuous development of a needs-based ecosystem to support learning. Users of the Kolibri ecosystem benefit from more than five years of development, testing, and iteration that have gone into these products, with financial support from a combination of grant funders, contractual work for additional services (e.g. training or custom development work), and general philanthropy. The Kolibri Learning Platform and most elements of the Kolibri Ecosystem are free, open source and/or work with openly licensed materials.

SCALE

✔ **Scale considerations within the design:** The solution is free and open source, meaning that it can be used with no direct costs, and the source code could be contributed to and/or adapted depending on needs - and can be implemented independently by individuals and NGO as a DIY model without effort from Learning Equality. Each new implementation could add to the existing catalogue of available content.

✔ **Current plans for scale up:** Kolibri's open-source DIY adoption model drives scale, but having different partners for Learning Equality to continue to build and improve the ecosystem, such as to expand the content library or understand the needs of specific groups of users, will enable this scale.

✔ **Barriers to scale up:** Traditional financing for education technology development is not always designed for developing and sustaining open-source technologies which has different types of costs than proprietary models. Also, locally relevant openly licensed content is not always readily available, particularly for languages other than English, and it has been difficult to get open license materials for some programmes. Supporting local content creators to get compensated for developing new content that could be leveraged beyond a specific programme would be one option for developing new content, but would require investment. Raising awareness of the importance of interoperability of content file types among other content funders would also be useful.

✔ **Enablers of scale:** Strong buy-in and energy from implementing partners has powered scaling potential. Support from government agencies (in ensuring digitized learning content can be accessed as part of the national education systems delivery plans) and telcos (through zero rating content) can also be helpful in encouraging up-take. The platform is available in multiple languages.

KEY CHALLENGES

Success is generally dependent on the capacity of local implementing partners. There is also a requirement for content to exist that meets the need that the programme is designed to provide; content scoping at the outset of a programme is essential. Where content is not found or the program can benefit from locally created content, organizations can create content or add in their own and use it in Kolibri. Whilst the platform is designed for low infrastructure areas, having some basic infrastructure is often still a prerequisite - such as power supply that is required for a local server device.

Employment Counselling System of Jordan

Employment Counselling System of Jordan (ECSJO) is an integrated system of support for job seekers, workers, and employers across Jordan which provides access to employment information, job and training opportunities, career guidance and support to enhance their businesses and livelihoods.

BACKGROUND

ECSJO was launched in 2019 as part of the ILO's integrated programme to support employment opportunities and outcomes for Jordanians and Syrians in Jordan. The programme is led by 13 employment offices around the country, including two in Syrian refugee camps, which are staffed by employment officers equipped to provide targeted support to jobseekers. A version of the platform was developed in 2017, but has undergone significant re-design and upgrade in order to make it fit to support both jobseekers and employers.

SPOTLIGHT: EMPLOYMENT COUNSELLING SYSTEM OF JORDAN (ESCJO)	
Website	https://www.ecsjo.com/
Solution type(s)	Job matching; information, advice and guidance
'Learning to earning' barriers addressed	■ Addresses employer-based demand for workers ■ Lack of information on training, internship, and job opportunities as a result of fragmented services and inadequate social networks
Countries	Jordan. ECSJO has 13 employment offices across the country including two in the largest refugee camps (Azraq and Zaatari)
Funders	European Union; US Department of State; Bureau of Population, Refugees and Migration, the Norwegian Ministry of Foreign Affairs; the Kingdom of the Netherlands and the UK Foreign and Commonwealth Office
Lead partner(s)	ILO Country Office Jordan
Implementing partner(s)	Government of Jordan (Ministry of Labour)
Launch year	2019
Current implementation status	The platform is currently being implemented across Jordan. Priorities for the ILO are shifting the balance of engagement from ILO personnel supporting users to users supporting themselves, and penetrating hard to reach communities and groups, including unemployed women
Skills and levels of education targeted	No specific area. Skills training opportunities are posted by providers in a wide range of areas, including vocational skills
Target groups	Disadvantaged Jordanians and Syrians (FDPs) in Jordan. Any Jordanian worker with a valid national ID number, and Syrian workers with Ministry of Interior cards can register on the platform
FDP inclusion	Yes
Number of beneficiaries	■ 27,776 registered job seekers and 190 employers (as of May 2021) ■ Women make up over 37 per cent of all job seekers on the platform ■ 31 per cent of job seekers on the platform are Syrian - of these 28 per cent are women

✔ **Technology used:** The cloud-based platform is accessible through mobile, tablet, or laptop.

✔ **Facilitated or self-led use:** The platform is self-led with support available from representatives of the ILO's 13 employment offices across the country (including two in Azraq and Zaatari refugee camps) to access and navigate the platform. Complementary career advice and guidance is provided face-to-face.

✔ **User journey features:** Often facilitated by representatives of the ILO employment office, users register on the system, create a profile, and upload a CV. They are then matched with job, internship, or training opportunities which align with credentials and user preferences. Users then apply to opportunities through the system using the details they have already uploaded. Syrians are also able to apply for work permits using the platform.

✔ **Innovative elements:** This is a solution within a much broader ILO programme (and therefore could not be assessed in isolation from this broader picture), however, it is a leading example of how to integrate web, phone, and telephone services under one platform.

✔ **GESI considerations:** To bridge the gender gap in participation, the ILO team is making concerted efforts to engage women, particularly in hard to reach areas,

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and provide training opportunities which cohere with sectors women in Jordan tend to be concentrated.

RESULTS MEASUREMENT

✔ **MEL approach:** Because the solution is part of a much larger programme of ILO support means there are several implications for both measuring and assessing success. First, it is hard to isolate ECSJO as a single intervention; it needs to be considered in context. Secondly, the existence of other pathways to employment supported by the ILO means that data on employment opportunities and outcomes are not always captured on the platform. Employment officers do make attempts to add data retrospectively to drive more comprehensive capture of information, but this is not complete. Overall, as the platform moves from the inception phase it will be assessed in the first instance on its jobseeker and employer reach, and "conversion" rate (i.e. converting platform engagement to an agreed job match) for both parties.

✔ **Evidence of impact:** Not available

✔ **Partnerships and local ownership:** ECSJO is aligned with Government of Jordan's commitment to scaling up employment opportunities for Syrians (under the 2016 EU-Jordan Compact) while also supporting vulnerable Jordanians. The government (in particular the Ministry of Labour) is a key partner in the initiative and is committed to sharing job, internship, and training opportunities through the platform, and there are increasing examples of government ministries and agencies using the platform to source candidates for work. The platform is also aimed at supporting employers, and therefore the ILO engaged the private sector as a key stakeholder by encouraging them to share job, internship, and training opportunities. ECSJO is also supported by the World Bank's Economic Opportunities for Jordanians and Syrian Refugees Program and other programmes offered by development partners including the ILO and UNHCR.

✔ **Business model:** The platform is free to use and does not charge fees to any user.

SCALE

✔ **Scale considerations within the design:** The platform was designed with the ability to scale across the country and be accessible to a wide range of groups, not just FDPs. ECSJO is currently aligned with the Jordanian legal and regulatory framework, so cross-country scale up would need refining in accordance to context.

✔ **Current plans for scale up:** The ILO is currently considering regional scale up in other MENA countries. More widely, scale is conceived in terms of both scaling support to expanding the employment market, including enhancing national economic performance, and in ensuring employment is aligned with the ILO's decent work agenda.

✔ **Barriers to scale:** The main barrier to scale has been job retention amongst the Syrian population, which has affected the platform's ability to generate evidence of its effect. Other barriers include employers and training providers not listing opportunities on the platform, and users preferring face-to-face approaches.

✔ **Enablers of scale:** Enablers include the location of the platform within a wider suite of ILO support to employment in Jordan; economic reform to improve the employment market; ensuring the platform penetrates the hardest to reach communities.

KEY CHALLENGES

Challenges to implementing the platform include lack of trust and awareness of the platform which requires significant facilitation and input from the ILO's Employment Offices; a lack of engagement from hard-to-reach groups, including women; difficulties ensuring jobs are being posted by employers; and job retention.

Mobile for Career Development

Mobile for Career Development (M4CD) is an online and offline desktop app that provides practical career advice and information to marginalized young people in the labour market as a result of limited education and other socio-economic disadvantages.

BACKGROUND

The M4CD app was developed by Save the Children Ethiopia as part of the USAID-funded 'Building the Potential of Youth Programme' (POTENTIAL) programme, which set out to support 35,000 unemployed and underemployed Ethiopian youth (aged 15-29) in rural areas. Following adaptations in 2020, the app now provides a student tracer information system, online career development service, online courses, job information, job matching and linkages between graduates and employers, and real-time reporting and data visualization to track current students' employment status.

The wider POTENTIAL programme aims to support youth to attain the skills, knowledge, and social capital required to increase income and long-term economic self-sufficiency through improving access for Ethiopians to basic education, TVET, universities and practical work experience. POTENTIAL also brings together local stakeholders such as TVET

SPOTLIGHT: MOBILE FOR CAREER DEVELOPMENT (M4CD)	
Solution Type(s)	Information, advice and guidance solution, job search solution
'Learning to earning' barriers addressed	■ Lack of access to quality information, advice and guidance on suitable employment opportunities ■ Skill mismatch
Countries	Ethiopia
Funders	USAID
Lead partner(s)	Save the Children Ethiopia, Ethiopia Ministry of Science and Higher Education
Implementing partner(s)	Yottabyte Technology Solutions PLC
Launch year	2020
Current implementation status	In implementation. Current funding is ending and the lead partner is exploring sustainable options with Ethiopia's Ministry of Science and Higher Education.
Skills and levels of education targeted	No specific area.
Target Groups	Youth in rural and semi-rural areas, including those enrolled at 31 TVET institutions and six universities.
FDP inclusion	Yes
Number of beneficiaries	Designed to reach 35,000 people across 6 of Ethiopia's 9 regions

institutions, private sector, youth, and government.

CORE SOLUTION FEATURES

✔ **Technology used:** Cloud-based platform accessible by phone (Android app with push notifications), tablet, or laptop. APIs pull content from various sources including the Hahu job vacancy aggregator. Management tools include content engagement tracking and reporting.

✔ **Facilitated or self-led use:** Both.

✔ **User journey features:** Users are able to access a range of localized content such as video, audio or text which provide short guides on CV writing, cover letter writing, preparing for interviews, and one-pagers covering key industries. They are also able to access job openings (either posted to the platform by employers - or pulled using an API from the Hahu Jobs aggregator), use a

CV builder tool, and explore business and job profiles. Following the expansion of the platform due to COVID-19, users enrolled at participating TVET institutions and universities are also able to access learning content relevant to their course. Users are able to save content for future use and reference.

✔ **Innovative elements:** Integrated (bundled) solution originally combining information, advice and guidance and job search functionalities, and subsequently, expanded to include learning platform elements. Through engagement with partners, the app looks to bring together multiple services in one place.

✔ **GESI considerations:** Disadvantaged youth with disabilities and female youth are provided with support after transferable life skills training to encourage their efforts and follow-up on their progress. This support includes coaching, mentoring and work-based learning opportunities.

✔ **MEL approach:** Focused on measuring changes in the employment and income status of youth.

✔ **Evidence of impact:** The wider POTENTIAL programme has supported 36,000 young people - with more than 23,000 of those engaged in employment or self-employment.

✔ **Partnerships and local ownership:** TVET providers, universities, youth centres, the Ministry of Women, Children and Youth, and the Ministry of Science and Higher Education have been closely involved in the project. This includes contributing materials to be digitized and included on the app – and using it with the youth they work with.

✔ **Business model:** Free to access for users. The development and running of the app has been funded through the USAID-funded POTENTIAL programme.

✔ **Scale considerations within the design:** Use of cloud technology to host the app and website means that it could be extended to new users without requiring upgrade of infrastructure.

✔ **Current plans for scale up:** Discussions are currently ongoing with Ethiopia's Ministry of Education about taking on the programme as USAID's funding comes to an end.

✔ **Barriers to scale:** Device access has been a challenge, with some youth in the target group not having access to smart phones. This has been overcome by using the app in school and youth centre settings. Additionally, the app is currently focused on university and TVET graduates – extending it to a wider population may require the user experience interface to be simplified (set-up currently involves lots of questions about education), and the employment opportunities featured to be aligned to wider labour market.

✔ **Enablers of scale:** Investment from, and buy-in to, the project was secured from the Ethiopian government at the outset. Use of private sector technology partners to build and maintain the solution has meant that the platform has been updated and able to adapt to new requirements.

Youth Agency Market Place

DESCRIPTION

Youth Agency Marketplace (Yoma) is a digital marketplace for youth around the world to build and transform their futures by actively engaging in social impact tasks and learning and earning opportunities. It is an ecosystem solution that links young people with opportunities, provided by a range of partners, such as private enterprises and educational institutions. Yoma aims to identify, nurture and connect hidden talent using psychometric tools and dynamic experiential learning which allows for an individual, yet scalable growth journey.

BACKGROUND

Yoma was born out of the need to address difficulties in navigating various unintegrated platforms to create a more seamless user experience and enhance user agency. The Yoma solution is just over a year old and emerged as an Africa-focused product. The first product was initiated in mid-May 2020, in which young people from Burundi, Malawi, Nigeria and Tanzania took part in a COVID-19 Design Innovation Challenge led by UNICEF to help their communities confront the COVID-19 pandemic. More than 80,000 youth ages 14 to 35 took part, a far greater number than expected. Version 1.0 was launched in early July 2020, with young people redeeming ZIto tokens, which form part of the solution's blockchain technology which rewards

SPOTLIGHT: YOUTH AGENCY MARKET PLACE	
Website	https://www.yoma.africa/
Solution type(s)	Job matching; information, advice and guidance; learning and skills; credentialing; peer-to peer-networking and mentoring
'Learning to earning' barriers addressed	■ Lack of one-stop shop (platform) to access services such as job-matching, skills training, and mentoring ■ Lack of information and opportunity to connect with training providers, employers, and gain work experience ■ Challenges by employers in verifying applicant profiles ■ Mismatch between skills supply and labour market demand
Countries	Yoma has global and regional offerings accessible to +70 countries. Yoma is actively implemented in Nigeria, Kenya, Burundi, South Africa with several more under development
Funders	Fondation Botnar, Generation Unlimited, GIZ/BMZ, Government of Estonia and UNICEF
Lead partner(s)	UNICEF, Fondation Botnar, Generation Unlimited, GIZ, RLabs, Goodwall, Umuzi, Cartedo
Implementing partner(s)	UNICEF Eastern and Southern Africa Office, UNICEF country offices, country level implementing partners
Launch year	July 2020
Current implementation status	Currently in its early stages, Yoma is being scaled within countries across Africa. It is currently being incubated by R-Labs in South Africa and expected to become a separate non-for-profit entity at the end of 2021/beginning of 2022. Implementation varies by country. In Nigeria, for instance, Yoma is integrated into UNICEF's digital skills and work readiness development programmes, as well as programmes on child registration and violence against women and young girls. At a global level, Yoma leverages other initiatives, such as Generation Unlimited and at the regional level, Better Together Africa.
Skills and levels of education targeted	Technical, transferable, and work readiness skills
Target groups	Yoma is targeted at youth under the age of 24 in countries where the initiative is being implemented; however, older youth are also not excluded. Initial regional target was Africa, but the solution is now scaling beyond the region.
FDP inclusion	Yes
Number of beneficiaries	■ 30,000 registrations on the platform ■ 2,150,000 engagements/interactions with young people ■ Around 260,000 young people have registered for Yoma-related activities ■ 70 per cent of current users are under the age of 35 and 85 per cent are currently from Nigeria

users with redeemable rewards such as phone credit or supermarket credit. Yoma has been supported by several institutional partners, and it won the Smart Development Hackathon organized by the EU and the German BMZ, enabling it to access initial capital and access to industry level mentorship.

✔ **Technology used:** Blockchain-based platform, designed by Cartedo - an experiential learning platform which helps youth develop employability and entrepreneurship skills through innovation challenges. The full-stack self-sovereign identity platform is provided by Trinsic to create digital identity wallets into which Yoma issues verifiable credentials to develop each users' digital, verifiable CV. The technology also offers psychometric analysis, digital tokens, and opportunity matching through AI and machine learning.

✔ **Facilitated or self-led use:** Self-led use following registration on the platform

✔ **User journey features:** Once registered on the platform, users create a profile. Subsequently, through skills training, impact tasks and challenges, users contribute to the achievement of local development goals by playing an active part in their realization. As young people engage with the platform, their tasks and learning activities are recorded on their profile, thus building a verifiable digital CV using blockchain. Users are presented with opportunities (action/learning/skilling/jobs) that

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match their aspirations and talents. Meanwhile, user participation is rewarded through Zlto in some countries: this is a digital token that can be redeemed for digital services (e.g. airtime or premium courses) or physical goods (e.g. bus tickets, basic commodities). Yoma conceptualizes this pathway as "grow" through experiential learning and individualized pathways; "impact" through volunteering and social impact tasks which provide local solutions to location problems; and "thrive" through employment and entrepreneurship opportunities accessed through the platform.

✔ **Innovative elements:** Yoma is an integrated platform designed for individual users, social impact organizations, and impact investors to facilitate an online ecosystem to improve and value the skills of youth who engage with the platform. In doing so, the platform benefits the user, potential employers and other organizations participating on the platform, and also wider society by ensuring that users are engaged in endeavours oriented towards the achievement of the Sustainable Development Goals. It is built globally/regionally for broad offers, with contextualized implementation in mind, while being fully co-designed with young people.

✔ **GESI Considerations:** Currently, young women account for less than a third of registered users. An immediate priority for the Yoma team is to increase this number for more female participation.

✔ **MEL approach:** Key metrics include number of countries in which Yoma has reached scale; and the number and breadth of users from within the target group (e.g. the current usership is dominated by users in Nigeria). This is tracked using the Yoma dashboard which can disaggregate data by region and country. Ultimately, Yoma demonstrates the engagement of both employers and investors who see the value in the digital profiles developed and who want to be part of an innovative social impact economy.

✔ **Evidence of impact:** Outside of current usership and country take up, it is currently too early for evidence of impact to have emerged. There is a research programme planned for 2021-2022 involving formative and operational questions around how to engage marginalized groups, approaches to credentialing, and how to embed learning to earning pathways in specific sectors.

SUSTAINABILITY

✔ **Partnerships and local ownership:** As an ecosystem, Yoma enjoys partnerships with several high-profile organizations and service providers at a global level, including with the private sector. At country level, the UNICEF country office establishes its own partnerships, depending on need and existing relationships. For instance:

- ■ **Nigeria -** The Government of Nigeria office of

the Vice President has agreed to roll out Yoma to reach 20 million Nigerian youth by 2030. Through the National Youth Service Corps (NYSC) Yoma hopes to reach marginalized youth across the 36 states in Nigeria

- ■ **Kenya -** The Kenyan government has adopted Yoma as part of its GenU national strategy and UNICEF Kenya is working on developing a Kenya specific adaptation

✔ **Business model:** The platform is free to use. There is huge potential to leverage private sector investment from impact investors in the future. Yoma aims to become largely self-financed within three to five years through the token economy.

SCALE

✔ **Scale considerations within the design:** Yoma was purposefully designed as a highly scalable solution that can also be contextualized regionally, continentally, and responds to organizational or country specific needs while supported by a global UNICEF team and tech-based partners. Sustainable financing was also an intention and concern from the start, and Yoma has sought to create a value system that incentivizes impact investors to buy in to the solution, supported by underlying electronic ledgers and data oracles which allow for real time seamless results aggregation.

✔ **Current plans for scale up:** Yoma aims to become largely self-financed within three to five years through the token economy. Yoma plans to expand beyond Africa are in progress

and the platform now has usership in 70 countries around the world. Overall, the aim is to reach 3 continents by 2022, with 1.5 million users, and create 500,000 job opportunities. The current focus of the initiative globally is to develop additional challenges related to personal development (e.g. passion challenge) and related to key global topics (e.g. employability, entrepreneurship, green economy).

✔ **Barriers to scale up:** Barriers to scale including engaging harder to reach groups; securing investors and employers through early demonstration effects; capturing the social impact of young users and its value at both a community and individual level.

✔ **Enablers of scale:** Enablers include buy in and leadership from UNICEF country offices; digital literacy amongst target groups; sufficiently targeted calls to join the platform; local employment market relevance; support from the private sector to sustain the initiative; and adequate and relevant data to incentivize investment and/or other partnerships.

KEY CHALLENGES

The platform was co-designed with young people, so it has had relatively few problems in terms of identifying user interests. The solution treads a line between global leadership and country-based implementation, potentially creating problems relating to standardization across countries. Access to devices and internet connectivity remains a challenge.

Talent Beyond Boundaries

DESCRIPTION

Talent Beyond Boundaries (TBB) seeks to unlock skilled migration pathways for refugees. TBB is building a world where refugees and other displaced people can move internationally for work, leveraging their own professional skills to secure their futures.

BACKGROUND

TBB was set up as a pilot scheme in 2016 designed to establish proof of concept for a digital catalogue of refugee talent in Lebanon and Jordan. The catalogue captures detailed information on work experience, and education and skills of refugees interested in relocating for international employment.

CORE SOLUTION FEATURES

✔ **Technology used:** Searchable online talent catalog database containing profiles of over 25,000 registered professionals. The database is searchable based on several variables, including over 150 occupation types, English language proficiency, years of experience and other indicators.

✔ **Facilitated or self-led use:** Candidates self-register on the platform. Candidates matched with a role follow a facilitated programme.

SPOTLIGHT: TALENT BEYOND BOUNDARIES	
Website	https://www.talentbeyondboundaries.org/
Solution Type(s)	Job matching solution; information, advice and guidance solution
'Learning to earning' barriers addressed	■ Unemployment and underemployment of skilled forcibly displaced persons in host countries ■ Demand for skilled workers in high income markets (UK, Canada, US, Australia)
Countries	Jordan and Lebanon; Destination countries include the US, UK, Canada, and Australia
Funders	US State Department, Government of Canada, Global Innovation Fund, various philanthropic foundations
Lead partner(s)	Includes UNHCR and governments in Australia and Canada
Implementing partner(s)	Community based organizations and NGOs including Refugee Talent, Jumpstart Refugee Talent, and RefugePoint.
Launch year	2016
Current implementation status	Implementation and scale up. The immediate priority is scaling within existing geographies in the Middle East to demonstrate that the programme can be delivered at scale.
Skills and levels of education targeted	FDPs with occupational background in Engineering, IT, Professional Services, Skilled Trades
Targeted Groups	Highly skilled refugees
FDP inclusion	Yes
Number of beneficiaries	■ 25,000 professionals registered in the catalogue ■ 117 employers engaged during the pilot phase

✔ **User journey features:** Refugee candidates sign up to the Talent Catalog. CVs of candidates matched to an opportunity are submitted to an employer, who select candidates for interview or further skills testing. Candidates are supported to prepare for interviews and tests. Those who receive employment offers are supported to make an informed decision on whether to accept the role, and later supported with relocation planning, orientation, destination country settlement and job onboarding.

✔ **Innovative elements:** Combines a technology-driven matching of candidates and skilled international employment opportunities, with some support for soft-skills development and English language training and testing.

✔ **GESI considerations:** Women are currently under-represented in the programme. A recent evaluation has recommended that TBB work to increase female representation through mapping women's occupations against in-demand roles in destination countries, and undertaking more targeted outreach approaches via social media outreach and women-only information sessions led by female facilitators.

✔ **MEL approach:** The principal metric is the number of relocated FDPs (including family members), proportion of job matches "converted" to job offers, and the satisfaction of employers with recruits.

✔ **Evidence of impact:** An evaluation of the pilot stage of the programme took place in 2020 and concludes that TBB has demonstrated the viability of an employer-led labour mobility solution to displacement. Employers surveyed by the evaluation team found that just over 50 per cent of employers surveyed felt candidates provided by TBB "exceeded their expectations" with another 31 per cent reporting candidates "met their expectations". However, to date, the number of FDPs supported to relocate has been relatively low.

✔ **Partnerships and local ownership:** Partnerships are key to delivery of the programme in both source countries and countries of relocation, e.g. Refugee Talent in Australia. TBB envisages that its key route to scale will be developing an ecosystem of partners supporting FDPs to relocate internationally.

✔ **Business model:** Employers cover some of the costs of relocation and entry into the country of employment. Other costs including candidate preparation and settlement support is currently funded through philanthropic foundations. These costs include passports, English language lessons and testing required to qualify for visas, and interest-free loans for participants.

✔ **Scale considerations within the design:** In 2020, TBB made the Talent Catalogue open-source and is now engaging with partners to support them to use it. The core operational processes underpinning the solutions have been documented to support replication by partners.

✔ **Current plans for scale up:** TBB expects that in the future, its database will be used more widely by local partners in source and destination countries, and that it will be able to fund a higher number of places than at present. The immediate priority is scaling within existing geographies in the Middle East to demonstrate that the programme can be delivered at scale. TBB is currently exploring use of a cohort model for key sectors - e.g. engagement with a health system to provide a certain number of nurses - which may deliver economies of scale in candidate preparation and support.

✔ **Barriers to scale:** The model is relatively resource-intensive and limited in number, with a pathway to scale that requires global partnerships and the ability to provide more in terms of start-up loans and support to whole family relocation. A key barrier to scale is obtaining financing for the cost of support not currently recovered from employers.

✔ **Enablers of scale:** Enablers of scale include the availability of like-minded partners; supply of good quality candidates; private sector engagement; and routes to scale via government partnership.

The evaluation identified four key barriers for the solution. These included low awareness of opportunities among refugees and employers; policy barriers such as onerous work permit requirements and long visa processing times; operational barriers; and financial barriers faced by refugees looking to relocate. Some of these have been mitigated through engagement with supportive partner governments, and provision of finance. Others remain unresolved.

SkillLab

DESCRIPTION

SkillLab is a social enterprise working with mission-oriented organizations to empower people to turn their skills into decent work and lasting careers. SkillLab leverages artificial intelligence (AI) to help people explore, capture, and express their skills enabling our partners to better understand their beneficiaries' skill sets and connect them to training and employment opportunities.

BACKGROUND

SkillLab was developed as a way of disrupting the prevailing use of educational and employment credentials to signal suitability for employment opportunities. The concept was initially tested with migrant populations, with the first users being migrants arriving in cities in Europe (such as Amsterdam in the mid-2010s). SkillLab is now being used by partner organizations in more than 20 countries and serves a diverse range of user groups including refugees, migrants, mature career changers and young people.

CORE SOLUTION FEATURES

✔ **Technology used:** Web application, AI Engine, Python (Data Science)

SPOTLIGHT: SKILLLAB	
Website	http://skilllab.io/
Solution Type(s)	Information, advice and guidance solution
'Learning to earning' barriers addressed	■ Unemployment and under-employment of forcibly displaced persons ■ Lack of access to quality information, advice and guidance on suitable employment opportunities
Countries	Netherlands, Finland, Austria, Greece, Belgium, France, Czech Republic, UK, Egypt, Lebanon, Iraq, Palestine, Jordan, Kenya, Nigeria, South Africa, Guinea, Brazil, Panama, Ecuador, Peru, Colombia
Funders	Rubio Impact Ventures, Google.org (winner of $1M in grant funding for the 2019 AI for Social Impact Challenge)
Lead partner(s)	International Labour Organization, Accenture
Implementing partner(s)	Works with a significant number of mission-aligned partners, including the Hebrew Immigrant Aid Society, Municipality of Amsterdam, MercyCorps, World Food Programme, International Trade Center
Launch year	2018
Current implementation status	Implementation and scale up. To date the company has focused on validating the need and usability of the solution in relatively small numbers across multiple geographies.
Skills and levels of education targeted	No specific area.
Target Groups	Displaced Persons (original use case), Youth, Informal Workers
FDP inclusion	Yes
Number of beneficiaries	5,000 of which 3,700 are refugee /migrant users

✔ **Facilitated or self-led use:** Facilitated - currently users are provided with a license to use the app through a partner organization.

✔ **User journey features:** The user journey varies, depending on the model used by the intermediary organization. Users are invited to download the app by a case worker – and to fill in an initial profile entering information on past experience, training, employment, online courses and informal experience (such as parenting). The app's AI engine (which contains data on tens of thousands

of skills and occupations) then conducts an automated interview with the user to draw out experiences and tasks undertaken in more detail, before mapping the skills identified to industries, skills and jobs the user may wish to explore, and recommended courses for people with their career goals and current skill set. The user can also use the app to generate a CV (which can be translated into 27 EU languages).

✔ **Innovative elements:** Use of AI-powered automated interview to draw out and capture detail of users' skills and experience. Skilllab uses skills-based rather than credential-based approach to match people with opportunities.

✔ **GESI considerations:** The company has sought to scale through partnerships with mission-aligned organizations - and its user numbers therefore generally reflect the priorities of partners. More than 50 per cent of the user base is female; 2 in 3 users are refugees and migrants. In new markets, the company is proactively seeking partnerships with organizations serving marginalized groups, such as offenders participating in reintegration programmes.

RESULTS MEASUREMENT

✔ **MEL approach:** Impact measurement can be challenging due to the varying use cases for which the partners are using the solution. Some measures include, for example, job outcomes, skills development over the course of a programme, a measure of whether the

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solution improves the ability of users to secure employment. The company has recently developed a tool which advisers can use to track user outcomes. The team is planning to conduct a randomized controlled trial to rigorously assess the impact of the solution in the coming years.

✔ **Evidence of impact:** An ILO tracer study of implementation in Egypt found 90 per cent of case workers and guidance counselors thought the solution had helped them to better understand their clients' experiences, skills, and employment potential. 85 per cent of users

reported that the application has improved their ability to describe their own skills. During a Hebrew Immigrant Aid Society implementation in Panama/Ecuador/Peru, 20 per cent of users who were referred to a job placement program after using SkillLab were hired within a month, compared to a baseline closer to 5 per cent.

SUSTAINABILITY

✔ **Partnerships and local ownership:** The operating model for SkillLab is based on serving a diverse range of mission aligned partner

organizations. A strong customer success function within the companies, that identifies best practices in uses of the solution, supports users to make best use of the solution within their programme, and represents user voice in decisions made about the future development of the product.

✔ **Business model:** For-profit enterprise, selling end user licenses for the solution to implementing partners delivering careers services. Some early development work on the solution was funded through philanthropic prize funding from Google.org.

✔ **Scale considerations within the design:** To date, the company has focused on validating the solution in relatively small numbers across multiple geographies. SkillLab is now shifting the focus to scale – it will have served 55,000 users by the end of 2021 across Europe, Africa, MENA and Latin America, and to millions of users over the next three years. The company's aspiration is for SkillLab to be a global solution available to all.

✔ **Current plans for scale up:** The solution uses centrally hosted Software as a Service model - and from a technology point of view can be scaled very quickly. The AI component of the solution is built for scale - indeed the more users processed by the solution, the more effective it will be at identifying the questions to ask candidates to identify their skills.

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✔ **Barriers to scale:** Scale will likely require the organization to win public procurement exercises, which may be difficult given their complexity, the time taken from lead to mobilization, and the presence of established incumbent suppliers.

✔ **Enablers of scale:** Strong customer success function that identifies best practices in uses of the solution, supports users to make best use of the solution within their programme, and represents user voice in decisions made about the future development of the product.

KEY CHALLENGES

COVID-19 has impacted solution development with some concern that the pandemic will lead to potential partners investing in traditional service delivery rather than more innovative solutions. Pandemic-related travel restrictions have also made user research (and proximity to the user base) more difficult. This has been mitigated through creation of online communities for users to join, analysis of automated data collection from the app/tools, and encouraging users to provide feedback using one of a multitude of feedback channels.