

Refugee Workforce Development Program

Nakivale Refugee Settlement Pilot Overview

Telecom4Good in partnership with DisasterReady, Humentum, and Unleashed





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Mission

The Refugee Workforce Development Program (RWDP) aims to provide refugees with access to high quality training in order to foster personal and professional development and create confident learners who can lead positive change within their community and gain employment in humanitarian organizations and initiatives.

In addition, the program aims to facilitate increased employment access and opportunities by working to better understand the needs and desired qualifications of NGOs operating in and around refugee settlement areas who may serve as potential employers. Furthermore, the program will create an online job board on which NGO employers can post new listings for positions, streamlining the contact between refugees and humanitarian organizations.

Vision

We imagine this learning model will expand across refugee communities in need of access to low cost, financially sustainable, reliable, and relevant resources to gain skills, confidence, and employment as a means to improve their own lives and their community by being part of the humanitarian sector and development solutions.

Moreover, through empowering such individuals and their communities, we hope to disrupt the cycle of dependency between humanitarian organizations and those they seek to help. We envision workforce development education as the starting point for independence from which individuals can flourish, inspire, and guide their communities to do the same.



Background and Justification

Many initiatives around job readiness in the humanitarian sector focus on providing vocational skills and training to people living in poverty and challenging circumstances. Telecom4Good, DisasterReady, and Humentum believe in developing participants' capacity to innovate and succeed. These strengths already exist within individuals and their communities, the RWDP simply aims to further cultivate and hone them.

In partnership with a local nonprofit, Unleashed, we facilitated a pilot learning opportunity within the Nakivale refugee settlement in Uganda to provide key knowledge, starting points, and inspiration to participants seeking to develop their career possibilities. The central goal of the pilot program was to assess the feasibility and need for workforce development education via online learning portals within a refugee community. The program provided refugees in Nakivale living with limited access to education with the opportunity for online learning courses centered around establishing skills they need to thrive in the workplace and develop their readiness for employment in the development sector.

Nakivale is one of the oldest refugee settlements in Uganda. It was opened in 1958 and officially established as a settlement in 1960. The settlement has been a long-standing host to more than 100,000 refugees from Burundi, the Democratic Republic of Congo, Eritrea, Ethiopia, Rwanda, Somalia, Sudan, and South Sudan. Although some amenities have been made available, many refugees struggle to afford basic items and have serious issues integrating fully into the host community. Victor Mafigi Turatsinze, the founder and CEO of Unleashed, explains that many of the refugees consider the Nakivale settlement to be a state of limbo and as a result, put their lives on hold, waiting for their situation to change.



A key amenity that is lacking in Nakivale is education. According to UNHCR, “Many children and youth [in Nakivale] do not attend school due to high school fees for secondary school, overcrowding, and long travel distances to schools. For girls who drop out of school, early pregnancy and marriage is common... Lack of financial institutions in the settlement impedes refugees’ ability to effectively manage money and save. Most people use mobile money, but weak network coverage in the settlement makes this method unreliable.”



The gap in education and employment readiness in Nakivale is stark. According to Social Innovation Academy, a local NGO who has been working with refugees in Uganda since 2006, “Uganda has one of the highest youth unemployment rates in the world. In combination with one of the fastest growing populations, the country has a massive need for the creation of new employment opportunities. An estimated 700,000 new entrants join the Ugandan labor market each year and compete for the only 12,000 available formal jobs.”

The RWDP pilot aimed to provide a suite of targeted educational offerings around a single delivery area, e.g. job readiness and soft skills, to a group of refugees who do not typically have access to learning due to location and circumstance. We hope this project will have a significant impact on this community, with great potential to expand to other regions globally.



A. Long-Term Objectives

Through the RWDP, we aim to increase the role modeling of success and independence in some of the world's most disadvantageous living environments and increase employment access and opportunities within and near refugee settlements.

Furthermore, this program aims to prepare learners for work in the NGO sector in their local areas. In doing this, we hope to break the cycle of dependency that can develop between NGOs and those who receive their services. Instead, learners will be confident to enact change from within, while supporting themselves and inspiring their community.

Lastly, we envision developing an online job portal for participant refugees through which NGO employers can post job listings. In conjunction with the job portal, partner organizations will reach out to local NGOs to better understand their employment needs to ensure relevant course subjects and trainings are offered through the RWDP.



B. Immediate Objectives

Our primary aim for the pilot was to learn about the refugees, their possible experience with local NGOs, the suitability of the courses, and the technical feasibility of the program.

Furthermore, we aimed to provide access to high quality “business-level” learning and training to increase the opportunity for employment in development sectors which are active within and near refugee settlements. The goal was to provide an array of courses that are easy to understand, simple to access, and offer relevant content through audio, video, and text to meet the sensory needs of each learner.

Lastly, Telecom4Good and Humentum representatives used the opportunity to reach out to local NGOs as potential employers to gauge interest in such a program and explore potential partnerships.



C. Expected Project Results

The goal of the pilot was to assess the learning set-up, relevance of course content, technological needs, and other critical factors for this program going forward. It was designed to reach up to 45 learners in a short period of time (2 days) and provide learners with the basic knowledge they need to be successful in humanitarian careers.

We were not expecting to have an immediate impact on learners' careers given the pilot was short. However, we went in with the intention of getting to know this demographic on a more personal level, i.e. their daily lives, experiences, passions, and goals, with the expectation that this information would advise us as we design this program moving forward to ensure it has a powerful impact on the learners and refugee communities like theirs in the future. From pre- and post-course questionnaires and in-depth discussions with learners, we hoped to gather as much information as we could to critically analyze the need for and impact of the program. From a more technical standpoint, we wanted to test the feasibility of the program: how learners interact with the DisasterReady online learning portal, which courses were accessible and which were not, the functionality of the tablets, the strength and reliability of the internet, the performance of our IT equipment, etc. Additionally, we needed to evaluate the language and accessibility needs of learners concerning the course offerings. This information will shape how we approach these aspects in future implementations of the program.

Lastly, we used this opportunity to touch base with local NGO partners to discuss the program and gauge their interest in our goals. We expected feedback and questions that would spark our own inquiries of how this program needs to be designed to be mutually beneficial to employers and learners going forward.



Pilot Logistics

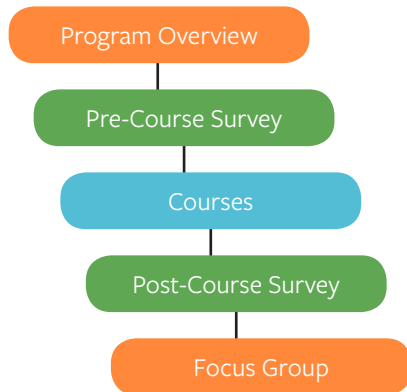
- The pilot ran from November 6-7, 2018.
- Each day, there were two learning sessions, each following a different track, allowing for a total of 68 learners during the course of the pilot.
 - ▶ Track 1 was made up of 14+ learners who participated in Session 1 on both days.
 - ▶ Track 2 was made up of 14+ learners who participated in Session 2 on either the first day or the second day.
- Learners signed up beforehand for either Session 1 or 2 to ensure there was one learner per device per session. This allowed for more impactful learning (as opposed to sharing devices), as well as more accurate registration, course completion tracking, and evaluation.
- Each session lasted for three hours, including an orientation, a pre-course evaluation, email account and DisasterReady account creation, learning via online courses, a post-course evaluation, and closing remarks. Participants were also asked to stay after sessions for in-depth, group discussions with facilitators for Design Thinking.
 - ▶ See **Pilot Schedule**, page 11.
 - ▶ Design Thinking is an evaluation methodology that is a solution-based approach to revising a program in alignment with the needs and interests of the individuals it is serving.
- Learners were guided through creating an email account if they did not already have one and registered for their own learning account through DisasterReady's online course portal.



- The technology at the Unleashed settlement facility was limited. They were able to provide three laptop computers. Telecom4Good provided an additional 13 iPad tablets.
- Additionally, over the course of the pilot, a total of seven learners brought their own laptops to participate.
- Course options were hand-selected by Telecom4Good and the project partners to ensure maximum impact in such a limited time frame. Additionally, course topics were selected based upon the community needs as outlined by staff at the Unleashed facility within the Nakivale settlement.
- Courses were offered in English, French, and Arabic to cater to the three dominant languages spoken within the camp.
- Course topics provided by DisasterReady included: Code of Conduct, Sphere Handbook, Needs Assessment, Child Safeguarding, and Addressing Unconscious Bias.
 - ▶ See **Pilot Courses**, pages 12-13.

Pilot Schedule

Simplified Schedule:



Track 1: Group of up to 14 participants that will return each day of program to take courses.

Track 2: Group of up to 14 participants that will be unique each day of program.

Track 1, Day 1:

9:00am - 1:00pm

9:00-9:30 (30 mins)
Program orientation

9:30-9:55 (25 mins)
Pre-course survey

9:55-10:15 (20 mins)
Email and DisasterReady account creation

10:15-11:30 (1.25 hour)
Courses

11:30-11:50 (20 mins)
Post-course survey

11:50-12:00 (10 mins)
Wrap up

12:00-1:00 (1 hour)
Design Thinking interviews

1:00-1:30/2:00 (1-1.5 hours)
Prep for next session

Track 1, Day 2:

9:00am - 1:00pm

9:00-9:10 (10 mins)
Greetings, getting participants settled in

9:10-9:15 (5 mins)
Participants sign-in to DisasterReady accounts

9:15-11:30 (2.25 hours)
Courses

11:30-11:50 (20 mins)
Post-course survey

11:50-12:00 (10 mins)
Wrap up

12:00-1:00 (1 hour)
Design Thinking interviews

1:00-1:30/2:00 (1-1.5 hours)
Prep for next session

Track 2, Day 1 & 2:

1:45pm - 5:00pm

1:45-2:15 (30 mins)
Program orientation

2:15-2:40 (25 mins)
Pre-course survey

2:40-3:00 (20 mins)
Email and DisasterReady account creation

3:00-4:30 (1.5 hours)
Courses

4:30-4:50 (20 mins)
Post-course evaluation

4:50-5:00 (10 mins)
Wrap up

5:00-6:00 (1 hour)
Design Thinking interviews

Sample Curriculums:

These course breakdowns were given as example curriculums for participants to follow.

They are broken up by Track and Day.

Courses were selected based on their expected level of interest, subject relevancy to humanitarian work, ease of understanding, duration, and device compatibility.

Track 1, Day 1

	Modality	Minutes	Language
Bringing the Sphere Handbook to Life	Video	25	English
Do No Harm: A Conflict Sensitivity Tool	Online Course	30	English
Time Management: 6 Powerful Tips to Get More Done	Online Course	15	English
Total Time:		1.17 hrs	

Track 1, Day 2

	Modality	Minutes	Language
Code of Conduct	Video	3	English French
Sphere Handbook in Action - Module 3: Flood and Civil War in Equalio	Online Course	180	English French Arabic
Total Time:		3.05 hrs	

Track 1: Group of up to 14 participants that will return each day of program to take courses.

Pilot Courses

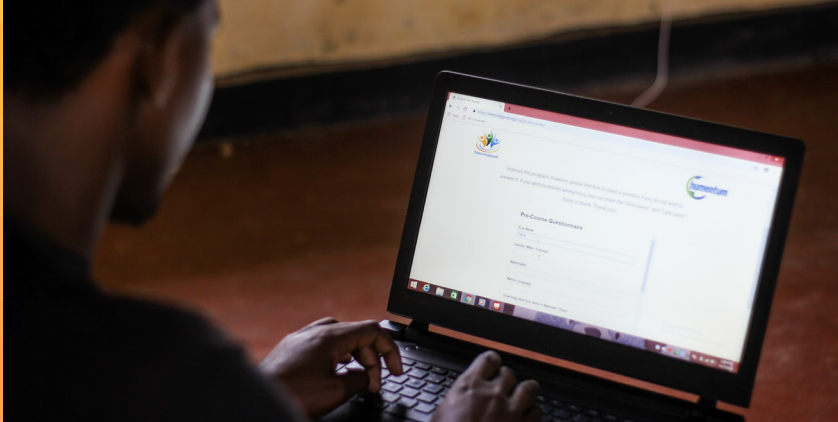
Track 1, Day 3

	Modality	Minutes	Language
Address Unconscious Bias	Online Course	35	English
Needs Assessment	Online Course	10	English Arabic
Gender-Based Violence in Emergencies	Video	3	English French
Distribution of Relief Goods	Online Course	10	English Arabic
Child Safeguarding	Video	3	English French Arabic
Hygiene Promotion	Online Course	10	English Arabic
Protection Mainstreaming	Online Course	30	English Arabic
Increase Your Productivity in Daily Tasks	Multi-Course Series	30	English
Total Time:	2.18 hrs		

Track 2

	Modality	Minutes	Language
Bringing the Sphere Handbook to Life	Video	25	English
Needs Assessment	Online Course	10	English Arabic
Code of Conduct	Video	3	English French
Do No Harm: A Conflict Sensitivity Tool	Online Course	30	English
Protection	Video	3	English French
Time Management: 6 Powerful Tips to Get More Done	Online Course	15	English
Total Time:	1.43 hrs		

Track 2: Group of up to 14 participants that will be unique each day of program.



Pilot Monitoring

- All learners were given a questionnaire before and after their learning session to collect demographic information, better understand their educational needs, and gauge the impact of the courses and program.
- All online learning course enrollments, logins, and completions were recorded through the DisasterReady portal.
- Learners will have access to a transcript of their completed courses to present to future employers as needed.
- Unleashed staff, along with Telecom4Good and Humentum representatives, were present for all sessions to facilitate the program, as well as to provide support with troubleshooting, project monitoring, survey completion, in-depth Design Thinking discussions, and learner engagement.

Evaluation

- All learners were asked for feedback immediately following the pilot through surveys and in-depth group discussions.
- Evaluation of data from this feedback will be used to improve and augment the project in future roll-outs.

Risks and Mitigations

#	Risk	Likelihood (/10)	Impact (/10)	Mitigation
1	Participants do not find the learning they need, so the program impact is low.	2	9	Hold focus groups and interviews with potential learners, then adjust the courses accordingly. Potentially offer specific learning tracks for specific employment goals.
2	Program leaders cannot bring internet access to the learning area.	3	10	Make sure internet (and access to electricity/solar power) is available ahead of the program start date. If wifi is not an option through a local internet service provider or through high-volume user equipment, consider satellite service. Telecom4Good can also provide backup solutions as needed.
3	Potential participants are not aware of the learning program, so attendance is low.	3	7	Find a partner who is very well connected to the community and be innovative in our messaging if needed.
4	The learning content and delivery methods are too “Northern/Western,” so learners do not feel the program is relevant.	3	7	Choose learning opportunities that have been vetted by local partners. Having relatable and equipped facilitators, as well as access to courses in the learners’ language of preference is also important.
5	Learning or internet equipment is stolen or vandalized, causing the program to stop or be delayed.	4	10	Implement clear and manageable security measures, preferably through a local partner. Ensure the program and its partners are seen as part of the community and not an outside force.
6	NGOs are located far away from the settlement, so refugees do not want to work with NGOs.	4	5	Work with NGOs who have a local presence and provide refugees with information that shows the value of working at an NGO.

#	Risk	Likelihood (/10)	Impact (/10)	Mitigation
7	The program host site does not have the appropriate technology to provide online learning opportunities.	6	10	Find partners to donate or loan the appropriate tools and devices needed for participants to connect to the online learning portal. If not, allocate funding to buy and reformat used computers.
8	Participants need more time to learn enough to be workforce-ready.	7	6	Ensure the learning opportunities are quick and effective. Pursue options to provide continued access to online learning and devices after program ends.
9	NGOs do not participate in the program job board.	7	4	Work with Humentum partners and other NGOs in the area to get buy-in from NGO leaders and recruiters.
10	Too many participants want to join the program without enough learning materials or facilitators.	7	4	Cap the number of participants for each session and/or work before the program begins to gauge community interest and acquire the necessary materials to accommodate the number of projected participants.

Summary of Actual Challenges and Solutions

** Many projected risks did not arise during the pilot program.*

Risk 1: Participants do not find the learning they need, so the program impact is low.

The majority of participants said that the learning material was valuable and they found the sessions useful. We can continue to improve and refine content based on the unique needs of the community of participants and the NGOs in the area. We can potentially offer specific learning tracks for specific employment goals or jobs, which will be reflected in the program job board.

Risk 2: Program leaders cannot bring internet access to the learning area.

The pilot program worked within Unleashed infrastructure, so internet was available, but the connection was not consistently strong enough to handle as many devices/learners as we had in the room. For future programs, we can work with local internet service providers (ISP) and/or use more SIM cards. Regardless, it is a best practice to test different carriers to determine the best ISPs and pre-determine the amount of users the network will need to support.

Risk 3: Potential participants are not aware of the learning program, so attendance is low.

In the pilot, the opposite was true. We had more participants than we were able to support with the number of devices and strength of internet available to us. In the future, we plan to partner with a local NGO who already has computers and the necessary technology to support as many participants as possible.

Risk 4: The learning content and delivery methods are too “Northern/Western,” so learners do not feel the program is relevant.

Participants did not cite this as a problem in their evaluations. In future implementations, we can continue to explain the goal of the program and the relevance of the content in relation to preparing learners to enter the NGO workforce. We can potentially create curriculum that is associated with specific job types so participants feel reassured that the learning experience will make them eligible for the job they're searching for.

Risk 5: Learning or internet equipment is stolen or vandalized, causing the program to stop or be delayed.

While this problem did not arise during the pilot, this is a persistent concern for any future implementations. However, program leaders are more concerned with providing the necessary materials and technology that facilitate learning, than the associated risk. Participants were eager to return their session materials because they knew the tools would still be accessible for their later use. It is our goal to create a stockpile of computers/technology to replace materials quickly in the event of theft or damage.

Summary of Actual Challenges and Solutions

Risk 6: NGOs are located far away from the settlement, so refugees do not want to work with NGOs.

Participants expressed willingness to travel beyond the settlement in exchange for a steady job and income.

Risk 7: The program host site does not have the appropriate technology to provide online learning opportunities.

We found this to be the case with the number of tablets and computers we had available compared to the number of interested participants. In some cases, Telecom4Good can purchase the necessary technology—ideally laptops as they are easy to ship and store—leading up to a program launch. We also have plans to create a recycled computer program with local NGOs so they can donate laptops they no longer need and use, which we can wipe clean and refurbish for use in our RWDP centers.

Risk 8: Participants need more time to learn enough to be workforce-ready.

After the pilot, Telecom4Good provided Unleashed with the funds needed to sustain internet connection through the beginning of 2019 in order for participants to continue learning. Online learning sessions have continued since the end of the pilot—this is the value of the DisasterReady portal and participants' ability to learn on their own time. We also want to explore providing curriculum for participants to learn how to apply for jobs, particularly via the program job board.

Risk 9: NGOs do not participate in the program job board.

The NGOs we spoke to during the trial seemed interested in the job board, but we still need to develop a portal and process for how NGOs and applicants will interact with the job board and how the board updates are managed. We have plans to hire someone in Kampala to help the program run smoothly, as well as to establish and maintain relationships with NGOs as we move forward.

Risk 10: Too many participants want to join the program without enough learning materials or facilitators.

We experienced this problem during the pilot. We appreciated the interest in the program and want to accommodate as many participants as possible in the future. For future implementations, we will plan more concretely with NGO partners and community leaders within the settlement.

Demographics

Of 45 participants, 69% were men and the average participant has been in Nakivale for nearly 5 years. Their average age was approximately 27 years old. 68% of participants were Congolese, along with 23% Burundian, and 9% from surrounding countries, representing 13 native languages.

The majority of participants had completed some secondary (middle) school with nearly $\frac{1}{4}$ each having completed just primary school or through high school. Only 10% had some university-level training. An overwhelming 93% said they plan to study further than their current level, although a majority 87% felt there were barriers to advancing their education, citing financial means as the main challenge, follow by political instability for a minority portion. This reinforces our foundational belief that this population wants higher learning, they just don't have access to it. It makes sense then that 72% of participants wanted to pursue other courses within the program in the future.

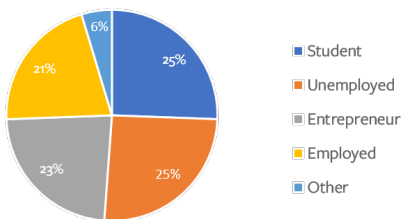
Occupation

Nearly $\frac{1}{3}$ of participants were unemployed, over $\frac{1}{4}$ were entrepreneurs, and approximately 20% each were students or otherwise employed (most commonly as interpreters). It is important to note that many pilot participants were also part of the locally-based Unleashed program for entrepreneurs, which is one reason why there were so many entrepreneurs in the group and likely more in this sample size than in the general Nakivale population.

Just like their diverse backgrounds, pilot participants have a wide variety of career goals and current occupations. Our courses and our partnerships with local NGOs looking to hire are intended to accommodate this diversity in skill and interest.

What is your current occupation?

N= 43



Many participants expressed interest in finding a job or improving their current employment, which aligns directly with the RWDP mission. However, various barriers exist for participants, including self-reported lack of skills/qualifications, political blockers, and job market knowledge. Rindingama, who has lived in Nakivale for almost five years, clearly states, “My rights are limited due to my status of being a refugee in Africa.” Many other participants echoed similar sentiments. We will continue to address these challenges in future iterations of the program.

Working with NGOs

While our goal is overall job readiness, we particularly aim to create opportunities for refugees to work within the humanitarian sector. 83% of pilot participants said they gained a better understanding of the humanitarian sector in just a single day of targeted coursework. In a group that has been exposed to much activity from NGOs around the world (56% have received aid according to a pilot survey, but likely a much higher percentage has actually received NGO-sponsored goods or programming), there seem to be many misconceptions about the realities of NGO work. Our program should continue to clarify possibilities, both for NGOs and refugee learners.

Despite any misconceptions or stigmas surrounding aid work, 86% of RWDP learners said they could see themselves working for an NGO. When asked why he would want to be an NGO staff member, Benjamin Abunuasi explained he wants “to serve the population, to meet the needs of the community” and Frederic Nalubala Mutabazi dreams of being “part of the solution in my community.” This shows that while personal development and gainful employment are important to individuals, so many have the broader community’s wellbeing and success in mind as they work to improve their situations. We aim for refugees to not only be recipients of NGO aid or partnerships as a single-sided transaction, but to participate in the development process and share their unique perspectives and skills for the good of everyone involved.

Courses

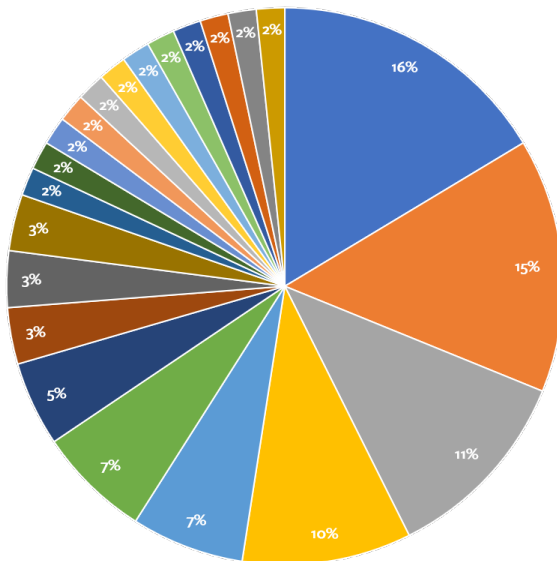
85% of participants took between 1 and 1.5 classes each day. While they enjoyed the new knowledge and methodology, that single class will likely not make a large impact on their employability. The pilot was a shortened model of the intended complete RWDP. The goal is to give learners the resources they need to build the skill sets they want through high quality, relevant online learning and invest as much time as they’re able into their personal and professional development.

Participants were interested in a wide variety of topics and chose their courses accordingly. However, four courses—Time Management, Child Safeguarding, Gender-Based Violence, and Increase Your Productivity—accounted for 52% of the courses taken during the pilot, showing these issues to be top priority among the group. This wide distribution of topics reinforces our plans to either create specific learning tracks for learners to essentially specialize in a topic, or simply offer fewer options in the beginning phases of the program, allowing everyone the same foundation from which to build their marketable skills and knowledge. However, it would be worth exploring whether the variety and flexibility we’re able to offer is worth continuing so learners can pursue their own interests, goals, and existing skill sets and differentiate themselves from each other.

Pilot Results

Which course(s) did you take today?

N= 61



- Time management
- Child safeguarding
- Gender based violence
- Increase your productivity
- Project management
- Sphere handbook in action
- Code of conducts
- Hygiene promotion
- Project planning
- Distribution of relief goods
- Why sexual harassment happens
- The pact of speak up culture
- Manage your schedule by planning ahead
- Conquer destruction
- Build productive habits on the job
- Identify your productive habits
- Learn how to prioritize your most important work
- The difference between being busy and being productive
- Design a project
- Adressing unconscious bias
- Management in development
- Administration and sectors

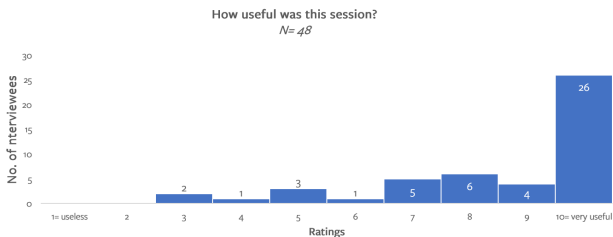
About half of the participants had existing knowledge on the course content while the other half had none. Despite this existing knowledge, nearly $\frac{1}{4}$ of participants found the course materials difficult to understand. However, when asked to elaborate, many people cited other factors, such as time and using tablets, that contributed to their difficulties. While 35% felt the course material was too basic, 60% still finished the day feeling more competent in the topics they studied than before they started.

Even with less than 2 classes per person per session, 53% still thought they would use the skills they gained in the courses outside of that day's class, showing the possibility for concrete application. Besides using the new skills for job opportunities, multiple people had plans to share new information within their communities and families, which will amplify impact, especially once a participant thoroughly completes trainings and certifications through the program. Esther Kasavubu had a specific vision for how to apply her new training: "By sensitizing people when it comes to avoiding violence and for change in my community."

Program Feedback

Participants chose to attend the pilot for a variety of reasons with a wide range of expectations, from basic curiosity to full-on employment goals. Joseph Bicamumpaka chose to attend because he hopes "to get training that may qualify me to get jobs" while Lucky Buhendwa generally wanted "to get more knowledge and experiences and ideas." Haji Beraka specifically attended "because studying computers was my hope and I'm here to use this golden chance" and Godefroid Ndihekubwayo aimed to "improve my skills, to grow my level, to grow my humanitarian capacity." All these possibilities are available through our flexible program.

87% of participants thought the session was worth their time. Nathalie Hadija explained it was worth it, "Because this can lead me to my goal and without it, I can't do anything else to achieve my dreams." She also felt "so comfortable and had a good understanding even though there was no teacher." For those who did not feel their time was well-spent, many suggested the learning time was too short to be effective. Jonathan J. stated, "The session was magnificent but the amount of time was short." 85% rated the day's usefulness a 7/10 or higher, including the 54% who said the day's session was 10/10 useful.



89% of participants felt their skills with tablets or computers were sufficient to be able to use the coursework effectively and 76% didn't feel the learning portal was difficult to navigate, despite it being the first time taking an online course for 75% of participants. Of the 24% who felt the portal was difficult, many cited outside factors that contributed to a lesser learning experience, namely troubles with the tablets and internet connection, rather than issues with the learning platform or program setup itself. We have plans to address these technological concerns.

Even for learners who were uncomfortable with the technology or setup, we aimed to meet them where they were, such as walking them through setting up an email address, creating a portal log-in with them, explaining any misunderstandings in the English used, etc. Most participants thoroughly enjoyed the opportunity to access online courses, using many positive adjectives to describe the experience. Isaac Barikudembe went so far as to say, "I felt most zealously opened to the outside world and I felt privileged." Isaac Bukuru said learning online was such a good experience, he "would like to continue every day." Joseph Tchekanabo was pleasantly surprised at his performance: "I was very excited because I expected it to be difficult, but it wasn't." This feeling of empowerment and progress is an overarching goal for us as we provide otherwise unattainable access to the outside and online world.

It is important to consider that 68% of participants reported they don't have internet access outside our host organization, Unleashed, showing us that we need to provide or find partners with the infrastructure learners need to commit to the learning process, especially for the best results possible.

We believe these responses from participants show our value in bringing this skills-focused job readiness program to refugee settlements, as well as demonstrates the context and challenges they and our local partners face.



Project Requirements

Based on barriers and concerns that arose during the pilot, we will require and provide the following for future implementations of the program.

Requirements for Local Partner:

- Room/space
- Tables and chairs
- Extension cables
- Laptops as needed
- Reliable power supply
- Access to refugee community

Requirements for Participants:

- Email account
- Basic technology literacy
- Intermediate English and/or French literacy and listening skills

Other Considerations:

- Access to printer
- Refreshments/lunch
- Flip charts & sticky notes
- Pens and markers

Telecom4Good Provides:

- Facilitator training
- Additional chairs and/or tables if needed
- Assistance with reliable internet access through local internet service provider and Cisco Meraki equipment
- Laptops and other equipment as needed (power adapters, router per location)
- Learning content



Future Steps

One of our main takeaways from this pilot, in speaking with both learners and leaders of local NGOs, was that this program is both needed and desired. The excitement generated by this pilot was encouraging. Participants were engaged and enthusiastic about the opportunity to learn and about the course content itself, while NGO leaders were eager to hear about the program and offered to help expand and develop it further. We felt the program received positive feedback all around.

Partnering with local educational NGOs that are already working in or near the settlement will be necessary in order to scale up this program and reach more learners in deeper ways. To further this program, building working relationships with local NGOs will be invaluable in providing maximum value to program participants and their future employers.

The pilot helped us to see that the program is technologically viable, but to advance the program, we will need more appropriate learning devices and more internet routing equipment. Although the iPads served well for some aspects of the program, their inability to host Adobe Flash limited the available courses for learners. Thus, having laptops or desktops would give learners more complete access to the DisasterReady course catalog. Internet availability also posed an issue. We did not anticipate that learners would bring their own laptops. We only brought enough routing equipment to support 14 or less devices at a given time. The additional laptops put a strain on the internet bandwidth, causing loading and access issues. In the future, our technological approach will need to be more robust.



While the pilot initially took place in Nakivale with refugees settled in Uganda, we believe the learning model and courses will be transferable across locations and cultural contexts. The goal is to bring low-cost, financially sustainable, accessible, and relevant learning resources to as many refugees as possible to enrich their individual lives and bolster NGOs with competent, committed employees.

By receiving training in the skills needed to enter the humanitarian sector, learners will become more self-sufficient and will contribute to their communities in ways that were not previously possible. Not only will they find reliable employment with steady pay, which they can invest back into their professional advancement, their families' futures, and community projects, they will also be serving their community and others in need through their work.

The RWDP can evolve with each learner, allowing them to go beyond online learning and start applying the skills they acquire—from resume building and interview preparation to seeking out partnerships with local NGOs and managing projects. The program develops a workforce that is eager to contribute and brings a variety of backgrounds and perspectives to draw upon.

Going forward, Telecom4Good, DisasterReady, and Humentum are working together to scale the program. This means securing more laptops and other technological equipment, reaching out to other NGOs for their partnership and expertise, expanding our course list, encouraging refugee participation, and creating an online job board.

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