NO LOST GENERATION TECH SUMMIT REPORT
25-26 June 2019, Amman, Jordan

Content

The No Lost Generation initiative is an ambitious commitment to action by humanitarians, donors, and policy makers to support children and youth affected by the Syria and Iraq crises. For more information about No Lost Generation, visit nolostgeneration.org.

2019 No Lost Generation Tech Summit Steering Committee

The 2019 No Lost Generation Tech Summit Steering Committee was co-chaired by Vina Barahman (UNICEF) and Leila Toplic (NetHope), with support from Catherine Barnette (No Lost Generation), Jeannette Vogelaar (UNICEF), and Laura McMillan (NetHope).

The following members have contributed to the conceptualization, planning, and implementation of the Summit: Selma Resavac (IFC); Patrick Daru (ILO); Eva Kaplan, Lillie Rosen (IRC); Sawsan Samara, Suha Syouf, Meghann Rynard-Geil, (Mercy Corps); Natalie Esmail (NetHope); Henrik Dale and Marah Khalid (NLG); Emma Bonnar, Mai Nasrallah (NRC); Fredrik Telle and Ikhlas Khawaldeh (UNESCO); Vick Ikobwa and Tamara Bakez (UNHCR); Veera Mendonca, Ider Dungerdorj, Momo Duehring, John McGinnis, Jongmin Weon (UNICEF); Matthew Hochbrueckner, Marah Khayyat, Maria Tsvetkova, Gustav Stromfelt (WFP); James Harris, Caroline Anning, Alexis Adam de Matharel, Ro'a Alkhudari, Mark Chapple (WVI); Balqees Shahin and Saber Alkhateeb (Youth Advisory Board).

About UNICEF
UNICEF promotes the rights and wellbeing of every child, in everything we do. Together with our partners, we work in 190 countries and territories to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere. For more information about UNICEF and its work for children, visit www.unicef.org/mena.

About NetHope
NetHope empowers committed organizations to improve the world through the power of technology. NetHope, a consortium of nearly 60 leading global nonprofits, unites with technology companies and funding partners to design, fund, implement, adapt, and scale innovative approaches to solve development, humanitarian, and conservation challenges. Together, the NetHope community strives to transform the world, building a platform of hope for those who receive aid and those who deliver it. For more information about NetHope, visit www.nethope.org.

1: INTRODUCTION

Children and young people (aged 0-24) in the Middle East and North Africa (MENA) currently account for nearly half of the region's population. Adolescents and youth (aged 10-24) currently represent approximately 26 per cent of the total population of MENA. These adolescents and youth have the potential to become changemakers, by actively contributing to addressing the region's most pressing issues and to reaping the demographic dividend. But to unleash this potential, they need access to opportunities to learn and develop skills needed to earn a dignified living. Many remain excluded and their potentials unrealized.

Nearly 15 million children between 5-14 years old are out of school in the region – many of them adolescents. Another 10 million who are in school are at risk of dropping out or not acquiring the skills needed for a smooth transition into adulthood. Conflicts and crises continue to take a heavy toll on children and youth. It is estimated that over 3 million of the currently out-of-school children would have been in school if the crises in Iraq, Syria, and Yemen never happened. And the stress many of them face, affects their ability to learn.

Youth[1] unemployment in the MENA region is the highest in the world, with 29 percent in Northern Africa and 22 percent in the Arab States. Unemployment among young women is even higher, with about 40 percent in North Africa and 37 percent in the Arab States. By 2030, countries in the MENA region will face a substantial increase in the number of adolescents and youth to be absorbed into the labor market – with projected additional 39 million (+27 percent) young people entering the labor force, creating additional pressure on an already weak economy.

This large and vulnerable cohort will need access to learning and eventually employment opportunities if they are to stay out of exploitative situations including child labor, child marriage, and other vulnerabilities.

While progress has been made to expand opportunities for learning, both through formal and non-formal pathways, increased private sector's involvement is required to ensure that what young people learn matches the requirements of the labor market, and to facilitate access to employment, or adaptation to new and emerging markets. A **systemic change** in the engagement of the local and regional actors is required, in both private and the public sector, to support **Learning-to-Earning** for young people in MENA region.

The **No Lost Generation (NLG) Tech Summit**, held on 25-26 June 2019, was the latest in a series of events designed to bring together youth, private sector companies, development and humanitarian experts, academic institutions, and donors to leverage **technology** and **cross-sector collaboration** to meet the needs of the young people in the MENA region, and advocate for systemic change in the engagement of various actors.

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[1] The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, and 'Adolescents' as those between 10 and 19 years of age.

Change will be manifested as a long-term commitment, including: communicating what skills are needed (key link between learning and earning), providing training content and resources (e.g., platforms), mentoring, product contributions (e.g., hardware), internships, apprenticeships, jobs, etc.

The event was the result of a consultative process with youth, UN agencies and international organizations, conceptualizing, planning, and delivering through collective efforts, a Summit that brought together more than 250 participants from the MENA region and beyond to share ideas, collaborate, and learn about tech innovations that support young people in their learning-to-earning journey.

The current report aims to provide an overview of the purpose and content of the Summit. It also provides a set of recommended actions that resulted from the discussions and consultations leading to and at the Summit.

The No Lost Generation (NLG) Initiative

The No Lost Generation (NLG) initiative was launched in 2013 to focus attention on the plight of children and youth affected by the Syria and Iraq crises. It brings together humanitarian and development partners from United Nations agencies, local and international non-governmental organizations, donors and host governments to collectively address challenges as a shared responsibility.

For more information on NLG please visit nolostgeneration.org.

2: CO-CREATION OF THE 2019 NLG TECH SUMMIT

2.1 Background and Objectives

The 2019 Summit built on the work of the NLG Tech Task Force since its launch in 2017. The Tech Task Force is led by NetHope and it focuses on connecting private sector expertise and resources, such as technology, with the needs of vulnerable children and youth in NLG countries. The Task Force facilitates cross-sector information sharing and project-based collaborations focused on education, livelihoods, and participation.

Drawing on the lessons learnt from the previous Tech Summits and cross-sector collaborations, particularly the need to address the challenges related to education and employment, the NLG partners decided to focus the 2019 Summit on one of the most pressing issues for the youth in the MENA region: connecting learning to earning. The 2019 Summit was designed to activate all key stakeholders to work together towards the goal of enabling **every young person to:**

- **Have the opportunity to grow to their full potential.** This means access to education and learning, especially skills training in in-demand and life skills, and access to mentors and role models.
- **Have access to dignified and meaningful work opportunities.** For those young people to support themselves and their families—and to protect them from exploitative

recruitment— there is a sense of urgency to acquire skills quickly and connect them to dignified economic opportunities, either in their communities or remotely.

- **Be empowered to inspire and lead change.** This includes access to opportunities for meaningful engagement in their local communities and around the world. Leading change also means youth becoming creators of solutions, not just consumers of solutions created by others.

With that in mind, the Summit focused on accomplishing the following three objectives:

a. Identifying and showcasing existing tech-enabled solutions and models that provide pathways for vulnerable adolescents and youth to learn, earn, and do so in an enabling environment.
b. Promoting expansion and replication of those solutions across the MENA region, including in conflict-affected countries and reaching some of the most vulnerable adolescents and youth.
c. Producing a set of actions for deepening and scaling Learn-to-Earn in the region and encouraging private sector companies to support and contribute to Learn-to-Earn programs, including existing and future programs that provide opportunities to adolescents and youth to acquire new skills and access employment.

2.2 Organizers, Youth and Steering Committee

The 2019 NLG Tech Summit was co-organized by UNICEF Middle East and North Africa Regional office and NetHope, and co-created together with young people, represented through a Youth Advisory Board, and 11 UN/NGO agencies, each contributing their unique expertise, network, and resources to the Summit planning and implementation.

The event was made possible through the financial contributions of the Kingdom of the Netherlands and held under the patronage of HRH Princess Sumaya bint El Hassan, President of the Royal Scientific Society, and Chairman of the Board of Trustees, Princess Sumaya University for Technology.

2.3 Youth engagement

While only a few young people attended the 2017 Summit and spoke at the 2018 Summit, youth aged 18-25 actively participated in shaping the overall 2019 Summit. From the start, young people engaged in the co-creation of the Summit through collective conceptualization, planning, through the post-Summit reflection. The role of young people has evolved with each NLG Tech Summit. From a few youth attending the 2017 Summit and speaking at the 2018 Summit, to youth representing one-third of the Summit participants in 2019, actively co-creating every aspect of 2019 Summit (with a Youth Advisory Board), and contributing in a number of different ways including as speakers, producers (registration, video/photo, social media), and performers.

A 10-member Summit Youth Advisory Board (YAB) was elected from the Regional Adolescents and Youth Advisory Majlis (RAYAM), the board including the two steering committee representatives. Subsequently, the YAB elected one male and one female representative in a transparent and democratic procedure to represent them on the NLG Tech Summit Steering Committee. This board actively participated in the planning phase of the Summit to ensure the youths' rights, opinions, and needs were met and reflected in all aspects and phases of the Summit. They also acted as focal points and team leaders for the short-term opportunities' winners (youth social media managers, youth graphic designers and youth reporters).

In addition, through social media campaigns, youth of the region were encouraged to contribute to the Summit as:

- **Solution presenters:** together with other developers, designers, and/or managers and solution providers, these young people participated as part of the solutions showcased at the event and shared their own perspective on how they co-created the solution or participated in the programs.
- **Challenge presenters:** telling their own stories in their learning journeys towards earning and transition to work.
- **Social media managers:** contributing to the public advocacy and communications efforts of the Summit from a youth point of view and in turn sharing information with a broader network of young people.
- **Photographers/videographers:** capturing key moments of the Summit through the lens.
- **Graphic designers:** developing infographics and communications material for social media, as well as design of visibility items (tote bags, pins, water bottles, etc.) that were distributed at the Summit.
- **Youth reporters:** taking notes of the insights shared during the Summit, feeding into and contributing to the development of the current report;
- **Youth volunteers:** contributing to logistical aspects of the event and supporting the execution on the days of the Summit.
- **Youth artists:** The Summit also provided an opportunity for young artists. These young people were selected among 90 applicants around the region and presented creative pathways such as music, design, poetry, storytelling, DJ-ing, and videography.

The young people who contributed were selected from among 960 online applicants and received mentorship and coaching in their areas of contribution, including speech preparation webinars arranged by NetHope with a professional speech coach.

A Summit with youth, for youth

Youth engagement was key to the success of the 2019 NLG Tech Summit. Youth who live under war, refugees, the most vulnerable, and those who don't have access to opportunities, all had the chance to be heard and included at the Summit.

When asked about their experience engaging in the process, all emphasized how this opportunity shaped them. Many had never left their countries before, never had the opportunity to meet with policy and decision makers, had the chance to feel empowered, or to have the opportunity to speak in front of an audience of such diversity. They expressed how important this engagement was to gain a wider view and perspective about their issues and the solutions available to them. It made them feel that their voices matter and are heard. They expressed readiness and interest to continue their engagement after the Summit.

3: 2019 NLG TECH SUMMIT: TECH-ENABLED LEARN-TO-EARN SOLUTIONS

3.1 Selecting promising solutions

The NLG Tech Summit ran a month-long call for solutions in search of the most promising that leverage technology and partnerships to connect learning to earning for adolescents and youth in the MENA region. The goal was to identify existing tech-enabled solutions that are already addressing the needs of young people, learn from them, and use our time at the Summit to work together to address the challenges, identify the gaps, and collaborate on the next steps.

In a short period of time (only four weeks), more than 80 submissions were received. The Steering Committee reviewed all applications and selected 10 solutions to be featured during both days of the Summit. With so many promising solutions submitted, 16 additional solutions were chosen to be featured on the second day. During these working sessions hosted by the solution providers and youth, participants engaged in deeper discussions about opportunities, barriers, and vision for the future. These in-depth sessions aimed to provide opportunities for sharing, learning, problem solving, and ideation around scaling and replication of (or elements of) each solution.

3.2 Marketplace solutions

Given the volume and quality of the solutions, an additional 16 solutions in the online and on-site Marketplace were shared in order to raise awareness of their work and encourage Summit participants to learn from them and initiate new partnerships.

For more information on solutions featured in the marketplace, check the Summit website Marketplace page.

3.3 Creative Showcase: turning passion into profession

This Summit also featured a Creative Showcase with talented youth from all over the region which took place in the evening of the first day of the Summit. Youth musicians, writers, photographers, visual artists, poets, and designers all had the chance to showcase their work

and share how they are connecting their learning to earning in creative fields. Many of them received further coaching and mentoring from the Summit Creative Director, Darek Mazzone, and one of the artists even secured paid project work at the Summit, supported by a private sector participant.

The artist line up can be viewed on [this page](#).

4: CONCLUSIONS AND RECOMMENDATIONS

4.1. Key take-aways

(1) **Young people are part of the solution:** They are hungry to learn and eager to contribute to their communities and therefore, should be engaged in co-design of solutions to the problems that they and their communities face. Youth understand their own issues and their contexts better than anyone. Engaging them is key to the sustainability and effectiveness of the solutions.

(2) Technology unveils opportunities: Technology is a powerful tool. It can help overcome barriers and open new opportunities. When designed by a diverse set of stakeholders (including youth) and correctly integrated in the programs that reach and engage young people, technology can help create and scale programs including in-demand skills training, work from anywhere, and access to knowledge and mentors from all over the world. Technology such as Artificial Intelligence can support personalized learning, anywhere and anytime.

(3) **Engagement of key stakeholders is key to collective impact**: Key stakeholders, especially the private sector, in the learning and work ecosystem have a lot to offer. When stakeholders come together to maximize their synergies in a structured collaboration, sustainable solutions can be found to even the most persistent challenges.

(4) **Community is an essential ingredient:** The future of learning and work depends on the presence of vibrant and diverse communities—online and offline communities, peers and mentors, locally and globally. This sense of community is essential to the development of relevant skills, self-confidence, and resilience. Social and career communities help young people navigate the learning and earning landscape, feel included and heard in the society, and support each other through information sharing and skills transfer.

(5) **Scaling, reusing, and learning from what already works is the first step:** Programs and technology solutions (what works) should be reused, scaled, and adapted before anything new is created. This can come in the form of private sector companies adapting their products and training content to the needs of the youth in the region, or employers activating the skills and expertise that refugees already have. Projectized solutions and piecemeal approaches will not achieve the coverage required.

(6) There is a need to challenge the status quo: To provide opportunities, the barriers that deprive and limit youth from access should be removed. Challenging social norms that prevent young girls from accessing learning and earning opportunities, curriculum that is disconnected from real-world jobs, require shifting mindsets in society and among youth themselves. Policies that limit access to economic opportunities for some of the most marginalized, such as refugees, and outdated education methods that don't spark interest in learning or teach young people how to be lifelong learners, should be rethought. And encouraging young women to participate, instilling a sense of curiosity and critical thinking, embracing new pathways to self-sufficiency such as through entrepreneurship or remote work, should be actively promoted.

(7) Assess relevance, measure impact, ensure sustainability: Sustainable solutions can only result from iterative processes that include evaluation where the impact is assessed and measurement. Solutions that are grounded in evidence help solution providers learn from failures and build something lasting. Iterative processes also create a space for knowledge sharing and peer-learning.

(8) The time is now: Action is needed now to invest in children and young people and requires the effort, energy, resources, and ingenuity of everyone, including the private sector. This means investments throughout the life-cycle: in early childhood development, lifelong learning, the transition from education to employment, unlocking the potential of girls and women, and specifically, vulnerable groups of children and youth, such as those with disabilities or refugees.

4.2. Recommendations

To enable young people to become creators, contributors, and active participants in their communities requires that all stakeholders work together to address their needs holistically. But it also requires that we rethink both learning and ways of earning for the young people in MENA region—from what are the skills they learn to how they learn throughout their lives. It means how they access dignified, sustainable earning opportunities. Those responsible for ensuring this occurs include:

- **Governments** that live up to their obligation to ensure the potential of the young people. This is realized through investments in protection, health, and education, particularly for the most vulnerable. **Policy makers** should expand quality and relevant learning and earning opportunities: accessible to all, including education policies that promote digital literacy and create open learning systems focused on the acquisition of life skills. They should promote inclusiveness and equality: encourage personal empowerment and active citizenship to provide an enabling environment for young entrepreneurship and access to finances. By providing spaces for young people to express their ideas and inspire their creativity and innovative thinking, policy-makers can foster youth engagement and participation in decisions that directly affect their lives.

- **The private sector,** by signaling skills and providing opportunities for youth to develop the skills required for employability and build their portfolios of work through internships and apprenticeships. It can also support marginalized youth through dignified work and foster entrepreneurship by providing financial support for start-ups or non-financial support in form of mentoring and networking.

- The growing disconnects between what youth learn in the classroom and the skills they require to transition to meaningful employment calls for **academic institutions** to work with employers to reimagine learning to connect it to meaningful earning opportunities. Academic institutions can contribute through quality research on the most vulnerable and identify gaps in the system. Social services should utilize evidence-based and innovative solutions to reach those groups often left behind. They can advocate with policy makers for evidence-based decision-making. They can also provide spaces for young people to engage in research to shape their own learning and define innovative pathways that lead to better employment opportunities.

- **UN/NGO agencies** that ensure the visibility of those often left-behind using data and evidence to promote inclusiveness and equality of systems and services. They should ensure that measuring the effectiveness of innovative solutions to learning-and-earning challenges of young people are part of program cycles. UN agencies and NGOs can amplify the voices of youth and communities, and advocate for effective and sustainable mechanisms for engagement and participation of young people in decisions that affect their lives.

- **Young people** who take on the responsibility and understand their rights as well as the rights and needs of others. Through engagement and raising their own voices and the voices of others, particularly those who need peer support and encouragement, they can take a leading role in shaping their learning-to-earning journey.

- **All:** to ensure collective impact, all stakeholders must commit and come together to:
    - Emphasize and build a platform for joint advocacy with donors, member states, and the private sector to remove obstacles and to accelerate upscaling of opportunities.
    - Define collective solutions to address inequalities, by understanding who the most underserved youth are and what distinct needs they have and provide the opportunities they require to access equal opportunities.
    - Provide opportunities for youth to learn the four most critical "transferable skills": becoming Problem-solvers who are Adaptive, Creative, and Entrepreneurial in their thinking (PACE).
    - Transform learning from a one-size-fits-all, one-time investment, disconnected from real world problems to lifelong, just-in-time, personalized learning that enable each individual to continually learn new skills anywhere, anytime and get recognized for it.

- Adopt a growth mindset: the only way to continually adapt to the changing world of work is to believe that each of us has the capacity to grow and change.
- Expand and grow the portfolio of available economic opportunities to include entrepreneurship, remote work, freelancing, and impact sourcing in addition to work in local communities. Create ecosystems for each economic opportunity, including financial and non-financial support such as accelerators, incubators, mentoring, networking, and opportunities to practice skills and acquire signals of readiness, such as apprenticeships and volunteering.
- Look beyond the silos of individual work and partner with others who share similar goals.

4.3 Way forward

The NLG partners recognize the need to seize the momentum created by the Summit, and importance of working together to maximize the synergies mobilized through the pre-and post-Summit engagements. To do so, through the NLG Initiative, partners will:

1. Disseminate among stakeholders the knowledge generated and shared during the process leading to and at the Summit, and document partnerships and collaborations generated through the Summit.
2. Use social media to stimulate ongoing action and discussion around the theme of learning-to-earning and create a movement around the key messages
3. Push forward the agenda through a variety of platforms and initiatives, e.g., NLG, the MENA Life Skills and Citizenship Education (LSCE) Initiative, and link with global partnerships such as Generation Unlimited, ILOs Skills for Employment, etc.
4. Design a follow-up Summit in 2020. This may take on a different shape, but still focus on taking stock of the collaborations that come out of the 2019 Summit, reaching out to those not engaged this year, including the most vulnerable young people.

ANNEX

NLG Tech Summit 2019 Agenda and Speakers

DAY ONE - JUNE 25

8:00-8:45 - Registration, Coffee.

8:45-9:00 - Security Briefing by Ayman Almadi from UNICEF Security.

9:00-9:20 - Welcome and Introduction to the Summit. Geert Cappelaere, Regional Director, UNICEF Middle East and North Africa; and Leila Toplic, Lead for the NLG Tech Task Force, NetHope; Nour Al Gharibah, Representative of the World Economic Forum (WEF) Global Shapers.

9:20-9:40 - Remarks by HRH Princess Sumaya bint El Hassan, President, The Royal Scientific Society of Jordan, Chairman of the Board of Trustees, Princess Sumaya University for Technology.

9:40-10:00 - Role of the Private Sector in Learn-to-Earn. Thierry Marigny, CEO of Orange Jordan. View presentation slides here.

10:00-10:30 - Thriving in the New World of Work. Gary Bolles, Chair for the Future of Work at the Singularity University. View presentation slides here.

10:30-11:00 - Coffee break. Networking.

11:00-16:30 - Featured presentations of promising tech-enabled solutions. Exhibits. Lunch & Networking.

11:00-12:30: LEARN - Featured Solutions

Introduction by youth: Daniel Bou Dargham and Shahd Jrajreh.

Solutions:
>   MIT ReACT - Robert D Fadel
>   PluralsightOne - Lindsey Kneuven
>   eXtreme Learning, ReBootKamp - Hanan Almajali
>   12:30-13:40: Lunch. Exhibits.
>   13:40-14:50: EARN - Featured Solutions
>   Introduction by youth: Oday Thawbteh.

Solutions:
>   EMPACT, American University of Beirut and the United Nations World Food Programme - Sarah Kouzi, Rabih Shibli, and Hezha Hassan.
>   NaTakallam - Mariam Eskander
>   Aoun - Sari Hweitat
>   14:50-15:20: Coffee break. Exhibits.
>   15:20-16:30: ENABLING ENVIRONMENT - Featured Solutions
>   Introduction by youth: Maher Issa and Incas Azzam.

Solutions:
>   Gaza Sky Geeks - Saed Habib

Localized - Nida Atshan
Ustad - Mike Dawson

16:30-16:45 - Reflections on Day One
Saber Alkhateeb, NLG Tech Summit Youth Advisory Board
Balqees Shahin, NLG Tech Summit Youth Advisory Board
16:45-17:00 - Closing remarks for Day 1 and framing of Day 2. Speakers include: Catherine Barnett, No Lost Generation Advisor, UNICEF; Vina Barahman, Education Specialist (Knowledge Management), UNICEF.
17:00-17:30 - Solution exhibits.
17:30-19:30 - Creative Showcase. Introduction by Leila Toplic, No Lost Generation Tech Task Force Lead and by Darek Mazzone, Creative Director, NetHope. Emcee: Natalie Esmail, Youth Engagement Lead, NetHope.

DAY TWO - JUNE 26

8:00-9:00 - Check-in, Coffee.
9:00-10:15 - Working Sessions: ReBootKamp, Ustad
10:15-10:30 - Coffee break & transition to the next set of Working Sessions.
10:30-11:45 - Working Sessions: PluralsightOne, Gaza Sky Geeks
11:45-12:00 - Coffee break & transition to the next set of Working Sessions.
12:00-13:15 - Working Sessions: MIT ReACT, EMPACT, NaTakallam, and Aoun
13:15-14:30 - Lunch and Networking.
14:30 - 15:30 - Marketplace & Networking. All Summit attendees invited to visit, open until 18:00.
15:30 -18:00 - Reflection session and co-creation of the recommended actions. All Summit attendees are invited to participate. Session will be facilitated by Gary Bolles and representatives from UNICEF and NetHope.

'Learn' Solutions

MIT ReACT

Location: Iraq, Jordan, Lebanon, Palestine, and Syria.
react.mit.edu/

The [MIT ReACT](#) Programs bring MIT's educational opportunities to talented refugees where they live—places such as Lebanon, Jordan, and other locations around the world. The program combines in-person instruction and online learning with practical experience. This approach provides continuity in education for displaced persons, personalized guidance, and paid experiential internships. The year-long ReACT program offers interdisciplinary curricula and the opportunity to establish connections to professional networks. ReACT students can select a computer and data sciences certificate or MITx MicroMasters program, with additional courses in innovation, entrepreneurship, and soft-skills. The ReACT experience is further blended through matched internships with organizations that mentor students, allowing participants to explore career options through applied learning. Internships are arranged to strengthen connections between students, potential employers, and growing networks. ReACT works with local and global partners from industry, academia, civil society, NGO, and UN agencies. The structure and curriculum are influenced by local needs, global trends, and the technologies and teaching methods from MIT.

Pluralsight ONE

Location: Jordan, Lebanon, plan to expand to MENA region via NLG's partner agencies.

www.pluralsightone.org

In partnership with UN/NGO agencies and conflict-affected youth, Pluralsight One has created a digital learning solution designed to support tech skills development and earning pathways for young people in the MENA region. The Solution is designed to support regionally relevant pathways to dignified employment by providing curated, high quality content from Pluralsight's portfolio of over 6,000 courses translated into 102 languages. It enables learners to acquire in-demand skills, relevant in the locations where they live, and for the global digital economy.

Pluralsight One solution offers offline and mobile functionality, subtitles, transcripts, and onboarding for program staff and humanitarian workers. Content channels are curated to map to regional economic opportunities identified by NGO partners.

Language functionality, skill assessment, and proficiency measurement tools, analytics for tracking platform usage and learning outcomes are all built into the solution program.

In collaboration with UNICEF, this solution has been tested with youth across Lebanon. In Jordan, this solution has been tested in collaboration with Mercy Corps. This began as an NLG Tech Task Force collaboration with the goal to make the fully-developed solution available to all NLG UN/NGO agencies and scale it across the MENA region.

ReBootKamp
Location: Jordan. 2019 deployments planned for Tunisia and Palestine (Gaza, East Jerusalem, Ramallah).
http://rbk.org/

ReBootKamp (RBK) is a career accelerator focused on skills training for refugees and disadvantaged youth in regions of conflict. RBK uses a powerful form of education technology called eXtreme Learning (XL) to produce market-ready software engineers in four months. eXtreme Learning combines several traditional methodologies: fail-based learning, problem-based learning, collaborative learning, immersive learning, all with agile learning and mindfulness training. The most important gains are non-technical—English, social intelligence, professionalism, creative problem solving, and autonomous learning. Programs range from four to 13 weeks long. The shorter programs prepare youth for a variety of pathways including college entrance, career accelerators like RBK, vocational pathways or low skill jobs. The 13-week program prepares youth for direct entry into the tech industry. All of the programs develop skills align with modern workforce expectations.

'Earn' Solutions

NaTakallam

Location: Egypt, Iraq, Jordan, Lebanon, Palestine, Turkey

www.natakallam.com

NaTakallam enables refugees to use their language skills to deliver language services to earn a living through the freelance, gig economy. Refugees participating in the program are provided with the training and mentorship needed to perform the language services such as translation, online language teaching, and cultural exchange sessions.

NaTakallam connects refugees to remote work opportunities in the language sector. NaTakallam's goal is to provide refugees with relevant training and a means to make a viable income with their host country. Beyond the access to income, NaTakallam gives refugees marketable skills and a restored sense of dignity and purpose, while users get access to affordable language services and opportunity to directly contribute to refugee livelihoods. The program also fosters intercultural understanding and changes the narrative around refugees.

Aoun

Location: Jordan

https://play.google.com/store/apps/details?id=com.aoun.app&hl=en

 Aoun connects poverty-affected youth in Jordan to employment opportunities in blue-collar and home maintenance industries via a tech-enabled platform. Training youth in customer services skills, communication skills, and ICT products in order to help them have a sustainable source of income. 90% of Aoun sales go directly for the youth service providers. Aoun is committed to providing equal opportunities for women through a nondiscriminatory on-boarding process, and actively restructuring the home maintenance sector through the introduction of a matching platform that links customers with vetted service providers. Through collaborative partnerships, Aoun hopes to adapt and support the platform to scale it regionally, where this solution can be transformative in fighting poverty, inequality, and exploitation within the maintenance sector.

EMPACT by the UN World Food Programme (WFP) and the American University of Beirut (AUB)

Location: Lebanon and Iraq. WFP plans to expand the reach across the Middle East, North and East Africa.

https://innovation.wfp.org/project/Tech-for-food

WFP's **EMPACT** Digital Skills Training (DST) program is a modular curriculum that equips low-income youth with basic digital skills, English, soft skills, and an entrepreneurial mindset implemented in partnership with the AUB in Lebanon and others in Iraq. It collaborates with leading tech firms to open up access of their solutions or platforms and put income opportunities within reach of refugees and host communities. Students are empowered to tap into a growing global demand for lower-skilled, labor-intensive services without being bound to the possibilities of the local market in areas such as data entry, data cleaning, image annotation, fact checking and photo tagging or editing. Moving beyond the Basic training and entry-level work, selected participants in the program have the opportunity to learn more complex skills like coding, front-end developing and to manipulate intermediate or advanced software like QuickBooks© or Tableau©. Professionals in Lebanon and Iraq design and update the curriculum in line with new practices and labor market needs.

Since 2016, Empact has trained more than 2,680 individuals across nine campuses in Lebanon and Iraq; 50% of participants being women. The programme, supported by WFP Innovation Accelerator, is now rolling out in Kenya; prototyping various models of sustainability, and is

being assessed for adoption in other countries in Africa and South-East Asia.

'Enabling Environment' Solutions

Gaza Sky Geeks

Location: Palestine

www.gazaskygeeks.com

Gaza Sky Geeks founded in 2011, is the first combined co-working space, freelance academy, startup accelerator, and code academy in Palestine. It is focused on serving learning and earning needs of the young people impacted by conflicts, blockades, high rate of unemployment, and humanitarian crisis. Gaza Sky Geeks provides community members with a fiber internet connection, 12 hours of stable power, access to ongoing workshops, events, and resources. They bring together online freelancers, outsourcers, and startup founders together under one roof to share ideas, learn, innovate, code, and geek out!

Localized

Location: Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia

https://localized.world/

Localized is a global platform that provides mentorship and career coaching to students and recent graduates many of whom are refugees and vulnerable youth in a host community. Localized enables colleges in emerging economies to prepare their students for the future by tapping into the expertise and experiences of professionals in their diaspora network. Colleges subscribe to Localized so students and graduates can access career guidance and expertise from global professionals who share language, culture, and roots. Localized works with employers so that students can interact with employees and HR experts, and learn the necessary skills to succeed in the workforce. Employers that partner with Localized gain access to untapped pools of talent and build brand recognition. Localized is now reaching nine countries and more than 30 universities. Localized mentors represent industry leaders such as: Airbnb, UBER, Google, Dell, Spotify, and Amazon.

Ustad Mobile

Location: Afghanistan, Jordan, and Lebanon.

www.ustadmobile.com

Ustad Mobile provides a free, open-source mobile learning app that enables conflict-affected

and marginalized youth to access and share educational content offline. The app is designed for limited connectivity, works on almost any Android phone, and does not require a mini server or Wifi access point. With support from the Expo Live Innovation Impact Grant Programme, thousands of online, open educational resources, such as Khan Academy, are being adapted for offline use and sharing by youth in Jordan and Lebanon. The peer-to-peer sharing functionality of Ustad allows one user to download content and share it offline with any other user nearby. The app also supports a mobile data collection system enabling teachers to use attendance and social-emotional assessment data to improve their practice. The app is currently being used in Afghanistan to deliver employability skills training to public university students. Ustad is working on a pilot project together with Plan Jordan and Lamsa World to support teachers, parents, and children affected by the Syrian refugee crisis in Jordan and low-income Jordanians.