A BRIDGE TO THE FUTURE:

FROM HIGHER EDUCATION TO EMPLOYMENT FOR DISPLACED YOUTH IN AFRICA

mastercard foundation Scholars Program

WUSC EUMC

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1. EXECUTIVE SUMMARY

From July 2019 to September 2019, World University Service of Canada (WUSC) was contracted by Mastercard Foundation to conduct research into bridging initiatives and programs that support displaced youth, including refugees and internally displaced persons (IDPs), in sub-Saharan Africa to access higher education and employment upon graduation. This mapping study, A Bridge to the Future: From Higher Education to Employment for Displaced Youth in Africa is the result of this research. The mapping study is focused on Kenya, Uganda, Ethiopia, and Nigeria, and centres the voices and perspectives of displaced youth with the goal of informing future programming for the Mastercard Foundation Scholars Program.

The mapping study highlights a number of remarkable initiatives across sub-Saharan Africa, and raises new insights on the complex relationship between displacement, education, post-graduate employment, and the legal frameworks and policies that impact access for displaced youth. This Executive Summary outlines some of the key insights and high-level recommendations. Details of promising bridging programs and postsecondary-employment linkage programs within each of the countries of study are found within the report.

Education alone cannot solve the many challenges and barriers that displaced youth face. These challenges are complex and multi-faceted. The barriers are those of policy, political will, and legal frameworks, as well as poverty and a weakened capacity of institutions. Despite all of these challenges, education continues to be a beacon of hope for displaced persons around the world. This is particularly true for refugees, as education provides the knowledge and skills that will help them in life, regardless of whether they resettle to a third country, are integrated locally, or return to their country or community of origin. One focus group participant said: "I have a belief that I am not going to be a refugee forever…I need skills to someday go home when there is peace."

Higher education can deliver significant social and economic returns in displacement contexts, giving youth recognition for their skills and connecting them with resources and networks to succeed. When there is a critical mass of higher education opportunities for displaced youth, they act as a significant "pull factor" for students in lower grades, encouraging them to overcome the many barriers they face to stay in school. However, higher education institutions need to continue to be perceived as relevant, high quality and linked to meaningful employment opportunities. As one youth shared, "Education is what prepares you for livelihoods." However, displaced youth also highlighted that even with higher education degrees, they struggle to find employment and access to economic opportunities.

As the number of protracted crises rises, it is more important than ever to offer hope and support to displaced youth through high quality education opportunities with recognized qualifications that contribute to meaningful economic and social opportunities. The following provides a high-level overview of the main findings in the mapping study.

Education and employment are inextricably linked

Displaced youth frequently said that their aspirations for education and employment were interconnected. Youth felt that most higher education opportunities were not adequately linked to employment opportunities. They also had concerns about the opportunity cost of higher education when employment prospects were unclear. One youth said, "There is nothing to do once you are educated. What is the purpose?" Meeting this challenge requires work with higher education institutions to enhance the relevance of instruction to job market prospects and links with employers. It also requires structural changes to legal frameworks around refugees' right to work.

Higher education for displaced youth has a "pipeline problem"

Displaced youth face significant barriers in accessing secondary education, particularly among girls and young women. The opportunity cost of education also rises as youth get older. As a result, many refugee youth never complete their secondary education. This significantly reduces the pipeline of displaced students (especially girls and young women) who are able to transition into higher education. The work to retain displaced students in school must begin at lower levels so that "pipeline programs" can support displaced youth, especially girls and young women, to access and succeed in the mainstream education system from primary-to-secondary and beyond.

Displaced youth desire better information about opportunities

Displaced youth highlighted challenges of access to both education and employment opportunities due to information gaps. Social networks in refugee and IDP communities are active—particularly in insular camp contexts. However, information is often distorted through these informal networks, and displaced youth do not have a place to go to verify information such as eligibility requirements for scholarship programs. Misinformation abounds and displaced youth frequently self-select out of opportunities because they lack the correct information (e.g., believing they are ineligible due to their status). For this study, every single focus group participant asked to receive the findings. They have a keen interest in obtaining accurate information about programs and initiatives where they are living, as well as what is happening in other countries and contexts.

Mismatch of supply and demand

There are significant demand-side and supply-side barriers to the employment of displaced youth. Even in countries where refugees have the legal right to work, employers are often unclear on these rights, hold biases against hiring displaced persons, or do not understand the process. On the supply side, the number of displaced students able to complete postsecondary education is extremely low and the skills that displaced youth bring to the table are often unrecognized or misaligned with labour market needs. There continues to be challenges in providing meaningful employment to displaced youth—a particularly glaring issue when it comes from non-governmental organizations (NGOs) and other institutions serving displaced populations.

Displaced youth need practical employment experiences

Displaced youth need more support to prepare for and access meaningful work opportunities. This includes preparation on how to compete for opportunities, and how to access volunteer and paid work placement opportunities during studies and after graduation. Postsecondary institutions must engage more meaningfully with employers, implementing programs that support on-the-job learning such as internships and co-op programs. This is especially true for displaced youth who may struggle to get their foot in the door with employers that have never worked with displaced youth. The most beneficial programs are those that provide direct youth mentorship. This helps to prepare and guide them for work, as well as to liaise directly with employers to open up opportunities.

Public education and advocacy are needed

Almost all the refugee youth research participants believe there is a need for greater public awareness and advocacy to support the inclusion of refugees in host societies. Refugees want to see public information and awareness about displaced youth and their experiences, as well as on refugee rights and how the policies of inclusion work in practice. Refugees want large funders and organizations to advocate for their legal rights, both in policy and practice, not just work within existing frameworks.

Challenges in refugee and host-communities are similar

Lack of meaningful opportunities for quality education and employment plague refugee and host communities alike; many displaced youth live in areas that have been historically disadvantaged and have experienced underinvestment in education systems. All interventions must include integration support to strengthen host community and refugee relations. Refugee youth felt strongly that opportunities and pathways need to be available for local youth as well as displaced youth. While interventions that specifically target refugees are important, displaced youth simply want to be included in existing national systems and be eligible to access existing opportunities and programs.

Displaced youth give back to their communities

A common theme throughout discussions with displaced youth was that they sought to advocate for and to create opportunities for other displaced youth, especially those "left behind." There are many existing refugee-led community-based organizations that are working to support education and employment for refugees and IDPs. One youth said that, "funders neglect the power of refugees and how we are already sharing our work and collaborating." Providing funding and capacity support to community-based initiatives and working with existing local projects can have the biggest direct impact for displaced youth. Displaced youth want to continue to find ways to give back, no matter where their studies or opportunities take them. As one young refugee noted, "I don't want to forget where I came from. I will always be a voice for refugees."

Displaced youth want a seat at the table

Displaced youth are the experts in their own lives and experiences. They are best placed to develop and design solutions that create opportunities for other displaced youth. Throughout this study, refugees and IDPs were clear that they want to be included in the design of programs and interventions. Displaced youth also want to hear their own voices reflected more in research, including how research is conducted and by whom.

Long term investment in education is needed, including locally-developed solutions

It is challenging to craft sustainable, contextually relevant and scalable education programs for displaced youth, both due to the structural barriers they face, and to the constraints faced by donors, NGOs, and other stakeholders. Short-term and piecemeal programming can have devastating impacts on the lives of displaced youth, and have prompted many youth to start their own initiatives. As one youth stated, "We saw a need and the rate of abandonment from the international community and we needed to respond." Refugee-led

organizations can offer sustainable solutions. With consistent support and capacity building, they can be adapted and moved to scale.

2. INTRODUCTION

2.1 BACKGROUND AND PURPOSE

Mastercard Foundation is one of the largest private foundations in the world. Working with partner organizations, the foundation provides access to education, skills training, and financial services for people living in poverty, primarily in sub-Saharan Africa. The Mastercard Foundation Scholars Program enables disadvantaged youth to obtain a quality education and pursue their aspirations. It is currently expanding its network of partners and extending its reach to an even larger number of Scholars, including a targeted approach for displaced youth.

World University Service of Canada (WUSC) is a Canadian non-profit organization working to create a better world for young people. WUSC fosters youth-centered solutions, including education, economic opportunities, and empowerment to overcome inequality and exclusion in over 25 countries across Asia, Africa, and the Americas. WUSC was contracted by Mastercard Foundation to conduct a mapping study to identify insights in higher education and employment and in existing programs that support displaced youth in sub-Saharan Africa.

The mapping study is focused on bridging initiatives and programs that support displaced youth (refugees and internally displaced people [IDPs]) to access higher education, particularly university, and employment following postsecondary studies. The mapping study provides valuable contextual overviews and brings out key insights of the programs and initiatives that are supporting displaced youth to access higher education and employment post graduation. As well, the mapping study identifies the opportunities and considerations for effectively delivering a scholarship program for displaced youth in these contexts.

2.2 SCOPE AND FOCUS

The mapping study identifies quality bridging initiatives for displaced youth and linkages to higher education and/or the job market. The goal is to inform future programming of the Mastercard Foundation Scholars Program.

Countries of focus include Kenya, Uganda, Ethiopia, and Nigeria, with some identification of key programs and initiatives in other countries. Uganda, Kenya, and Ethiopia are among the top ten host countries for refugees, and Nigeria has the sixth largest number of IDPs in the world (OECD, 2018). In Kenya, Uganda, and Ethiopia, the study focused on refugees. In Nigeria, the study is focused on IDPs in the Northeast. There are also occasional references to other regions and displaced youth contexts within the study and the countries of focus.

In each of these countries, opportunities to access quality higher education are limited for displaced youth. Rapid national population growth and extremely limited employment opportunities further compounds the challenges for all youth secondary school graduates – in particular displaced youth. The Mastercard Foundation Scholars Program is dedicated to deepening its approach to supporting meaningful opportunities for more displaced youth in each of these countries.

2.3 METHODOLOGY

Literature Review

Existing knowledge, resources and reports available online, including a short literature review were undertaken from Ottawa, Canada. This research highlighted the high-level regional and refugee contexts and basic information about the programs available to displaced youth in each country. From this research, programs to investigate and key informants to interview were identified.

Key Informant Interviews

A total of 68 key informant interviews (KIIs) were conducted between July and August 2019. KIIs strengthened our contextual understanding of the situation in education and employment for displaced youth and helped to identify programs and initiatives.

Twenty three (23) KIIs were conducted by phone with regional and country experts on displaced populations as well as those with expertise in higher education and employment contexts for displaced people in each of the countries. Key informants were initially identified by WUSC and Mastercard Foundation, and interviewees were asked to identify other stakeholders who could be valuable contributors to the study.

A total of 45 in-person KIIs were conducted in each of the countries. In Kenya, Uganda, and Ethiopia, these were handled by the Project Lead; in Nigeria, they were handled by the Field Researcher. In Ethiopia, the Field Researcher managed two in-person interviews due to scheduling challenges. KIIs were held with non-governmental organizations (NGOs), local officials, members of civil society groups, refugee-led organizations, and representatives from higher education institutions (see Appendix 6.1 Key Informant Guiding Questions). A small number of informal interviews and follow-up conversations helped to round out the findings.

Focus Group Discussions

Focus group discussions (FGDs) with displaced youth were held in each of the countries of study in both urban and camp or settlement contexts. These FGDs were critical to ensuring that refugee and IDP voices, experiences, perspectives, and recommendations were well represented in the mapping study. In each of the focus groups, a variety of participants were recruited to ensure that different nationalities, ages, and education and employment experiences were represented in the study. A total of 23 FGDs were held for this study with 155 displaced youth—51% of whom are female (80)—participating.

FGDs were organized and led by Field Researchers recruited by and working under WUSC in each of the four countries. For this study, WUSC prioritized hiring qualified displaced youth as Field Researchers. All those hired had strong local ties, networks, and connections relevant to the study. The Field Researchers had also previously worked with displaced populations and had managed qualitative research. Ongoing training, research tools, and support were provided by the Project Lead. Each Field Researcher produced a final summary report on the FGD findings and general analysis, programs, and recommendations that surfaced in the research.

FGDs were conducted in urban settings and a select number of refugee or IDP camp or settlement contexts. All focus groups were gender-segregated to enable open conversations about the unique gendered realities of displaced youth. The number of FGDs and their locations were limited by budget and time. Many camps and settlements are a great distance from cities and often in opposing

regions and border areas. Thus, we limited the number of camp or settlement-based FGDs in each country. This has implications for the insights and perspectives that can be drawn from the research, as the experiences of displaced youth and the opportunities available can be vastly different in every location.

Participants in FGDs included displaced youth university graduates, current university students and those aged 18-25 who have yet to access higher education. Participants were invited through advertising and outreach from the Field Researchers' networks, as well as through local organizations that work with displaced youth. The FGDs ranged in size, with between five to eight youth participants in each group. All FGD participants were walked through a consent form at the start of the session, explaining the purpose of the FGD, confidentiality, voluntary participation, and how the information is to be used.

FGDs focused on accessing higher education and programs that support this path, as well as employment and job-linkage opportunities and programs for displaced youth post-graduation. Questions were open-ended, allowing youth to explore their experiences and their knowledge of existing initiatives, gaps, challenges, and opportunities that would better support displaced youths' access to higher education and employment (see Appendix 6.2 Focus Group Guiding Questions)

Kenya

A total of five (5) FGDs were held in Kenya with 32 participants (16 male and 16 female). Three (3) FGDs were held in Nairobi and two (2) in Kakuma Refugee Camp. All focus groups were conducted in English, except one FGD that required a translator for a newly arrived individual. The refugees present in each of the FGDs were diverse and represented a range of educational experiences. Refugees came from the Democratic Republic of Congo (DRC), Ethiopia, Rwanda, Somalia, Burundi, South Sudan, and Uganda.

Uganda

A total of five (5) FGDs were held in Uganda with 28 participants (14 male and 14 female). One (1) FGD was held in Rhino Camp in Ofua III Zone, two (2) were held in Nakivale Refugee Settlement, and two (2) were held in Kampala. Focus groups were conducted in English. Refugees present in each of the small FGDs were diverse and represented a range of education experiences. They came from the DRC, Ethiopia, Rwanda, Somalia, Burundi and South Sudan.

Ethiopia

A total of five (5) FGDs were held in Ethiopia with 31 participants (18 male and 13 female). There were two (2) FGDs held in Addis Ababa. In the Gambella region, there were two (2) in Pugnido Camp and one (1) in Jewi Camp. While the initial plan was to conduct some FGDs in the Dollo Ado region, the Field Researcher was not granted permission from the Agency for Refugees and Returnees Affairs (ARRA) to travel and conduct FGDs in that region due to ongoing and heightened security issues. FGDs were held in English in Gambella and in Amharic in Addis Ababa, with informal support for Tigray translation from the group. In Gambella, all participants were South Sudanese and in Addis Ababa, all participants were Eritrean.

Nigeria

Eight (8) FGDs were held with IDP youth in Borno and Yobe region in Northeastern Nigeria. There were 64 focus group participants (32 male and 32 female). Six (6) focus groups were held in Borno at Bakassi IDP Camp, the non-formal Learning Center in Maiduguri and Teachers' Village Camp and two (2) were held at Yobe State University in Damaturu.

FGDs with IDPs were conducted in both English and Hausa, depending on the preference of the group.

Analysis

Information gathered in this study through desk-based research, KIIs, and FGDs was organized by theme and sub-theme for each country. All contextual information, as well as challenges and recommendations, were triangulated from multiple sources to validate information and recurring themes. Conflicting information, opinions and experiences that emerged in the study are noted. Throughout the mapping study, quotes from displaced youth who participated in FGDs, as well as KIIs, are used to highlight key findings and themes.

The programs and initiatives included in the mapping study represent those that were identified in the research; the majority of these initiatives were identified through KIIs. The initiatives are organized into two broad categories: those that are designed to bridge displaced youth into higher education (specifically university) and those that are designed to link university graduates to employment. Among the bridging initiatives are those that focus on increasing the pipeline of qualified secondary school graduates.

Programs and initiatives included in the mapping study are those that showed:

- Successful ability to reach displaced youth and enhance their opportunities for higher education or employment
- A unique approach or innovative model that supports education or employment for displaced youth
- Potential for scale or replication within other initiatives

In order to validate the findings in this study, as well as to deepen the recommendations and understanding of opportunities and best practices, a draft version of the mapping study was shared with those who participated in KIIs and to participants joining a two-day stakeholder engagement workshop held in Nairobi, Kenya in September 2019. The workshop, Deepening Reach to Refugees and Displaced Youth, brought together 36 people to discuss the contents of the mapping study and ideate on additional best practices and recommendations for the study and for Mastercard Foundation. Discussions and recommendations from this event, as well as feedback from those who were consulted for this study, have been integrated into the mapping study.

Limitations

The information gathered through desk-based research, KIIs and FGDs is largely qualitative. It represents a snapshot in time, and the perspectives and experiences of those who participated and the particular locations and contexts where they live and operate. The diversity within these countries—including the vastness of the education sector, the economic and political context, and the different experiences of displaced youth—create challenges to undertaking a comprehensive study within the timeframe of this project. The mapping study has not captured every possible best practice or initiative in this field, but rather provides a stronger understanding of some of the existing initiatives and resources that can support links between refugees and displaced youth to both higher education opportunities or work upon graduation.

3. CONTEXT

3.1 GLOBAL DISPLACEMENT

At the end of 2018, there were an estimated 70.8 million forcibly displaced persons across the globe. This includes 3.5 million asylum seekers, 41.3 million IDPs and 25.9 million refugees (UNHCR, 2019h). Today, there are more refugees in the world than at any other time in history.

The displacement crisis is one that deeply affects young people; 52% of the world's refugees are under the age of 18 (UNHCR, 2018c), as are over 17 million of the world's IDPs (UNDESA, 2017).

Eighty four percent (84%) of the world's refugees live in developing countries, and often lack adequate support and resources (UNHCR, 2019a). As of 2017, sub-Saharan Africa hosted almost one-third of the world's total refugee population (UNHCR, 2018c). Many of these countries face significant challenges to national socio-economic development, including providing high quality and relevant education and ensuring employment and economic opportunities for their own citizens. In these contexts, refugees and other displaced populations are often a low priority for national decision-makers. The scale of global displacement is not the only challenge—the duration of displacement is also consistently increasing. Forced displacement can last for decades. Today, over two-thirds of refugees are in protracted situations, having been displaced for at least five years. For 4.1 million refugees, exile has lasted for 20 years or more (UNHCR, 2018c). While encampment of refugee and IDP populations has historically been thought of as a short-term solution, these camps are becoming multi-generational sites for hosting displaced populations, and young people are being born and growing up in camp contexts that are not designed for sustainable, self-reliant livelihoods. However, the majority of refugees and IDPs live in urban settings: 60% of refugees and 80% of IDPs (UNHCR, 2018c). Displaced populations living in camps compared to those living in urban contexts have drastically different experiences and needs, as do displaced people living in protracted contexts vs. short-term displacement contexts. In protracted displacement situations, "a different type of approach is needed, one that relies on economic growth and opportunities and that requires a strong engagement by development actors" (Devictor & Quy-Toan, 2016).

3.2 HIGHER EDUCATION CRISIS

Higher education not only changes the lives of individuals who receive degrees and diplomas, but also the lives of those around them. Improved economic opportunities and incomes for individuals with higher education can support entire families. A critical mass of higher education opportunities can also act as a "pull factor" for students in lower grades, encouraging them to stay in school. Even in displacement, higher education opportunities are in demand and can deliver significant social and economic returns. In addition to those benefits mentioned above, access to higher education can play an important role in the peaceful rebuilding of societies post-conflict.

Yet a significant gap exists in enrolment between displaced and non-displaced youth at all levels of education. Globally, 91% of children attend primary school, compared to only 63% of refugee children. In secondary school, the disparity is even greater, with only 24% of refugee adolescents enrolled in secondary education, compared to 84% globally (UNHCR, 2019a).

The postsecondary level offers a particularly stark picture, with only 3% of refugee youth accessing higher education, compared to 37% of youth globally (UNHCR, 2019a). For young women who

are displaced, higher education prospects are even slimmer. There has been progress to reach 3% refugee enrolment, from the previous—and static—1%. This has been driven primarily by the opening of higher education opportunities by states, donors, and institutions. It is not attributed to an increase in secondary education provision and completion for refugees (UNHCR, 2019a).

Internally displaced children and youth are largely invisible in global and national data. The figures on the number of out-of-school IDPs globally are not available, but displacement places an additional strain on education infrastructure and many children and youth miss out on schooling. The length of displacement, as well as the lack of acknowledgement of this issue within some countries, slows the education responses and impacts the length of time displaced children and youth are out of school (UNICEF, 2019b).

When people are displaced and their education is disrupted, it becomes more and more difficult to successfully return to and complete a full cycle of education. Young people "often struggle to access education due to continued household movements post-displacement and 'over-age' enrolment" (GAGE, 2019). Even when displaced youth are able to access primary and secondary education, they may not be adequately prepared for higher education. School quality tends to be poor in refugee communities, where teachers are often untrained and underqualified and where there is an emphasis on rote learning, memorization, and teaching to the test. Poor school infrastructure and sub-standard teaching practices contribute to high dropout rates and low performance on exams required for higher education access.

In displacement contexts where students may not even speak the local language of instruction, English-language learning often lags behind. According to one key informant interviewed for this study, "English is a massive predictor in integration and retention in the school system." Where education and training courses exist in refugee camp contexts, many are informal and are not recognized by national training authorities, universities, or training institutions.

Completing a full cycle of basic education is particularly challenging for girls and young women, who often face gender-related barriers to participation in education, particularly as they reach puberty. There are only about seven refugee girls for every 10 refugee boys enrolled at the secondary level (UNHCR, 2019a).

Despite its value, the higher education opportunities that are currently accessible to refugees and IDPs is nowhere near commensurate with the scale of the need. The DAFI (Albert Einstein German Academic Refugee Initiative) Scholarship, funded by the German government and other partners, is the most comprehensive opportunity available to refugees for higher education, yet can only award scholarships to approximately one out of every five qualified applicants (UNHCR, 2019a).

Education protects displaced youth and is critical to gaining the skills needed for economic self-sufficiency and recovering a sense of purpose and dignity. Education is an essential long-term and portable investment that provides displaced youth the skills and experience to contribute as leaders and peace builders within society. Children affected by crisis prioritize education, alongside other essential needs such as food and livelihoods, yet the international community consistently fails to answer their call (Save the Children, 2015). Higher education remains seriously underfunded by donors and governments.

3.3 EMPLOYMENT IN AFRICA

Globally, an estimated 70 million young workers live in extreme poverty, with a further 70 million unemployed (ILO, 2017). Youth unemployment has consistently hovered at three times that of the adult unemployment rate, with young women particularly left behind (ILO, ndc). Across Africa, youth struggle to obtain decent work, particularly in the formal sector. Of Africa's nearly 420 million youth aged 15-35, one-third are unemployed, another third are vulnerably employed, and only one in six are in wage employment (African Development Bank Group, 2016). Sixty-one percent of employed men and 74% of employed women work in the informal sector (World Bank, 2016). Young people account for 23% of the working poor in sub-Saharan Africa, and young women tend to be more disadvantaged than men, relying on precarious forms of work in the informal sector (ILO, ndc).

Although systemic barriers exist that restrict youth employment, there are also supply-side challenges, particularly around the lack of high-quality, relevant skills training programs that are driven by market demand and linked to the gaps experienced by employers. Most curricula at the secondary level and within postsecondary education institutions (including technical and vocational education and training [TVET]) are not adequately designed to meet evolving market needs. This is particularly true as the job market continues to be influenced by the global economy and increasing automation.

Although jobs in the trades are often the best option for decent work in many local economies, stigma persists around technical trades. A common sentiment shared by youth during FGDs was that TVET and the trades were considered by local communities and refugees alike to be less desirable. A refugee in Uganda expressed this general sentiment: "if you fail or are not smart, you will be taken to a vocational program." Youth require foundational literacy and numeracy skills, as well as portable and transformative life skills, such as critical thinking, digital literacy, and leadership, to prepare them for the future of work. The curricula of TVET institutions need to be modernized, and TVET instructors need support to understand the needs of the labour market, and to be trained effectively to teach those skills.

Refugees face particular challenges in obtaining decent work due to legal restrictions, a lack of employment opportunities in refugee-hosting areas, a lack of networks, and a lack of relevant education and training opportunities. As of 2018, around 50% of refugee-hosting countries did not allow refugees to work (UNHCR, 2019a). IDPs also face particular challenges as a result of displacement, including a lack of networks, competition in a new labour market (including new industries), tensions with locals, and changing family and gender responsibilities (ICRC, 2017).

3.4 INTERNATIONAL RESPONSE

Over the past few years, momentum to support the education and livelihoods of displaced people has been building. Recognizing the scale of the global crisis and the gaps in our international structures for emergency response, world leaders have gathered to take action, most notably through the New York Declaration for Refugees and Migrants, which was adopted in 2016. The New York Declaration expresses the political will of world leaders to save lives, protect human rights, and share responsibility on a global scale; it has been signed by 193 countries. Other commitments, such as Sustainable Development Goal (SDG)

4 on Education For All and the Agenda 2063 commitment to education, reinforce the importance of extending education access to all, including displaced youth.

The New York Declaration included an Annex—The Comprehensive Refugee Response Framework (CRRF). This framework document outlines the principle that refugees should be included in host communities from the very beginning. The core idea of the CRRF is that when refugees gain access to education and labour markets, they can build their skills and become self-reliant, contributing to local economies and fueling the development of the communities hosting them. Allowing refugees to benefit from national services and integrating them into national development plans is essential for both refugees and the communities hosting them. The CRRF engaged a number of refugee-hosting countries as "pilot countries," who would take responsibility for promoting refugee self-reliance in their own countries through new programs and policies. Since February 2018, the CRRF has been formally applied in Africa (Chad, Djibouti, Ethiopia, Kenya, Rwanda, Uganda, Zambia, and Somalia) and in Central America (Belize, Costa Rica, Guatemala, Honduras, Mexico, and Panama). Despite this ongoing work, the CRRF has already been imperiled by lack of funding. On January 24, 2017, Tanzania announced that they would be withdrawing from their role as a CRRF pilot country (Fellesson, 2019).

In addition to the CRRF, the New York Declaration created an obligation for the United Nations Refugee Agency (UNHCR) and other stakeholders to develop a Global Compact on Safe, Orderly and Regular Migration (GCM) and the Global Compact on Refugees (GCR). The GCR is an agreement-in-principle that builds on existing international law and standards (notably the 1951 Refugee Convention and human rights treaties) Neither the GCR nor the GCM explicitly address the concerns of IDPs. The GCR, which seeks to better define cooperation and urges the global community to share responsibility for refugees, was brought before the UN General Assembly on December 17, 2018. Every four years, a Global Refugee Forum will be held to ensure that member states and other stakeholders are advancing their commitments under these international obligations—the first Global Refugee Forum will be held in December 2019.

In addition to the international response through global multilateral institutions, important collaborations are occurring at the regional level to help host countries confront shared challenges. Ethiopia, Kenya and Uganda are members of the Intergovernmental Authority on Development (IGAD). IGAD's Council of Education Ministers adopted the Djibouti Declaration on Refugee Education, which outlined the obligation to include refugees and IDPs in the national education systems of IGAD member states. In 2018, IGAD Ministers signed the 'Addis Ababa Call for Action' to strengthen the implementation of the Djibouti Declaration. In March 2019, IGAD member states renewed their commitments to address the economic inclusion of refugees and returnees in their national economies with the Kampala Declaration on Jobs, Livelihoods and Self-reliance for Refugees, Returnees and Host Communities.

4. FOCUS COUNTRIES

4.1 KENYA

4.1.1 Context and Challenges

Kenya is one of the top refugee hosting countries in Africa, with most of the country's refugees coming from Somalia (54.5%) and South Sudan (24.4%). Of the roughly 475,000 refugees in Kenya, approximately 210,000 live in Dadaab Refugee Camp, while approximately 190,000 live in Kakuma Refugee Camp (UNHCR, 2019f). There is also a population of approximately 74,000 urban refugees in Kenya, the majority of whom live in Nairobi (UNHCR, 2019f).

Socio-economic and Political

Each of these communities has unique political, economic, and social contexts, while sharing many of the same challenges. Kakuma and Dadaab Refugee Camps are located within historically neglected arid and semi-arid lands that are extremely poor, rural, remote, and difficult to access. The average poverty rate in the surrounding host communities to Kakuma is 77.2%, and the host counties of Kakuma and Dadaab Camps have some of the lowest education outcomes in Kenya. There is a weak market economy surrounding the refugee camps, and there is a lack of robust public infrastructure. Poverty among the host communities in these areas can often result in resentment of refugee communities, who receive food aid and other benefits not afforded to host communities.

Under Kenyan law, all refugees are required to live in and remain within designated refugee camps, and to leave a camp without permission is a criminal offence. While Kenya is a CRRF signatory and there has been some recent flexibility in terms of right to work, refugees still experience highly restrictive policies. The Kalobeyei Settlement is Kenya's response to the CRRF, a pilot settlement situated 30km away from Kakuma Refugee Camp that is intended to share services between host and refugee populations and to ease restrictions on mobility and the right to work. Kalobeyei represents a new model for Kenya, and the intention to experiment with refugee employment and local integration.

Although Kenya is a CRRF signatory, as well as a party to a number of other international conventions around refugee self-reliance, there is still limited political will within Kenya to meaningfully move towards refugee self-reliance for all. For example, for several years, the Government of Kenya (GoK) has threatened and made attempts to close Dadaab Refugee Camp and to repatriate and relocate the more than 230,000 Somali refugees who live there. While Dadaab remains open, security challenges, funding challenges, the closure and consolidation of several of the camps within Dadaab and the departure of many NGOs and projects has left refugees living in further uncertainty, with some repatriating voluntarily.

Kenya's policy of encampment persists and prohibits registered refugees in the camps from traveling to other parts of Kenya unless they are in possession of special permission for reasons such as medical appointments or education (Zetter & Ruaudel, 2016). A lack of freedom of movement restricts refugees' ability to travel to meet labour demands in different communities and to find work that is commensurate with their skills and experience.

There are also significant challenges for urban refugees in Kenya. For refugees in Nairobi, in 2016, the GoK stopped registering new refugee arrivals in the city, sending them instead to camps. Many urban refugees therefore remain without proper documents and unable to access basic services. As one refugee in Nairobi noted, "We live underground and are fearful." In a place like Eastleigh in Nairobi, dominated by the Somali community, there is reportedly a high level of corruption from Kenyan police. With regards to the documentation barrier, another refugee in Nairobi said, "We feel like we are

criminals because we are refugees."

Even with refugee registration and ID ("alien card"), for many services, a national Kenyan ID card is still required. These systemic procedural barriers, whether at the legal level or in practice, limit refugees' ability to access basic services. Refugees still struggle to open bank accounts, access loans to open up businesses, and access cell phones legally (obtaining an officially registered SIM card requires Kenyan ID). One refugee in Nairobi said, "I could not open an account and yet in the camps they open accounts for refugees now." Similarly, refugees cannot access driver's licenses—one refugee told us how this impacted their ability to try to earn income; "I wanted to be an Uber driver and when I produced the alien card, the National Transport Safety Authority refused to issue me a license." For refugees born in Kenya, especially in Nairobi, some have access to birth certificates and national IDs, and this enables them to access many services with fewer challenges.

Primary and Secondary Education

Within Kakuma and Dadaab Refugee Camps, the education system is a shared responsibility between UNHCR, its NGO partners, and GoK. UNHCR is responsible for the management of all in-camp refugee schooling, while the Ministry of Education (MoE) is responsible for school supervision. There are rarely sufficient resources for high-quality government supervision of refugee schools. In host communities, where teachers are managed by the MoE and Teacher Service Commission, teachers have typically obtained a degree or diploma in teaching. Refugee teachers are often untrained and there is high teacher turn-over. In both Kakuma and Dadaab, there are significant constraints on the learning environment, including overcrowded classrooms, lack of supplies and textbooks, and inadequately trained teachers. Lack of quality is a deterrent to enrolment—as one refugee FGD participant in Kakuma noted "Sometimes parents tell their children not to [go to] school because the conditions are not good, like very overcrowded classrooms." In order to try to address overcrowding, some camp schools operate "double shifts" as one group of children attends school in the morning and another group comes in the afternoon. School closures also limit access to education, especially in Dadaab, where security concerns regularly affect the ability of NGOs to operate.

The Kenyan curriculum is used within refugee camps and in both host and refugee communities. Refugee students can advance within the Kenyan education system by completing first their Kenya Certificate of Primary Education (KCPE), and then their Kenya Certificate of Secondary Education (KCSE). The official policy pertaining to language of instruction indicates that mother tongue should be taught until Standard 3; in practice this is a challenge and classes are only taught in English and Kiswahili according to the Kenyan curriculum. Language of instruction has a significant impact on refugee students, especially those who may have recently arrived and speak neither English nor Kiswahili. This often results in over-aged students placed in lower levels becoming frustrated and dropping out. Both the KCPE and KCSE are high-stakes tests that can pose a barrier to students hoping to advance; refugee students often struggle to succeed on their KCPE, limiting access to secondary education, and access to higher education can be restricted by poor scores on the KCSE. The GoK has committed to extending the timeline of secondary school and shifting the curriculum towards more competency-based learning, with changes to the testing cycles. The competency-based framework has already begun at the Grade 3 level in host community schools, the KCPE and KCSE have not been phased out. There are mixed implications for refugees if these planned changes are fully implemented across refugee schools. The elimination of the KCPE may make it easier for mid-level and lower-performing students to

access secondary school, but the often inadequately qualified teachers in refugee schools will likely struggle to obtain adequate training on the new competency-based curriculum.

Some refugees described a lack of support in navigating the school placement process, in knowing what is required and in accessing the required documents. One refugee in Nairobi recounted; "No one was there to guide or help you to access the right documentation or to advocate with you to the school. The school sometimes turns us away, even with the UNHCR registration, saying that we need a birth certificate." According to two refugee youth in Nairobi, they were told by NGO staff and educators to start in primary again in order to take the KCPE.

Primary education in Kenya is free, although there are cost barriers to attend, such as transportation, uniforms, and textbooks. These costs particularly impact girls, who may not always be perceived as delivering a "return on investment" to the costs of education. Secondary education for refugees is mostly free in refugee camps (not in urban contexts), although minimal school fees ($10 per term) for secondary students were introduced in Kakuma in 2018 in response to a shortage of donor funds. This cost has since been removed after protests. Retention beyond upper primary is also a problem for both refugees and within the host community. According to the majority of key informants and refugees who participated in this study, the biggest gap is still supporting young refugees in secondary school.

There are fewer secondary schools available and for many students, the distances to access school is a considerable barrier. In Dadaab and Kakuma Refugee Camps, there are just 12 secondary schools serving graduates from over 50 primary schools. There are particular barriers for girls, with early pregnancy and marriage expectations, magnified by family poverty, often limiting their access to education. Safety for girls and young women is another serious concern; in focus groups with young women in Kakuma, refugees shared alarming stories of how young girls are taken advantage of by teachers and other community workers, and the victim-blaming attitudes that exist in their communities. This was a particular concern identified in private boarding schools, which are often considered higher quality.

There is a growing system of private education in Kenya, and parents even in refugee contexts are often willing to pay for what they perceive as higher quality tutoring and support. Some private schools have become more welcoming to refugees; M-pesa Academy, a private secondary school that supports full scholarships for top scholars, welcomed five refugees from Kakuma into their school. While positive, these approaches create few opportunities and do not contribute to strengthening existing institutions where the majority of students remain. Religious education is another popular alternative, particularly in Dadaab Refugee Camp.

Access to Higher Education

Access to higher education for refugee students is constrained by a number of factors, including low performance due to structural barriers, cost, and limited integration between the refugee school system and the Kenyan system. For example, the courses of study in secondary schools in refugee camps tend to be limited, which can have implications for the opportunities available beyond secondary education. According to one refugee youth, in Kakuma, "we do not study physics, agriculture, and geography. Therefore, at university we cannot take some courses and programs." A lack of mentorship to help students effectively select courses was also identified as a significant challenge for refugee students.

Refugee students who succeed to and through secondary school, and who score well on the KCSE, can apply to higher education institutions. However,

unless refugees are participating in a program specifically designed for refugees, or fee reductions for refugees have been negotiated, they are typically charged international student fees at public universities in Kenya. While the GoK provides low-interest loans to attend public universities, refugees are not eligible to access these funds.

A number of higher education programs support refugees in Kenya. The largest and most desired programs are DAFI Scholarships and WUSC's Student Refugee Program (SRP) — a postsecondary education and resettlement pathway to Canada. Due in part to the length of time these programs have operated in Kenya, refugees in Kakuma and Dadaab are aware of the scholarships and opportunities, as well as how to apply. As well, students can seek guidance from the existing network of past DAFI scholars.

The majority of refugees studying in universities at the undergraduate level in Kenya are DAFI scholars. The DAFI Program, administered by Windle International Kenya (WIK), provides full scholarships that cover tuition fees and study materials, transportation, application fees, accommodation, and other allowances. In 2018, 436 refugee students received the DAFI Scholarship in Kenya, 29% of whom were female (DAFI, 2018). DAFI Scholarships are mainly given to camp-based refugees. Less than 10 of the DAFI Scholarships in Kenya were granted to refugees in Nairobi, and only three of them were for young women. There are significant fluctuations in the number of DAFI Scholarships available to refugees from year to year. This impacts not only the number of students placed, but contributes to students having to wait several years to access DAFI and possibly aging out of the opportunity.

Kenyan students also attend public and private technical and vocational polytechnics, colleges (teacher and medical colleges), and other postsecondary-level TVET institutions. Typically, programs offered at these institutions are two to three years in length, leading to certificates, diplomas and higher national diplomas. There are no DAFI Scholarships for refugee students to study in TVET institutions, however there is a small number of scholarships from the DD-Pouri Foundation are granted to refugee students seeking a technical education.

Refugees who do access university in Kenya still face challenges related to mobility; movement passes are only issued for four months. Some courses are longer than this, which creates a stressful and difficult bureaucratic process for students who regularly need to apply to get an extension on their movement pass or return to camp.

Refugees in camp have less awareness about online courses and programs and they are more skeptical of their validity. However, programs such as the Borderless Higher Education for Refugees (BHER) Project and Regis University (implemented by Jesuit Worldwide Learning [JWL]) are well-known and reputable. Some refugees are frustrated that many programs managed through NGOs have limited choices for the courses and programs they can pursue. Challenges with camp-connectivity and access to computers create additional barriers for refugees to access these programs.

The demand for higher education opportunities is greater than the opportunities available, and the difficult conditions students have to endure limits their school performance and ability to access scholarships and higher education programs. Even so, the ongoing existence over several years of higher education opportunities provides hope to refugees and are a pull factor in school retention. One respondent who has worked in Dadaab for many years said: "BHER and WUSC [SRP] have been key in changing attitudes and in encouraging and transitioning youth to secondary school."

FGDs with refugees in Kakuma, as well as DAFI scholars in Nairobi revealed that refugees keep

an eye out for all opportunities, but they must weigh each opportunity against the others as they may only apply to one at a time. This means that refugees sometimes wait for several years to access an opportunity. For example, many research participants shared that they applied to WUSC's SRP for two years and then pursued DAFI. Some felt that minority groups within refugee communities were rarely allotted these opportunities. Others shared that opportunities for scholarships and quality higher education were not available in their home country (in this case, Somalia) and that their continued stay in Kenya was at least partially motivated by education opportunities. However, even scholarship programs themselves have barriers, particularly that students with dependents and older students are ineligible for most programs. Many refugees reported that this did not reflect either the diversity of families or the experiences of refugees.

There are few scholarships for urban refugees and it is difficult for them to find out about the opportunities available. During FGDs in Nairobi, no refugees were aware of WUSC and most were unaware of any programs or organizations that could help them access secondary education or higher education. Accessing reliable and credible information was a challenge and most relied on information provided through informal networks. There was limited information or awareness about related programs (such as English language programs) that also supported students with access to university.

Documentation challenges remain prevalent; students are told that they require proof of citizenship or a birth certificate yet many institutions do not accept or recognize UNHCR registration documents—even though this is supposed to be accepted as valid documentation. There are refugees who arrive, having already completed secondary school in their country of origin, only to discover there are challenges to accessing higher education. For example, to get into Kenyan universities, they need to do an equivalency tests and have their documents validated from the countries they have fled from. In practice, this is incredibly difficult and students shared that they are not well supported through this process. For refugees who qualify for scholarships administered through WIK, the organization supports the document verification and equivalency process, paying fees and applying on behalf of students to National Examination Board.

Refugees and other stakeholders mentioned academic and university integration challenges. Some students were unfamiliar with university labs and had little experience with technology. Others struggled with writing or submitting assignments. Many of the DAFI scholars started their programs and classes late and missed some of the more general orientation. The availability of and access to additional academic support and mentorship were mentioned as gaps for refugee students. Additionally, some administration and lecturers lack experience with refugees, the unique challenges that they might face, and how to effectively support them.

Employment and Economic Opportunities

Refugees in Kenya have the same right to employment and are subject to the same restrictions as all other aliens (Zetter & Ruaudel, 2016). However, in order for refugees to access legal employment in Kenya, they must apply for and receive a "Class M" permit. Information on how to apply for these permits is scant, and in practice, permits are costly and rarely approved. Applications for the permits must also include a recommendation from a prospective employer and letter from UNHCR confirming refugee status, both of which can be difficult to obtain (Zetter & Ruaudel, 2016). In describing the difficulty of accessing a work permit, one refugee youth in Kakuma shared, "I

heard of one boy who tried to apply for the work permit, but it has been three years now [and] he is still waiting."

In addition to the challenge of accessing employment and a work permit, refugees based in camps are still required to access a mobility pass to leave the camp. In practice, these can be difficult to obtain and are only given for a short period of time. Without freedom of mobility and employment, refugees rely on the aid provided within camps. In a UNHCR analysis of Kakuma, a key finding emerged: "less than 10% of the refugees currently residing in Kakuma could support themselves," and only 8% of households are engaged in formal business activities (UNHCR, 2016). Some refugees in Kakuma shared how this limited their creativity and motivation to study. According to one key informant, "From the government's perspective, refugees are [financially] supported to be in the camp and to remain there."

Formal employment for refugees is almost non-existent. According to several stakeholders interviewed, refugee employment is still seen as a threat to the employment of Kenyan nationals. There is a significant challenge with unemployment in Kenya—and in particular, youth unemployment. The International Labour Organization (ILO) estimates that 18.5% youth in Kenya aged 15-24 are unemployed (World Bank, 2019). One refugee youth posed a question that they have heard on the challenges of unemployment in Kenya and the public perception on refugee employment: "If Kenyans with the same qualifications don't have jobs, why do we have to give jobs to foreigners?"

Graduating from university in Kenya does not seem to improve the prospect of refugee inclusion in the formal economy. As one refugee stated, "I study in university, graduate, and then I am still in the same position as when I had no degree." The majority of opportunities available to refugees are to work for NGOs as incentive workers or interpreters, to start a small business, or to find work under the table. Students who worked as teachers in refugee camp schools without formal qualifications before studying in university could only access the same teaching positions for the same pay upon graduation.

The lack of opportunity for employment in camps and the inability to live outside of camps was a significant driver in many of the refugee youth students' plans to return to their country of origin. One refugee student shared, "I want to look for opportunities in my country because there is no difference in pay like in Kenya where host and refugees are not paid the same." For others, however, the option to leave Kenya and return to their country of origin was not viable. One refugee graduate said, "I cannot go back to my country since it is not safe, so I have to see how to survive here."

It is common for refugee graduates to stay in Nairobi and try to establish a business. To do this, refugees need to jump through several bureaucratic hurdles, including obtaining a passport. Some shared that refugees will have an easier time starting a business if they do so with a Kenyan and the Kenyan registers it. However, unequal power relationships between these business partners was reported by some youth, which have resulted in some refugees being taken advantage of. While there is some training to start businesses, there is a lack of capital available to support growing these enterprises and refugees continue to face additional barriers in accessing financing.

Refugees currently rely on informal networks to find out about employment opportunities and how to access them. No one who participated in this study could identify organizations that help with refugee employment for university graduates. In fact, refugees in FGDs said that they have no idea where to get help to access work opportunities. They also said they do not understand the laws and fear repercussions if they inadvertently go against them. Others said they did not know how to apply

for jobs and feared a backlash from employers as well as rejection. Refugees want organizations to advocate for the legal right for them to work. They want practical support to better understand what their employment rights are and how to share this information with employers, as well as training on how to write a resume, succeed in an interview, and search for work. Those who were considering returning to their countries of origin also lacked good information about how to do this, including how to apply for a passport and where to find jobs.

In discussing what a decent job might look like, refugees in FGDs said that they wanted to be able to work, like Kenyans, and be granted the same opportunities and rights. Refugees want to have opportunities beyond camp-based ones and incentive work. Refugee students and graduates in FGDs would like to use their education and skills, but that it wasn't a requirement. One refugee encapsulated the general consensus: "A decent job for me is one where I am considered without discrimination, where I have security and can make enough to cover my basic needs."

Many NGOs tend to operate ad hoc, with short-term training and livelihood programs largely aimed at informal self-employment and entrepreneurship. These programs tend to target adults and out-of-school-youth or those who have dropped out. Many youth did not see the value and impact of some of the NGO livelihood initiatives and training courses. Young women report having participated in some TVET and fashion design courses. One young woman who has been unable to access higher education has done many livelihood courses to fill time: "We [refugees] do them to not be bored, but I want to go to school. I am waiting for my real dreams."

NGOs in Kenya are also frustrated by the lack of legal opportunities to support refugee employment. One organization recounted running a livelihood program that needed to provide M class work permits to refugees to access short-term placements in a Kenyan company. Despite having the company onboard and ready to hire refugees, they were not able to obtain work permits and could not run the project. Still, there are small examples where companies can find "work-arounds" and create opportunities for refugees.

The challenge of idle and disenfranchised youth is a recurring theme that emerged in this study. Refugees and key informants described how scarce education and employment opportunities, coupled with boredom and poverty, propels some youth into violence and drug use. One refugee, in speaking about Dadaab noted, "Drug abuse is prevalent for youth. There is nothing to do there." A key informant asserted that idle youth contribute to one of the biggest challenges to security in refugee camps.

Despite the challenges of accessing higher education and employment, refugee students are continuing to seek opportunities wherever they can—and often creating their own opportunities. There are growing networks of refugee-led community-based organizations (CBOs) in Kenya. These organizations pool resources and generate funds to redistribute within the community through scholarships and start-up loans. These inspiring CBOs represent locally-grown solutions for refugees, and offer potential partnerships for larger, more formal bridging and livelihood-focused programs that can benefit from the expertise and networks of CBOs. They are doing important community work and can provide support to larger organizations and programs, particularly in selecting refugees for scholarships. CBOs are part of the community vetting process—they know how to distribute resources and understand the context and experiences of refugees and their families. Some of the programs highlighted and shared by refugees and other KIIs in this study include:

- Tushirikiane (TUSA) supports refugees from

the Great Lakes Region living in Nairobi.

- Kobiciye works in the Eastleigh neighbourhood of Nairobi to train refugees in computer literacy, tailoring, and basic financial literacy.
- Kintsugi CBO organized a marathon in Nairobi ("Run a Mile in a Refugee's Shoes") to promote host and refugee communities living in harmony.

4.1.2 Existing Bridging Initiatives

Universities and other higher education institutions are starting to respond to the lack of opportunities for refugee youth:

- Although recognition of credentials across borders is a challenge, universities and governments in East Africa (particularly South Sudan) are striving for mutually recognized degrees.
- TVET initiatives are also trying to improve accessibility for young women and refugees, and to increase their attractiveness and relevance. Many TVET institutions offer modular, two-year diploma and certificate programs, but many institutions are undersubscribed due to the stigma around TVET.
- Increasingly, scholarship programs are responding to barriers faced by refugees. DAFI, for example, has extended financial support for refugee internships, and is providing training on job preparation and resumes prior to graduation.

Several higher education programs and opportunities exist for refugee youth in Kenya for the relatively small proportion of refugee youth who make it through secondary school. Many of these programs have preparation and bridging components to support student success. There are significant challenges with refugee students in Kenya dropping out of school during or before their secondary education. Several noteworthy initiatives are widening the pipeline of successful student graduates from secondary school, especially girls. Some noteworthy initiatives related to supporting refugee youth in successfully accessing higher education are highlighted below.

Pipeline Programs

Kenya Equity in Education Project (KEEP)

WUSC has been implementing remedial education programming in Kakuma and Dadaab Refugee Camps and surrounding host communities in northern Kenya since 2011, in partnership with WIK. This approach has proven effective in addressing critical systemic gaps, improving girls' academic performance, and positively influencing parental and community attitudes towards girls' education. KEEP is currently in its second phase, which will end in March 2023. KEEP delivers a range of activities including remedial education, cash transfers to reduce the financial barriers to accessing education, and teacher training to enhance the quality of education services. Critically, KEEP works at the lower levels of education (primary and secondary) to retain girls in school and prevent drop-outs before they occur, thus supporting the pipeline of young women who may be eligible for higher education.

Primary Accelerated Education Program (AEP)

In 2014 in Dadaab, Norwegian Refugee Council (NRC) developed an accelerated primary model utilizing the Kenyan national curriculum and condensing eight years of primary school into four. The AEP targets children aged 10-17 who

have either never been to school or had their education interrupted with the goal of supporting their reintegration and transition back into formal school—especially for girls. The program reports a 98% transition to secondary school and the girls have been outperforming boys. Aspects of this program have been modelled from WUSC's KEEP program in Kakuma, offering remedial programming in the evening and on weekends, stressing the value of education to families, and providing cash transfer to keep girls in school. They focus on retaining female teachers, and external mentors work within the program to encourage students and provide role models. The AEP runs approximately three hours less per day than the formal schools, creating flexibility for students with additional responsibilities at home. One component of this program is to follow up with any students who are not attending and provide an opportunity to 'come back' to their studies, even if they get married (which is not often the case in other programs).

Secondary AEP

RET International ran an AEP to support students who were over-aged and who never had an opportunity to attend schools as a result, as well space and resource issues. At the secondary level, between 2012-18, RET provide accelerated education for 600+ youth (aged 17-25) who had not had a chance to transition to secondary school in Dadaab. They operated in three schools to provide a three-year secondary education program, instead of four years. Those who completed the program sat for the KCSE—the first time that students sat for the exams through an AEP. Within the secondary program, they provided training for teachers through scholarships for teachers to do a Bachelor of Arts through Mount Kenya University during school breaks. Twenty teachers took the 'school-based program,' enabling them to study during school breaks and to continue to work as teachers. The funding dried up for this initiative, as has a great deal of the funding and education programming in Dadaab.

iGCSE Initiative

In partnership with Cambridge International Assessment, Xavier Project offers online access for refugees aged 17 and older to take the International General Certificate of Secondary Education (iGCSE). This is aimed at those refugees who missed out on formal studies. Refugees who are admitted to the program have an online account, as well as mentors and teachers they can skype for support. There is a hub in Kibuli within Nairobi run through a CBO. The students take one or two subjects per year and they can take the test multiple times. There are currently 13 students enrolled and new students enroll in the fall. The iGCSE enables students to graduate at a cost of less than 20% of formal secondary school in Kenya. The secondary education qualification is internationally-recognized, however, for refugees who have not written the KCSE, there may still be challenges to access higher education in Kenya.

Secondary Scholarships

Several NGOs provide scholarships to refugee students. Most of these are small, including Jesuit Refugee Service (JRS) and Xavier Project in Nairobi. WIK is providing the largest number of secondary education scholarships for refugees. With funding from UNHCR, 100 scholarships are available to refugee youth to pursue secondary school, largely in boarding facilities. WIK has supported over 23,000 refugees to access secondary school, and there have been over 2,000 graduates who qualify for postsecondary education. Yet, there are not enough higher education opportunities available to meet the demand.

Bridging Programs

Wings to Fly

The Equity Group Foundation runs a "boot camp" for students in the Wings to Fly secondary education scholarship program who would like to study at a university abroad. They provide information and support for writing the US-based entrance exams, the SATs, as well as college counselling and support and mentorship from past graduates. This helps current students and beneficiaries understand the available opportunities and submit stronger applications. This is not a program targeting refugees, although they recently started working with WIK in Kakuma and Dadaab to recruit refugee scholars to Wings to Fly.

The Student Refugee Program (SRP)

The SRP is a unique program that combines opportunities for higher education with resettlement in Canada. Selected SRP students access up to a year of preparation support to help them with language training, computer skills, academic support, and orientation to Canada and Canadian campuses. Pre-departure support is delivered in-person by WIK. This enables students to build a support network of others who will be leaving to pursue higher education in Canada. Training is offered to support selected SRP students to prepare to write the English and French language exams that will be used for university and college admissions in Canada. The pre-departure training also provides immigration support and links SRP students to peers in Canada who will be supporting their arrival and settlement. While in Canada and during studies, SRP alumni frequently support future SRP students, allowing the peer-to-peer model to benefit from refugee experiences and mentorship.

Borderless Higher Education for Refugees (BHER)

BHER is a consortium of Canadian and Kenyan universities and NGOs working together to deliver accredited university-level education through a mixture of both online and face-to-face interaction. Currently, Kenyatta University and York University are working in Dadaab to deliver teacher training university programs to working, untrained teachers in the camps. All programs are stackable, allowing students to earn certificates or diplomas at each level of study, incrementally building towards a degree (certificate, diploma, degree). BHER has recently started a master's program in Dadaab. Refugee graduates from the undergraduate cohort enrolled in the master's study can work as on-site teaching assistants, earning an income while providing ongoing mentorship and in-person support to the certificate students. Because of the remoteness and securitization of the camps, there was limited in-person support available for students by faculty from the universities; the on-site graduate mentorship model is more successful.

Bridge to Learning

JWL offers online and blended academic programs to refugees, including both credit-bearing and professional certificate courses. Professional courses are three to nine months and some include a practicum component. The credit courses, which lead to a Diploma in Liberal Studies, are offered with the US accredited Regis University. To access the program, students can apply even if they lack formal accreditation from past schooling. Entry to the program relies heavily on English facility. All selected students attend a two-month on-site, pre-orientation bridging program—the "Bridge to Learning Course." This bridging program provides foundational skills in computer skills, basic essay writing, source citations and study skills. The Bridge to Learning course is immediately followed by the start of the Diploma program.

DAFI KESO

DAFI KESO is a refugee student-led group, started

in 2014, comprised of students from Nairobi, Kakuma, and Dadaab. All DAFI scholars can join, paying a small monthly subscription, usually part of their stipend funds. This money is pooled together and through democratic processes, the group decides what to do with the funds. The number of DAFI scholars increased in Kenya in the last few years, resulting in more money in the pool. In 2017, the group started their own scholarship ("DAFI KESO Scholarship") for refugee students. They initially sponsored three students from the camps to study at the university level and so far there have been two graduates. In 2019, with 90 applicants, they awarded five refugees (three women, two men) with partial scholarships that cover tuition. Although it is a merit-based opportunity, they look at how long ago a student has finished secondary school and whether they will have aged out of other opportunities (e.g., SRP and DAFI). They offer the DAFI KESO Scholarship for degree or diploma level studies. The group helps awarded refugee students to apply to institutions, to access a movement pass, and to register for classes. They also help find accommodation, and provide ongoing support and mentorship during their studies. The DAFI KESO group also uses their funds to travel to refugee camps where they offer career counselling and mentorship to help guide and support students in secondary school on what to study, how to do well on tests (e.g., KCSE), and how to apply and prepare for opportunities while in secondary school. This not only provides students in the camps with practical support, but offers an opportunity for DAFI scholars to be role models, inspiring other youth to stay in school and have hope for their futures. The group plans to provide one-on-one ongoing mentorship to refugee students (remotely for a number of years) as well as to support girls to make it through secondary school.

4.1.3 Existing Job Linkage Initiatives

The focus of employment and livelihood initiatives for refugee youth in Kenya is on self-employment, business support, entrepreneurship training, social enterprise, and access to online job markets. No specific initiatives focusing on supporting refugee youth, university students, or graduates in accessing employment were identified. However, the internship component of university education offered some refugee youth access to opportunities outside of the camps. New and noteworthy initiatives related to refugee youth employment are highlighted below.

Refugee Guidance Counsellor Initiative

Designed by refugees with funding and support from the College Board in collaboration with Kepler and Southern New Hampshire University (SNHU), this initiative places refugee guidance counsellors and interns to support displaced students in accessing postsecondary education and employment. Guidance counsellors provide meaningful academic and career counselling and direction to refugees who would like to go to college and university. In Rwanda, this initiative is called 'Iteme' (bridge in Kinyarwanda) and led by Kepler, and provides instructional support and guidance to refugee and vulnerable students across Rwanda to transition from secondary education to college or a career. A recent pilot in Kakuma is also matching mentors with secondary school students and providing targeted workshops on key skills and information around scholarship opportunities in and outside of the camp. To date, this program has supported over 400 vulnerable secondary school students in Rwanda and Kenya.

Internship Linkage and Support

SNHU, in partnership with JWL, is also working in Kakuma to provide a blended learning accredited degree program. The SNHU program focuses on both education and employment outcomes for learners. One component of the program is

supporting students to access internships where they can gain on-the-job experience and build connections for future jobs. Internships are usually unpaid, but sometimes participants receive stipends. There is a dedicated staff person to support refugees in expanding their network and accessing internships.

Refugee Employment and Skills Initiative

Arizona State University (ASU) is working with NRC and International Trade Centre in Kakuma to provide English language training to participants of the "Refugee Employment and Skills Initiative." This program trains refugees to access online marketing and freelancing opportunities in order to increase self-reliance and their potential for income generation. Based on early pilot results, the English courses provided by ASU in their connected program have been integrated into the employment program to increase the ability for refugees to successfully market their services and provide customer service in the global marketplace.

Remote and Online-based Employment

Samasource is a social enterprise that connects marginalised populations in Kenya with online-based employment. It provides capacity building on digitals skills to low-income job seekers and helps them find work online. It has experience working with refugees in Dadaab in partnership with NRC.

Entrepreneurship and Business Support

In Kenya, refugees are now able to access business opportunities through the formal right to register group entities and sell and act as a business. Several NGO projects and programs support groups to form, develop business plans, establish a business, market their business, and manage any group challenges. NRC in Dadaab provided TVET graduates opportunities to form youth working groups based on their trade. They receive capital to support their own business for six months and have mentorship and ongoing consultations with staff. In Nairobi, Xavier's livelihoods work focuses on supporting groups through their "community enterprise cycle." The group comes with an idea and receives consultancy support to establish their business, as well as soft and hard skills training for income generation and sustainability. Xavier also helps them to develop a business, identify markets and work through group dynamics.

Equity Leaders Program

In Equity Group Foundation's Wings to Fly Program, through the "Equity Leaders Program," a select number of top scholars from secondary level studies who are intending to pursue postsecondary studies are offered a nine month internship at the bank. This program is not specific to refugees, but a small number of refugees have been able to access the opportunity. They join a two week leadership program and learn more about banking. Then, they start their internships. Interns receive half their wage and half is put towards their savings. This forced savings component helps them to pay for their university studies. They make enough money to support themselves through two-thirds of the program. Through this program in Dadaab and Turkana, approximately 15 refugees have been offered this paid internship, demonstrating that despite the work authorization challenge, companies can help with work-arounds.

4.2 UGANDA

4.2.1 Context and Challenges

Uganda hosts the largest refugee population in Africa, with more than 1.3 million refugees and asylum-seekers (UNHCR, 2019e). Wars, violence, and persecution in South Sudan, the Horn of Africa and Great Lakes Region are the main drivers of forced displacement into Uganda. The majority of refugees in Uganda come from South Sudan, the DRC, Burundi, Somalia, and Rwanda. Most refugees reside in designated refugee settlements located across 11 districts in the North and West Nile regions, and in Kampala. The North and West Nile regions are among the poorest and most underdeveloped areas in the country.

Socio-economic and Political

The Government of Uganda has one of the most progressive refugee protection policies in the world. Uganda's favourable protection environment for refugees is grounded in the 2006 Refugee Act and the 2010 Refugee Regulations, which allow refugees freedom of movement, the right to work, establish a business, own property, and access national services, including primary and secondary education and health care.

The Office of the Prime Minister is responsible for leading on refugee integration. This centralized agency monitors the activities of various agencies, NGOs, and support services for refugees. However, lack of effective information flow is a significant problem, especially for urban refugees in Kampala. Few refugees know where to go to access certain services, and news of potential livelihoods and education opportunities are passed around in an uncoordinated manner, often resulting in misinformation and confusion.

Although Uganda has been welcoming to refugees, there are barriers to full integration, including linguistic and cultural gaps that limit social interaction between Ugandans and newcomers. Knowledge of English or Luganda has a positive effect on many measures related to integration, such as the capacity of refugees to find employment (Zetter & Ruaudel, 2016). Refugees and Ugandans alike rely on social networks to access jobs, credit, and protection, but many newcomers lack strong support networks. Refugees often arrive with no safety net; they usually flee with few resources and little preparation and, at times, become separated from or lose family members. Most urban refugees are economically active, often with multiple simultaneous livelihood strategies, such as petty trading, home-based piecework production or self-employment using productive assets like a sewing machine. Vulnerable urban refugee women are more at risk of gender-based violence (WRC, 2011). This leaves few supports and services for refugees in urban areas because the majority of UNHCR assistance is focused on settlements in northern Uganda. In focus group discussions in Kampala, participants said: "in people's minds, refugees are not in cities."

Primary and Secondary Education

Uganda provides universal primary and secondary education. Refugee students learn according to the Ugandan curriculum in schools that are jointly managed by UNHCR and the Government of Uganda. However, the demand for education outstrips the availability of places at the free government schools, and there are significant resource constraints that impact quality and enrolment. In government schools, students must pay for uniforms, school supplies and meals. This too interferes with learning especially for refugee children who are sometimes attending school on an empty stomach. There are typically fees charged

to cover the cost of water, electricity, and teacher salaries, and these fees are typically higher in urban areas.

Overcrowding and a preponderance of over-aged learners are especially common in West Nile due to the influx of displaced persons. Already overcrowded schools, limited qualified teachers, and a lack of resources make access to education a challenge for the local community, not to mention for refugees. Transitions from primary to secondary education are especially problematic in refugee communities. Roughly 66% of refugee children attend primary school, yet only 15% of refugee children attend secondary school. While girls make up nearly half of the students at the primary level, they represent only 33% of the gross enrolment at the secondary level (UNHCR, 2019g). Retention and transition are significant challenges due to a range of issues including:

- Distance to school (especially secondary schools) and protection on the way to school, particularly for girls and young women. Some focus group participants reported, "There is not even one secondary school per district."
- Financial barriers to regular attendance such as the cost of transportation, lunches, uniforms, and books; as one research participant shared, "People always say education in Uganda is 'free but not free'." A lack of menstrual products and washrooms in schools is a significant barrier to girls' ongoing enrolment and attendance.
- Documentation challenges pose a barrier to sitting exams (since exams cannot be written without a valid refugee ID) and transitioning to secondary education (as students need to produce their primary leaving certificate, which they may not have brought with them). One youth said "refugees like me are measured by the papers you have, not by the quality of your brain."
- Language of instruction poses a barrier for refugee students, especially for those who have previously studied in French. Multiple languages may be spoken in classrooms and the teacher may be constantly dealing with translation and communication issues.
- Early marriage and pregnancy is also a major challenge: "A 2016 survey indicates that as many as three in ten Ugandan girls have their first child before their 18th birthday; and more than a third marry before they turn 18. Early marriage and pregnancy lead to girls dropping out of school, unlikely to ever return (Sebudde, et al., 2017)." Families are eager to alleviate household expenditure, thus early marriage can be exacerbated by poverty related to displacement.

The extent of the refugee population in Uganda has led to a "crowding-in" of projects and funding, but many of these projects remain focused at the primary level, to address the urgent needs of highly-overcrowded primary schools. Meanwhile, young people are losing opportunities to transition into secondary or higher education. One woman from Rhino Camp stated, "Here it is like we are burying our future and the future of our kids. We are going to lose many doctors, nurses, professionals in this settlement, because of poor quality education."

When refugee students are able to access secondary education opportunities, there is a lack of career guidance at the secondary education level to help with career planning, selecting the right courses, and exploring available opportunities after graduation. Additionally, a lack of mentorship, role models, and psychosocial support magnify the existing structural challenges with school enrolment and completion.

A parallel private system of education is growing in Uganda, and the quality and fees of these institutions vary greatly. Private boarding schools are common. Students in these institutions tend to perform well as they are provided with additional support and classes in the evenings. They are not required to work, and can focus on their studies. Refugees who participated in FGDs preferred private schools, and most accessed these schools through scholarships. This has important implications for foundational learning and the quality of teaching required to successfully compete for higher education opportunities.

Access to Higher Education

Uganda's higher education sector has grown considerably in terms of both the number of institutions and the demand for education services. Although the bulk of fee-paying university students are found in public universities, Uganda has a considerable number of private universities, as well as a number of vocational institutes. Even still, the number of universities cannot meet the demand for higher education.

Universities largely base their admission on performance in the Uganda Advanced Certificate of Education, commonly called the "A-Level," administered by the Uganda National Examinations Board. Students are admitted to universities based on A-Level scores and on an application to the Joint Admission Board (JAB), the body responsible for the national admissions to all postsecondary institutions. Many qualified students meet admission requirements, but still struggle to be placed in universities via the JAB. Refugees cannot be placed through the JAB, but they can apply directly to universities and self-fund their studies. A low-interest government student loan is available, but only to Ugandan students. When refugees apply directly to institutions, they are treated as "international students" and are required to pay higher international student fees and have a different set of academic admission standards.

Many refugees studying in universities at the undergraduate level in Uganda are DAFI scholars. The DAFI program is administered by Windle International Uganda (WIU), and DAFI provides full scholarships that cover tuition fees and study materials, transportation, application fees, accommodation, and other allowances. In recent years, the DAFI Scholarship can also be extended to provide refugees with six months of funding during an unpaid internship after graduation. In 2018, 469 refugee students in Uganda received the DAFI Scholarship, 34% of whom were female (DAFI, 2018). The number of DAFI slots does not meet demand: for example, there were three available spaces for urban refugees in 2018, and 135 qualified applicants.

Refugee students report a lack of information and communication around scholarship opportunities, and many are unclear on the selection criteria. Urban refugees report that most secondary and postsecondary scholarships go to refugees in settlement areas. Some universities run their own scholarship programs independently, but these are not accessible to students who are not admitted to those institutions. Many young women reported that they feel particularly sidelined by the scholarship selection processes; as one participant shared, "They look at us as people meant for the kitchens and household. We cannot get information in meetings happening here in the settlement sometimes." Some focus group participants reported that information on scholarships is very rare, only pinned on the notice boards in the base camps and the offices of education partners. When they are available, scholarships are sometimes subject to fluctuating funding, with students being told part way through their education that they can no longer be supported.

Document and credential verification processes present another obstacle for higher education

access. Significant financial barriers are associated with credential recognition. Some refugees reported that education agencies preferred students who had Ugandan credentials; as one participant said, "When they ask for applicants, sometimes education agencies want only youth who studied and completed in Uganda excluding the majority who come with their certificates from their countries of origin." The costs of verifying documentation from other countries via the National Examination Board can take up to four months and be quite expensive. One participant stated, "Equating of a certificate in Uganda is about $100, and you have to transport yourself to Kampala from South Western Uganda." The challenges of credentialing and admission have led some students to access TVET programs, although perception of TVET amongst refugees is poor. One participant remarked, "Some are taking TVET, but it is because they have no other options." In the meantime, one youth said many students "sit and wait; try to believe that there will be a way."

Employment and Economic Opportunities

Although Uganda has a more permissive context for employment than many other refugee hosting countries, refugees still face unique challenges. Fewer social networks, language barriers, bias by employers, and a lack of employment-relevant skills are some of the key barriers. Many participants in FGDs and KIIs thought that most companies in Uganda were not aware of the Uganda Refugee Act or the refugee laws passed in 2010. Some job advertisements still state that jobs are only for Ugandans.

Accessing a work permit is not supposed to be a requirement in most cases, and if it is a requirement, it is supposed to be free. However, many employers are confused about the requirements and some refugees have experienced disqualification for jobs once it is found out that they are refugees. Similarly, participants stressed that they were being regarded as unqualified or unfit for jobs in settlements. They reported that most refugees are only seen as interpreters, and not as professionals despite the credentials and job experience they might possess. Refugees in FGDs reported rampant discrimination in workplaces, including by NGO education partners. One participant said, "They only take a few South Sudanese to act as translators but you cannot be given a chance to teach. I am a teacher by profession."

The Government of Uganda is currently implementing a national policy, called Skilling Uganda. It emphasizes job readiness and vocational training (including at the secondary level). However in many cases, "entrepreneurship is still the only option for refugees," as one FGD participant expressed. Refugees also face challenges in obtaining capital and accessing resources. One FGD participant said, "We don't need external training programs, we need cash to scale what we already know how to do. Refugees need resources." However, some of the difficulties faced by refugees are shared by Ugandans as well. There is a significant challenge with unemployment in Uganda—and in particular, youth unemployment. Although the ILO estimates that 2.6% youth in Uganda aged 15-24 are unemployed (World Bank, 2019), other organizations have estimated youth unemployment to be 80% and higher. One participant of FGDs said, "I haven't seen any refugee—ever—get dignified and proper employment."

Despite the challenges to accessing higher education and employment, refugee students continue to seek ways to create their own opportunities, leading to growing networks of refugee-led CBOs in Uganda. These small organizations represent locally-oriented solutions addressing the needs of refugees. They also offer the prospect of potential partnerships for programs that are larger and offer more formal bridging and livelihood-focused programs. Some

of the CBOs are more formalized and run bridging programs. Some examples of education-focused, refugee-led CBOs include:

- Congolese Refugee Community in Kampala liaising with headmasters at secondary schools to negotiate lower fees for refugee children.
- RefuEDUCARE offers mentorship services, and supplies books and other scholastic materials to refugees in BidiBidi Refugee settlements.

4.2.2 Existing Bridging Initiatives

The landscape of the education system and the inclusion of refugees is also changing; higher education institutions and NGOs are exploring new solutions. Non-formal education pathways such as catch-up classes and accelerated learning have been adapted using the Ugandan curriculum and there are more and more initiatives being piloted to target refugees specifically. For example, "Virtual University of Uganda" is piloting opening refugee access to their suite of courses and programs available.

Despite the number of small programs and initiatives in Uganda and the progress of the government in the education sector, there are few higher education programs and opportunities that exist for refugee youth in Uganda. This is especially apparent in Kampala. Of the programs that do exist, the majority have a preparation and bridging component to support student success and readiness. Most Ugandan universities also have some types of bridging support programs for refugee students. Some of these bridging and preparatory programs are highlighted below. Given the low numbers of refugee students currently graduating from secondary schools in Uganda, this section also captures a number of noteworthy initiatives that are widening the pipeline of successful student graduates from secondary education.

Pipeline Programs

COBURWAS International Youth Organization to Transform Africa (CIYOTA)

CIYOTA is a refugee-led organization that provides access to education for refugees and others impacted by conflict. They have created primary schools to change the perceived value of education and to encourage greater enrolment. These schools reduce barriers for children to receive an education by providing meals and other supports. CIYOTA currently supports over 100 refugees in secondary school and has supported over 1,000 students to complete secondary school. In 2010, CIYOTA was the first organization to support refugees to graduate secondary school in Kyangwali—including the first five refugee girls to complete secondary school in the settlement ever. CIYOTA supports refugee-host community integration and schooling and CIYOTA programs employ more than 30 Ugandans. Graduates from secondary school are given information and mentorship so that they can access additional opportunities and scholarships.

Speak Your Rights English Classes

Refugee Law Project's English for Adult courses, called "Speak your Rights," are offered as an intervention to support refugees in language acquisition. This cost effective intervention offers English classes at all levels, from no proficiency in English to near fluency, and support with writing and reading. As the content of the classes is rights-based, learners engage in building not only their language skills, but also their understanding of the law and their rights and how to advocate for themselves. In this unique language class format, students engage in debates to practice English and critical thinking—both foundationally important for any future studies.

Accelerated Education Programs

The Ugandan government has created a condensed AEP curriculum that is equivalent to the national curriculum. AVSI Foundation is working in partnership to support AEP at the primary level for children and youth ages 10-18 who have not been able to complete their primary education. This program is offered four to five hours per day within a formal school setting. It supports learners as they are reintroduced at the secondary level, and when they move on to vocational training. War Child Canada offers an AEP at the secondary level in Adjumani to support South Sudanese youth to catch up in their schooling and to reintegrate into the mainstream education system. They plan to roll out the condensed curriculum in eight schools in Adjumani. If successful, this condensed curriculum could be offered nationally. This AEP was developed for an older cohort of students who completed primary school, but dropped out in secondary school and for whom it would be difficult to reintegrate into the secondary education system due to age and other barriers. Refugees over the age of 40 who have been out of school are interested in these accelerated learning programs.

Bridge to Formal Schooling

Young African Refugees for Integral Development (YARID) piloted a language project with students aged 8-16 attending local schools in Kampala. The Bridge to Formal Schooling project took an approach involving both parents and child refugees. Refugee children who were out of school and faced language barriers were invited to participate. Within existing local schools, refugee children were offered remedial English classes to help support their transition into the formal school system when they are ready. This project was housed in a school with refugees and host community students wearing school uniforms and participating in recess together. Thus, refugee and host community integration was strengthened in the schools. Through the project, 70% of refugee students were able to transition into the mainstream classes. YARID is starting a similar program in the settlement. There is a desire and need for similar initiatives in Kampala at the secondary level, and they are working with Windle Trust International to develop such a project.

Bridging Programs

Education for Humanity

ASU, in partnership with NRC, offers a postsecondary preparatory connected learning (online with in-person facilitation) program that includes 'Be a Successful Online Learner' and 'First Year University' courses. This blended model prepares students for online learning and helps develop English language skills, information literacy, and professional competencies. The learning modules have been created specifically to meet the needs and ambitions of refugees and displaced learners. In-person facilitators from partner organizations help to ensure learner success and learners gain transferable credits for their online studies. Some may need remedial courses, which can be supported through ASU as well. They are also working with Bugema University with refugee students who gain credit through ASU to bridge into university to complete their degree. ASU is also working with WIU in Nakivale on a single 2-month course in Agribusiness offered via solar-powered device that does not require electricity or internet connection. The pilot includes 30 learners who may access courses without connection, as 95% of the course work can be completed offline and course assessment is conducted via messaging communication with ASU faculty.

Foundational Courses

Refugees admitted to Ugandan universities may be required to take up to one additional year of training. They receive a letter specifying any requirements for foundational programs or courses with their offer letter to the institution. This is usually focused on business, writing, English and communications. There is sometimes a six-month intensive language program that students are required to take. For DAFI scholars, this is an additional component of their studies and is included in their scholarship.

ASHANGA

This very small Japanese scholarship is focused on orphaned refugees. It is only available to one or two recipients per year. Recipients can access higher education opportunities anywhere globally and they have access to a six to eight month intensive preparation program for this. The intensive preparation program includes support for language, cultural integration and academic preparation.

4.2.3 Existing Job Linkage Initiatives

Most livelihood-focused programs targeting refugee youth in Uganda focus on self-employment, entrepreneurship training, creating social enterprises, and accessing online job opportunities. Since refugees have the legal right to work in Uganda, most initiatives focused on formal employment opportunities have concentrated on information dissemination and awareness of opportunities. Community Development Centre in Rhino Camp convenes community and government meetings and hosts radio shows to build awareness among the public about the rights of refugees, including the right to work. Several refugee-led CBOs focus on entrepreneurship and employment access for out of school youth and include:

- UNLEAD in Nakivale Refugee Settlement which uses local materials and waste to build houses and train youth in business start-up.
- One Youth One Heart Initiative in Kampala which works on advocacy, employment, host and refugee youth integration, and relationship-building.
- The African Youth Action Network which runs an entrepreneurship and leadership Centre in Bweyale town.

No formal initiatives focusing on supporting refugee university students or graduates in accessing formal employment were identified. However, a number of new and noteworthy initiatives related to refugee youth employment are highlighted below.

Windle Alumni Association

The Windle Alumni Association is a network of past Windle scholarship recipients who contribute a small membership fee and access a shared WhatsApp group. This was a small group that has become more active and engaged. It is now a registered group at the national level with a governance structure of refugee scholars. Thus far, the group has mainly been a network to support connection and sharing employment opportunities and advice. The association plans to offer mentorship to secondary students in settlements, similar to DAFI KESO. They also plan to develop a savings program to help Windle scholarship recipients save a piece of their stipend until after they are done their studies (mandatory savings model). Their goal is to help encourage refugees to start businesses or have some funds for university. The group has a very long-term dream of opening a university closer to settlements; enabling refugees to work there and supporting more refugees to access higher education.

RISE UP

This small Kampala-based initiative provides collaborative assistance to refugees in Kampala to expand their skills through an apprenticeship program that allows refugees to gain practical work experience and reduce their barriers to employment. This year-long project worked to link 100 refugees with companies for 100 days of on-the-job training and development through placement. Many of the participants were refugees with a secondary and university education. Through this short program, refugees found employment or started businesses. The project funding concluded, but participants continue to run a design and fashion training institute for which refugees are recruited to participate with many finding employment.

R2 Social

This company is still in its infancy and plans to launch their pilot program in December of 2019. The initiative aims to provide refugees with training and employment and help to address the tech-talent shortage. They will recruit refugees and low-income host community members in Kampala and Rhino Camp, train them in basic software development and advanced technologies like, blockchain, AI, and machine learning. R2 Social plans to work with HackReactor, Microsoft, and MIT ReAct Hub to deliver blended learning—using a combination of online courses and classroom teaching. Successful graduates of the training will be given full-time employment with R2 Social in their computer lab in Kampala, and the work will be outsourced to companies around the world. The model is unique in that refugees will be given a stipend to learn, and will be employed and paid directly by R2 Social, rather than being paid by clients. R2 Social will be bringing in the clients. R2 Social will also be incubating tech startups with the criteria that they hire refugees or use their technology to benefit the refugee community. This way, the refugees who might not fit the criteria for tech training by R2 Social, but who have skills in tech, can still benefit from greater local employment opportunities.

Educate!

Educate! is an organization based in Kenya, Rwanda, and Uganda that works directly with schools and governments to shift to a curriculum that teaches business skills, entrepreneurship and life skills. This will help support students to increase their earning potential upon graduation. Educate! tackles youth unemployment by reforming what schools teach and how they teach it, so that students have the skills to start businesses, get jobs and drive development in their communities. Working through practically-trained teachers and youth mentors in primary and secondary schools, they are aiming to bring a practical, skills-based model into national education systems. Students participate in developing and testing businesses while in school. Educate! works in refugee schools in Bidibidi, Uganda. The students have successfully launched a business project manufacturing soap, selling it directly to the health centers in the settlements below the market rate.

Social Innovation Academy (SINA)

SINA offers fully-funded scholarships that include housing and meals. It offers a “Certificate in Applied Social Innovation” program to vulnerable youth from different backgrounds. SINA provides the space and support for youth to take over responsibilities in self-organization and become entrepreneurs, ideating, incubating, and prototyping ideas and starting their own social businesses. Refugees who have taken the SINA program replicated the model when they returned to the settlements, developing their own empowerment and social entrepreneurship hubs. OPPORTUNIGEE (‘Opportunity and Refugee’)

in Nakivale and Loketa in Bidibidi provide a self-managed space, internet, tools, learning resources, and tutorials on how to use the internet for research and the creation of projects. Refugees can access the free spaces to network, and to learn 'Design Thinking' and 'Lean Startup' in order to test ideas and find creative solutions. In Bidibidi and Nakivale, where there is a high population of idle refugee youth, the opportunity to learn creative business and innovation skills and to design own solutions fills an important gap. Taking these small businesses to scale and accessing new markets remains a challenge.

Skills Development Fund

Through the Skilling Uganda Strategy, funds from Belgium, EU and Irish governments that target youth and women are available to provide in-demand, flexible, and rapid technical and vocational skills training. Funds are available for projects working with refugees in settlements. Enabel is managing this project, focusing on vocational training delivery and on economic empowerment and self-reliance of refugees and host communities. Enabel identifies providers who are given vouchers to pay for livelihoods programming offered through specific NGOs for TVET programs (that must be based on local market need and approved by Enabel). The idea is that this will eventually be handed over to the Ugandan government to bring more young people practical training and skills.

4.3 ETHIOPIA

4.3.1 Context and Challenges

Ethiopia is the second most populous country in Africa, and also one of the poorest. Ethiopia is ethnically and regionally diverse, with over 80 different tribes and ethnic groups speaking more than 70 languages. Ethiopia is a country of origin, destination, and transit for large forced migration flows, including refugees. There are over 905,000 refugees in Ethiopia living in 26 camps located in five states. Approximately 2% of refugees in Ethiopia live in Addis Ababa, 80% of whom are Eritrean refugees (UNHCR, 2019b). In addition, due to a recent surge in conflict-driven internal displacement, Ethiopia has approximately 3.19 million IDPs (National Disaster Risk Management Commission, 2019).

More than 99% of refugees in Ethiopia come from four countries - South Sudan, Somalia, Eritrea and Sudan—and stay in camps near the borders. These borders however can be quite permeable, as refugees and host communities often share very similar cultures and languages, and engage in cross-border economic activities. Gambella Camp, which hosts nearly 45% of all Ethiopia's refugees (almost all of whom are South Sudanese) is the exception to this, as it is located further away from international borders and access to areas outside the camp is more limited (UNHCR, 2018e).

Socio-economic and Political

While Ethiopia has long hosted large numbers of refugees and has recently introduced more open legislation to enable refugees more freedom and access to opportunities, there are many challenges related to implementation of these commitments, and to integration and social cohesion between refugee and host communities. Ethiopia is a CRRF signatory and has signed nine pledges related to refugee support. This includes an "Out of Camp Policy" which allows some refugees to live outside of camp areas. Until recently, this policy only applied to Eritrean refugees, but has now—at the policy level—been expanded to take into account refugees from diverse countries of origin. The Ethiopian government has prepared a roadmap detailing the implementation of the CRRF and each pledge. In 2018, the Refugee Proclamation and additional legislative reforms have been put in place to grant refugees and asylum-seekers the right to work, to move freely, to choose where to live, and to leave and return. There is a great deal of anticipation and enthusiasm for this legislation in Ethiopia. It may lead to greater freedom and access to opportunities for refugees in Ethiopia. However, as this legislation was only ratified in January 2019, it is not yet fully implemented in practice and there are questions about what exactly will change and how this change will occur.

The ARRA is the Ethiopian government's counterpart to the UNHCR. It is responsible for refugee registration and coordination of all refugee assistance interventions in Ethiopia. Despite the Out of Camp policy, refugees leaving the camp are required to apply to ARRA for a movement pass. According to refugee youth who participated in FGDs, these passes are seldom granted.

Regions that are poor and struggling with massive unemployment and economic challenges are also the regions that bear the biggest burden of resource-sharing with refugees. The socio-economic challenges faced in these regions have led to significant tensions and public push-back on refugee inclusion. At some local levels, there has been public outrage over the idea of opening employment and the right to vote to refugees, for fear that refugees will take over. In order to manage these sensitivities, many stakeholders reported that the language of "integration" should not be used in Ethiopia. Instead, organizations and other stakeholders must always speak of "economic inclusion for Ethiopians, and then—and in that order—for refugees." Despite

tensions and challenges with inclusion, some aspects of integration in and around camps are quite seamless, with the majority of refugees and host-communities sharing common languages and cultures. The status of IDPs is also quite sensitive in Ethiopia, with internal displacements said to be "short-term" and issues treated as temporary. Yet it is unclear how long IDPs have actually been displaced.

Over the last five years, there has been a significant increase in the rate and magnitude of youth between the ages of 15-35 years old irregularly migrating from Ethiopia. Key drivers for irregular migration include poverty, land scarcity, climate change and unemployment. This is particularly prevalent in the North and impacts not only refugees in Ethiopia, but also Ethiopians. There is a great deal of funding and programming in the refugee-serving sector with the ultimate outcome and aim of curbing irregular migration from Ethiopia.

For many refugees, Ethiopia is seen as a bridge to resettlement, especially for Somalis and Eritreans. Many have family in North America and Europe and regard their time in Ethiopia as temporary. This waiting, coupled with challenging economic circumstances, creates a challenging context for youth to pursue and engage meaningfully in their pursuit of education. Urban refugees in Addis Ababa face the additional pressure of living in a costly city with limited support, and many cannot afford to study and need to find ways to earn an income.

A challenge for all in Ethiopia is the significant connectivity issues and frequent blocking of social media sites, including WhatsApp. This is more challenging in remote areas and in camps. According to one key informant in the Dollo Ado region, "there is literally no way to access the internet here." Limited connectivity creates additional challenges for any online university programs, e-learning, digital education spaces, and identifying and applying for employment opportunities.

Primary and Secondary Education

Education in Ethiopia is free at the primary and secondary levels, and heavily subsidized at the postsecondary level. As refugee camps are quite isolated, there is a parallel school system for the refugee and host communities—although refugees and host community children can access either type of school, depending on proximity. The Ethiopian curriculum is standardized nationwide in all schools (including refugee schools), but there are some variations, including the language of instruction at the local level.

Ethiopia has massively expanded its delivery of education services in recent years and expanded the physical infrastructure of schools to meet growing population needs. Although demand for services remains high, the system is overburdened, and there are challenges to quality and learning outcomes. Literacy rates continue to be low, completion rates are low and school drop-out rates continue to be some of the highest globally. In lower primary school, 63% of students are not achieving the basic learning outcomes needed to successfully transition to secondary education and 40% of school-age children are out of school (UNHCR, 2018f). Approximately 2.6 million children of primary school age are not in school and enrollment at the secondary level is about 9%. Many of the out-of-school children are from pastoralist, internally displaced or refugee communities. The participation and education attainment is particularly weak for girls, in part due to early marriage. The median age of marriage for girls and women across Ethiopia is 17 years and 58% are married by the age of 18. Girls and young women with less education and in rural areas have even earlier marriages, but the median age for marriage for women with a secondary education or higher increases to 24 years (CSA, 2016).

ARRA is the primary implementing partner managing elementary schooling in all refugee

camps, although there are some NGO-managed schools. When a refugee arrives, they are able to take a placement exam to enter the school system at the appropriate level. If they have their education documents, they are not required to take the placement test. At the end of Grade 10, students take the multiple-choice Ethiopian General School Leaving Certificate Examination (EGSLCE). Their scores determine whether they qualify for upper-secondary education, which is the university-preparatory track, or whether they enroll in vocational programs.

In refugee and host communities, the opportunity cost of attending school is high, as there is a strong need for income and the perceived value of investing in children's education is low. One refugee in Addis Ababa recounted, "There was a huge interest and aspiration about continuing education, before we migrated from our country [...] but after we arrived here, we [are] inclined towards work and generating income to survive." For many refugees, the high burden of unpaid work (especially for girls) and other employment pressures—such as the possibility of employment in the garment industry—pull them out of school.

Provision of education services is low in refugee communities. In Malkaeda Camp in Dollo Ado, there are over 230,0000 refugees across five acres of camp and only three secondary schools. Overcrowded schools,; inadequate food, sanitary facilities, and learning materials; and inadequately qualified teachers are all barriers to refugee education. Over 50% of the schools in camps do not meet safe learning environment standards (UNHCR, 2019b). Security concerns and ongoing displacement impacts children's attendance and learning, with frequent school closures and school interruptions. Host communities harbor mixed feelings about the refugee population, and there are integration challenges between host community and refugees in school.

Access to Higher Education

Ethiopian and refugee students who are on a university-preparatory track (Grades 11 and 12), are able to sit for the Ethiopian Higher Education Entrance Exam (EHEEE) at the end of Grade 12. If their scores on the EHEEE are high enough, students go through a centralized national admissions system for all universities, public and private. This is the main placement process for universities. Students do not have the opportunity to select their institution or program. The government places successful students into available programs and institutions based on their scores in particular subjects.

Refugees who complete secondary education in their home countries and wish to pursue university face particular barriers with regards to documentation. Due to the nature of displacement, they may not have their education certificates with them to validate that they have completed secondary school. ARRA provides refugee students who have graduated from secondary school in other countries with an opportunity to write the EHEEE in order to be placed in the national university placement process. However, they only have one opportunity to take this high-stakes exam and many students are not provided with the adequate support to prepare.

Through the national placement process, the government covers 75% of the cost of university for all students (Ethiopians and refugees). The remaining costs are covered by scholarships or are self-funded. For students who do not make the cut-off scores for placement through the central agency, but who apply separately to individual institutions, the cost of university is entirely self-funded. Many respondents and refugee youth who participated in this study expressed that they felt the central university placement agency accorded refugees with last priority in terms of field of study and location. Refugee students tend not to be able to study the subjects they desire and the spots they are given are

"undesirable and far away." Students are sometimes placed in universities in completely different parts of the country, far away from community and family. This creates difficulties related to isolation, language, and other protection issues. For students placed in regions with a different local language, there are often challenges to adapt to both higher education and the community in general. While the official language of university instruction in Ethiopia is English, in practice, many universities teach almost exclusively in the local language. One refugee in Addis Ababa shared that in his class in Adigrat, Tigray, only 28 Eritrean refugees graduated, out of the original cohort of 130.

UNHCR Ethiopia supports two higher education scholarship programs: the DAFI Scholarship and a scholarship program implemented by ARRA. Refugees who are placed in the centralized government system are automatically eligible for either an ARRA government scholarship or a DAFI Scholarship for the remaining 25% of tuition, plus additional funds for travel and accommodations. In 2018, DAFI funded 830 scholarships for refugee students, nearly tripling the number of scholarship recipients since 2015. Additionally, ARRA and the Ethiopian Government fund hundreds of scholarships that provide the same support as DAFI Scholarships. The DAFI program in Ethiopia is administered by the Association of Ethiopians Educated in Germany (AEEG). It is the second largest program globally with the lowest average scholarship cost because of the government's tuition subsidy. Postsecondary access for refugees has grown considerably over the past number of years, with approximately 3,000 refugees attending university, compared to 1,600 in 2016 (UNHCR, 2018f). However, few women are able to obtain higher education in Ethiopia: only 30% of Ethiopian undergraduate students and 22% of DAFI students are women. The number of young women eligible for university is constrained by the number of girls who complete secondary school and score well on exams (Federal Ministry of Education, 2015).

In the non-university sector, students are generally streamed into TVET institutions after Grade 10, depending on their EGSLCE scores. Thousands of refugee youth are currently enrolled and attending TVET programs in the Gambella, Tigray, and Somali regions, and in Addis Ababa. While these institutions have not historically been the focus of the Ethiopian government and are not considered desirable locally, the high and growing unemployment and growing economic challenges for university graduates in Ethiopia have led to an expanded interest and focus on investing in the quality and labour market relevance of TVET institutions in Ethiopia.

Young refugees, many of whom know a large number of people who are unemployed after their postsecondary studies, also question the quality and relevance of a university education in Ethiopia. Most refugees who participated in FGDs felt that university in Ethiopia did not adequately prepare them for current labour market demands. One refugee youth in Addis shared that "we are graduating for the sake of getting a degree and to help when we leave the country, go home or resettle." While the perceived lack of quality and employment relevance pushed some refugees not to pursue higher education or to drop out, others—in particular from the South Sudanese community—felt that higher education was going to be important when they could return to their country.

There are no graduate level scholarships available to refugees. For those who can afford graduate studies, they are required to complete two years of work experience before they enter a graduate-level program. With joblessness and unemployment so high, this poses a challenge for all graduates, especially refugees who do not have the same legal rights to employment as Ethiopians.

Employment and Economic Opportunities

Youth unemployment is a significant challenge in Ethiopia. While the ILO estimates that 2.8% of youth in Ethiopia age 15-24 are unemployed (World Bank, 2019), many NGOs estimate that youth unemployment, in particular in rural areas, is significantly higher. Ethiopia's economy is still largely agricultural (70%), with the service sector (20%) and industry (10%) making up the largest of the portions.

There are changes in Ethiopia's legislation forthcoming. For the time being, there are some restrictive employment policies and these limit livelihood oriented programs for refugees. For example, economic activities related to trades require licenses, which are not permitted to the refugee community. This policy makes opportunities in the TVET sector less attractive for refugees. While some stakeholders interviewed still consider TVET "a strategy to beat unemployment," other key informants claim that there is less than 1% employment after graduation. NGO-led programs to teach specific skills (such as tailoring or baking) can support informal employment, but do not come with formal credentials and recognition. Most economic activities for refugees are casual labour in the informal sector. The informal market is also constrained by lack of access to credit: few refugees can access bank accounts, let alone credit. According to one key informant, financial inclusion is a long way off for refugees in Ethiopia as "refugees can't get a loan to start a business, or to do regular business transactions."

For refugee communities, there remains a high level of dependence on external assistance (Hall Consulting, 2014). In a study on Eritrean refugee employment in Mai Aini and Adi Harush Camps, 63% of survey participants reported not having worked in the past 30 days. Of the youth participants aged 15-24, 72% have not done any work over the past 30 days. Among the women participants, 76% never work throughout the year. For just over half of all participants (56%), aid is the main source of income (Hall Consulting, 2014). Although the probability of finding a job in urban areas is higher than in the camps, many urban refugees lack information related to the opportunities available in the labour market (Zetter & Ruaudel, 2016).

As for opportunities for camp-based refugees in the formal sector, the landscape of opportunities is murky. The Ethiopian government plans to employ refugees in newly developed industrial parks in Ethiopia, which may be able to provide jobs for as many as 30,000 refugees. However, there are concerns over movement and safety of families, as well as decent work. Ethiopia's one-stop centre job matching program is accessible to refugees, but attempts to access it often leads to backlash from locals. Many refugees find that after leaving the camps in search of better opportunities via higher education, the only opportunities they can access are the same jobs that they left (incentive workers, camp teachers, and interpreters).

4.3.2 Existing Bridging Initiatives

DAFI and the ARRA scholarships are the only formal refugee-specific higher education programs currently operating in Ethiopia that were identified. AEEG's branch offices are in various areas and DAFI focal persons provide support to university students and a network of refugees. However, there are significant challenges with university retention and completion, support to student integration, and academic and psychosocial well-being. There are some NGO-led initiatives aimed at supporting access to education for refugees and a network helping enrolled refugee students facilitated through the DAFI Club. Some noteworthy initiatives related to helping refugee youth in Ethiopia to successfully access higher education are highlighted below.

DAFI Club in Ethiopia

Established in 2012 by refugee university students in Jijiga, these clubs now include refugees funded through ARRA refugee scholarships and DAFI students. A membership-based organization, the DAFI club requires a small one-time fee and a monthly fee. The club offers networking activities and supports education access and mentoring for current university students. The club also supports and enables members to tutor primary and secondary school students in refugee camps during summer breaks.

University Exam Preparation

With EU funding, Danish Refugee Council (DRC) implements a university preparation program to help Eritrean refugees in Tigray prepare to take the ARRA-administered EHEEE in order to access university. The university exam preparation program targets those who arrive with completed secondary education but are still required to take the high stakes EHEEE entrance exam. With only one chance at succeeding, the preparation program provides study support, teacher support, and materials to help students prepare.

4.3.3 Existing Job Linkage Initiatives

Employment in Ethiopia is opening up for refugees, but commitments have yet to be fully implemented. Many of the livelihoods-oriented initiatives for refugees focus on low or semi-skilled employment (i.e. manufacturing at newly opening industrial parks) rather than employment post-higher education. Some participants shared concerns about "project-icising" the CRRF, wherein NGOs create multiple, small projects to increase employment—but solutions are not systemic nor mainstreamed. There are several NGO initiatives that work in the livelihood space targeting refugees and refugee youth, however, no initiatives were identified that specifically focus on supporting refugee university students or graduates in accessing employment. The opportunity for DAFI or ARRA refugee scholars in Ethiopia to access funding for internships and placements after graduation is not available. New and noteworthy initiatives related to refugee youth employment are highlighted below.

Remote and online employment

There is a growing trend to support refugees in accessing online job markets and to work remotely. JRS education provides an online education service for urban refugees in Addis Ababa at its Refugee Community Center. They aim to support refugees to access online work opportunities. ZOA has a project with Gabeya (an EdTech IT company) to train refugees and then give them to access international opportunities and jobs online.

Refugee Integration and Self-reliance in Ethiopia (RISE)

SNV Netherlands Development Organisation, has partnered with the Netherlands Embassy in Ethiopia and ARRA on a small employment and integration project for refugees and Ethiopians. This project aims to expand the industrialization agenda of the Ethiopian government while creating jobs for both Ethiopian citizens and refugees. Through the engagement of Dutch private companies (starting with the Tulip Water Filter Company), the project hires individuals in refugee and host communities and builds self-reliance and integration. This initiative is small, but the example is one that they hope to scale.

Stemming Irregular Migration in Northern and Central Ethiopia (SINCE)

A multi-partner DFID-funded project, the SINCE project is aimed at reducing irregular migration by improving the living conditions and opportunities for vulnerable people, specifically youth and women. There are several project components all focused on

livelihood opportunities, including strengthening the local TVETs to provide more market-oriented vocational training, building public-private partnerships, and raising awareness of worker rights, gender equity, and safety in the workplace. Strengthening TVET training and applicability is to begin by engaging with companies to identify gaps in employment, and to develop job profiles and work with TVETs on curriculum and training.

Qualifications and Employment Perspectives (QEP)

GIZ in Ethiopia is working both with existing institutions and the government to help improve the quality of employment-related TVET opportunities available to refugees and host communities. The QEP project supports refugees and host communities in Ethiopia through systems change and capacity-building work within TVET institutions—in particular, the project strengthens TVET linkages with industry and their relevance to the labour market. They are integrating the QEP program within existing TVET institutions to build institutional capacity and strengthen the public offerings. The project places a great deal of focus on integration programming and training for the teachers in order to build stronger community cohesion and networks between refugees and host communities. At the Nefas Silk Polytechnic College in Addis Ababa the project delivered training and awareness-raising on the demographics of the refugee population, understanding the CRRF, and how to support positive peer relations between host and refugee communities. This new project is being adapted and rolled out in Jijiga in the Somali region.

4.4 NIGERIA

4.4.1 Context and Challenges

With more than 186 million inhabitants, Nigeria is Africa's most populous country, and one of its most diverse, with more than 250 ethnic groups and hundreds of languages. The population of Nigeria is projected to surpass that of the United States shortly before 2050, at which point it would become the third largest country in the world (UN, 2017). Nigeria is said to have emerged as Africa's largest economy, with a significant amount of its revenues derived from oil. Despite its oil wealth and growth in agriculture, telecommunications, and services over the last few years, 62% of Nigerians remain in extreme poverty (Oxfam, 2017).

Socio-economic and Political

The drivers of displacement in Nigeria are multi-faceted, complex and often overlapping. However, the emergence of the militant Islamist group, Boko Haram, has been a core driver of displacement—92% of displacements related to violence and instability were caused by Boko Haram (UNHCR, 2019c). The Boko Haram insurgency has claimed more than 32,000 lives in Northeastern Nigeria, where whole communities have been forced to flee. Education at primary and secondary levels, especially for girls, has been threatened, targeted and deeply impacted by Boko Haram. The Internal Displacement Monitoring Centre indicates that Nigeria has been affected by internal conflicts and generalized violence since 1999. Today, there are nearly 2 million IDPs in Nigeria, with the number having doubled in the span of three years (DTM, 2019). There are also approximately 41,000 refugees in Nigeria, 95% of whom come from Cameroon, as well as significant flows of refugee returnees from Cameroon, Chad and Niger (UNHCR, 2019c).

The largest IDP populations are in Borno State (94%), Nigeria's poorest region, followed by Adamawa State (9%), and Yobe State (7%). Over 60% of IDPs live in host communities and 39% live in IDP camps (DTM, 2019). Despite the Nigerian government's claims that Boko Haram is near defeat, this insurgency continues to be the biggest driver of displacement in Nigeria. In the middle belt region of Nigeria, competition between pastoralists and farmers has also caused tensions, culminating in violence and displacement. There is significant mistrust and fear that there are Boko Haram extremists within the IDP population or within the local community. Additionally, IDPs are viewed as those who are temporarily displaced and who do not require ongoing long-term services and supports. One youth shared, "No matter how long an IDP stay here, he can't be treated like locals, [and] he will be discriminated [against]."

Nigeria was one of the first countries to sign the Kampala Convention in 2009 (African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa). In 2012, Nigeria also adopted the National Policy on IDPs aimed as a response to the human rights needs of IDPs. In line with its obligations under the Kampala Convention, Nigeria's Federal and State Government Ministries, Departments and Agencies have been responding to the needs of IDPs through various protection and assistance interventions, with the support of international and local humanitarian actors. Despite the scale and complexity of displacement, the humanitarian response is far from meeting the assistance and protection needs of IDPs. Nigeria's intervention and support has focused on security and immediate humanitarian needs.

IDP camps are provided by government and supported by non-state humanitarian actors. Many IDPs have been hosted in public schools and places of worship or temporarily relocated to 'IDP host communities' in search of safe spaces. Within camps and in host communities, there are deteriorating security situations as well as socio-economic

fragility, chronic poverty, harsh climatic conditions, recurrent epidemics, poor infrastructure and limited access to basic services.

Primary and Secondary Education

Nigeria's education sector is overburdened by a growing youth population. In 2018, nearly 44% of the country's population was below the age of 15. The education system lacks sufficient capacity to absorb the total demand (World Bank, 2018). Nigeria has the highest number of out-of-school children in the world; 10.5 million children aged 5-14 years are not in school.

There are serious disparities of access to education across different regions in Nigeria. In Northeastern Nigeria, school attendance is the lowest in the country and schools are poorly equipped and resourced (Isokpan & Durojaye, 2016). In Northeastern Nigeria, there is a severe lack of infrastructure, qualified teachers, teaching materials and overcrowded classrooms. In Northeastern Nigeria, the net attendance rate is 53% and almost half of the girls are not in school (UNICEF, 2019a). School dropout rates are highest in Northeastern Nigeria, while literacy levels are the lowest in the country. Upon grade completion, 91% of Grade 4 students and 72% of Grade 6 students are unable to read (Save the Children, 2016). This is even more discouraging among girls, with 85% of all girls in Northeastern Nigeria unable to read, compared with 20% in Southwestern Nigeria (National Population Commission, 2011).

Primary and secondary education are free and compulsory in Nigeria. However, there continues to be school fees, and costs for uniforms, stationery, books, and transportation. These pose significant barriers to many children and families. Although there are several NGOs in Northeastern Nigeria supporting student enrolment, the cost barriers are insurmountable for many.

The Boko Haram insurgency in Northeastern Nigeria further devastated an already struggling education system. Extremists view education as a threat and have attacked schools and targeted students in kidnappings and attacks (UNESCO, 2019). As a result of incessant attacks in Northeastern Nigeria, over 1,400 schools have been destroyed, damaged, or looted. More than one million children have been forced out of school, including 600,000 who have lost all access to education. Nearly 2,300 teachers were killed and over 19,000 forced to flee. The 2014 Boko Haram Chibok abduction of 276 schoolgirls—113 of whom remain in captivity—brought global attention on the impact of the insurgency on education (Human Rights Watch, 2016).

Displaced children frequently miss out on school for up to three years, and many never have the opportunity to return. Economic challenges of families are compounded by displacement. Many IDPs lost their livelihoods when they were forced to flee. For parents without regular income, it is even more difficult to support their children's education. One youth shared the financial burden that the insurgency has had on his family: "Boko Haram insurgency makes the situation worse, my parents lost their businesses and we have to depend on support from government and NGOs." Other IDP children and youth have been forced to shoulder all household responsibilities after their parents were killed in the attacks.

In addition to strategic education attacks by Boko Haram, the insurgents also used school facilities temporarily in areas where they seized control. Further, many schools were forced to shut down and deserted school buildings were converted into shelters for IDPs or military camps. This significantly reduced children's safe access to education (Isokpan & Durojaye, 2016). The economic damage to education infrastructure within the three states of Adamawa, Borno, and Yobe are

estimated to be US$249 million. An estimated US$721 million is needed for education recovery in the northeast states (Mariam, 2016).

The Boko Haram insurgency has been "technically defeated", according to the Nigerian government, and there have been some security improvements in the last two years in Northeastern Nigeria. Nonetheless, there are still significant barriers to education. These barriers exist both for those whose education was interrupted by displacement and violence, as well as those who have not experienced interruption. There are also structural challenges, with far too few schools to meet the education needs. The lack of qualified teachers, teaching and learning materials, and teaching aids means that teachers are overburdened with overpopulated and ill-equipped classrooms. There have been some informal learning centres established, and there are schools that operate a "double shift" to accommodate more students, however these interventions cannot cater the number of children in need:

"I encountered enormous challenges in my education. I attended community primary and secondary schools, where students sat uncomfortably on floor in an uncompleted building, listening to a teacher who lacks the barest teaching aids. The schools have no electricity, laboratories, libraries and workshops. And when it's rainy season, I skipped most of the classes to follow my parents to farm, because I hail from a poor family, in a community of cattle herders, where most parents do not appreciate the long-term benefits of giving education to their children."

- FGD participant

There are ongoing concerns with school safety, further impacting access to education for children and youth in Northeastern Nigeria. In the latest UNESCO education needs assessment, 28% of schools had been damaged by bullets, shells, or shrapnel; 20% had been deliberately set on fire; 32% had been looted; and 29% were still in close proximity to armed groups or military (UNESCO, 2019). Ongoing safety, including a fear of abduction, continue for IDP youth. One young woman at Bakassi IDP Camp said, "I was abducted when I was in SS1 in 2017, I was later rescued and reunited with my family after a long period but couldn't continue school up till now because of fear of Boko Haram." Some families choose not to send their girls to school for cultural and economic reasons, as well as for security and ongoing fears related to girls being targeted through education. Additionally, there are complexities related to age, family structure, and school access. According to one key informant in Northeastern Nigeria, some young mothers who were abducted and who have been out of school for multiple years are now wishing to return to school but face significant stigma and challenges related to attending primary school alongside their own children.

Financing remains a barrier in accessing education for IDP youth. An FGD participant shared the economic burdens of trying to go to primary and secondary school: "My biggest challenge has been funding. My parents and relatives have been supporting me since primary school, but sometimes it's challenging for them. […] I struggle a lot to get money to pay for my uniform and transportation. This means I either withdraw from school or find a way to support myself. So I started teaching at a private school to get some money to support my education."

For some displaced youth, lost certificates and documents during displacement has caused challenges to accessing secondary school. IDPs are permitted to get replacement documents and enrol at the appropriate level of education through an affidavit process. However, there is a lack of information on how to do this. According to one key informant, many IDPs do not pursue the process

as they think it will be too costly or impossible to complete. Additionally, there are low rates of civil registration in Nigeria, with only 30% of births registered (UNHCR, 2017c). These documentation challenges hinder access to education for many in rural communities, and pose additional challenges for refugee determination processes.

For IDPs, children are often seen as a source of income to support the family. Girls participate in child labour, such as hawking and housekeeping jobs, to secure income or various necessities for their families. The pressure on girls to bring home an income for the family reduces the possibilities for many of them to attend school. Boys who are out of school also engage in economic activities. Displaced youth in FGDs shared that youth are susceptible when they are out of school and often fall into drugs and criminal activities.

Access to Higher Education

Nigeria's higher education sector has been overburdened by a significant 'youth bulge'—more than 60% of the country's population is under age 24. Rapid expansion of the nation's higher education sector in recent decades has still been unable to meet the demand. As a result, a substantial number of would-be college and university students are being turned away from the system. About two-thirds of applicants who sat for the country's national entrance exam in 2015 could not find a spot at a Nigerian university (WES, 2017).

The response to the education needs of IDPs in Nigeria has been small relative to the overwhelming support offered to other sectors and regions. There is no clear emphasis placed on providing access to higher education for IDPs. Local and international NGOs often support interventions that provide only temporary primary school classrooms in IDPs camps and that supply basic school materials. In South Nigeria, refugees and some returnees are eligible for a small number of DAFI Scholarships. In 2018, there were a total of 14 DAFI Scholarships awarded to Cameroonian refugees in Nigeria (DAFI, 2018). While still very small, the DAFI Scholarship for refugees in Nigeria has grown to nearly double in the last year, aiming to support some of the thousands of Cameroonians who started university but were subsequently forced to flee.

University admission is based on a student's Joint Academic Matriculation Board (JAMB) score. The JAMB is a highly competitive process and even those with a high score do not always find a place in university. Refugees who went through the education system in Nigeria can take the JAMB like others. However, refugees who arrived in Nigeria after completing secondary school, or part way through their university studies, need to contact the institutions in their home countries directly to see if they can access documentation and whether their credentials will be recognized. There is no centralized process for qualification recognition to support this.

The JAMB is a challenging, high-stakes exam and is perceived to disadvantage those who come from under-resourced and low-quality school systems. IDPs felt that there were inadequate support systems in place to prepare for the test. For many, the cost of taking the JAMB is a barrier for IDPs and those living in poverty. IDPs in Northeastern Nigeria are supposed to be granted free access to the JAMB, however, in practice, youth shared that this rarely happened:

"We are deprived [of] the free national exams registration by IDP camp officials. Ideally, all graduating students under Borno State sit for a trial exam and whoever passed the exams is allocated a free registration for national exams. However, only five of us in our school passed the mock test. We saw our names placed vividly, but it was snatched away by the camp officials. They gave them to their close family members, leaving us to suffer."

-FGD participant

The majority of IDP respondents perceive that gaining admission to university is based on favouritism and corruption. Many IDPs view the host community as having an advantage in securing admission, especially for competitive courses like medicine, law and pharmacy. IDPs shared several stories of administrators putting up roadblocks to their admission process, despite having secured a placement.

IDPs face challenges paying university registration fees and tuition and they do not have access to information about available scholarships nor how to apply. Some scholarships are only available online and, according to some of the IDPs, a lack of Internet and computers in Northeastern Nigeria limits awareness of and access to these opportunities. Despite few scholarship opportunities, many IDPs pursued higher education and struggled to finance their studies.

"When I got admission at the Yobe State University, my biggest challenge was how to pay tuition fees and accommodation. With the intervention of my school principal, my father sold his two cows to pay the tuition fees and accommodation for my first year. While in the university, I used my weekends to do menial work [...] to take care of myself and buy books."

-FGD participant

While there are no scholarships specifically targeting IDPs, some displaced university students are able to access scholarships once studying in university.

There is a high demand for university education amongst IDP youth. The majority of the FGD participants felt that university education would help them to pursue their careers and, for young women, avoid early marriage. Some IDPs have ambitions to work in the civil service, while many others would prefer to run their own businesses. One FGD participant in Bakassi IDP Camp said, "As an IDP from a poor family, university certificate or adequate skills from a vocational study would help me to find a job that can sustain me and my family. [...] Finding [a] job in Nigeria is difficult, so there's no guarantee that education will help me to find a decent job, but it is worth it to try first than to give up easily without trying." On the gendered experience of girls' access to education, one young woman said, "When we finished secondary school, my father encouraged my brothers to continue to university and polytechnics and let me to stay at home. To him, educating me is a waste of money because I will end up getting married before I graduate. That is why many girls here don't have the luxury of going to university." Another young woman believes higher education is protection from early marriage: "As a university student, my parents will not pressure me to marry early. They will allow me to continue without getting married until I finish."

A limited number of NGOs support higher education in Northeastern Nigeria, as most education programs for IDPs focus on primary students. A FGD participant at Bakassi IDP Camp said, "There are no programs that are focused on supporting us to continue to university. Some NGOs organize programs and distribute scholastic materials for those in primary and secondary schools, but nothing for us that finish secondary school and are struggling to get admission in

university or other higher [education] institutions."

Employment and Economic Opportunities

Joblessness among youth is a major problem in Nigeria. Currently, nearly a quarter of Nigeria's population is out of work and 20% is underemployed. According to the World Bank, unemployment for youth aged 15-24 is 19.7% (World Bank, 2019). Others estimate that youth unemployment is significantly higher—over 55%. Even among university graduates, there is rampant unemployment (Aljazeera, 2019).

All Nigerian bachelor's degree graduates under the age of 30, whether they studied in Nigeria or abroad, must complete the compulsory one year National Youth Service Corps (NYSC). The NYSC posts youth to other regions within Nigeria to work in schools, government offices, and companies for one year and the government pays them monthly stipends. It is compulsory for every Nigerian, including IDPs (refugees in Nigeria are exempted). The NYSC Certificate is a requirement for getting a job or admission into any postgraduate program in Nigeria.

The majority of IDPs identified competitiveness of government and NGO jobs, favouritism, and corruption in the recruitment process as the key barriers to their employment. IDP respondents felt that there is favoritism towards locals and that IDPs are disadvantaged in accessing formal employment. According to one youth, "We compete with local people for few available government jobs, and local people have more advantages over us, because they know the recruiters and some politicians that will help them to secure [...] jobs." Due to ongoing insecurity, some IDPs said they face difficulty getting required endorsements from their local governments to be able to compete for opportunities.

IDPs shared an interest in working with NGOs and in support of those in their communities. However, many shared that NGO jobs are difficult to access as there is a preference for graduates from top universities with a long history of work experience. IDPs and many others who could not afford to attend top universities felt that they could never qualify for these opportunities. Some youth are frustrated about this, highlighting how many of the international NGOs hire from outside the community for key positions within camps and that non-IDPs may not adequately understand the context.

The majority of IDP youth felt that the only available opportunities were in the area of entrepreneurship and self-employment. However, they felt that making enough money through self-employment was difficult. IDPs highlighted that universities are aware of the employment challenges youth face and sometimes offer courses to support more practical skills acquisition to prepare graduates to become job creators. However, respondents currently attending universities said that there was little commitment to learning in compulsory entrepreneurship courses. Students still focus on passing exams, even in these applied course aimed to provide practical skills to start businesses. Outside of university, there are a lot of vocational training opportunities for both young women and men who are IDPs. However, few provide the necessary capital to start running a business.

Some IDPs pursued livelihood programming and vocational training. There was a common desire to have more programming to support practical skills development. Such training was largely offered in urban centres, and IDPs heard about them through television and radio. One youth said that after taking an aluminum fabrication and business skills training in Maiduguri and intending to start a business with the start-up capital promised, three years later, he is still waiting for the funds from the NGO that ran the training program. IDPs shared that they are not sure whether participating in

existing livelihood programs will help them access employment.

For refugees in Nigeria, the legal mobility and right to work creates opportunities for employment. Nevertheless, refugees in Nigeria still face challenges in obtaining the required documentation for work permits. Additionally, DAFI graduates still struggle to access employment and achieve the necessary skills and networks to access opportunities. According to key respondents, employment challenges are similar for refugee graduates and Nigerian graduates. Through a new initiative, some DAFI graduates have recently been able to access paid volunteer placement opportunities, helping them to create new networks, gain experience, and secure ongoing employment.

4.4.2 Existing Bridging Initiatives

Refugee and IDP children are welcome in local schools, and in border areas there is a high degree of cultural and linguistic affinity that facilitates integration. While institutional challenges remain around university admissions processes and the high demand for opportunities, there are also exciting possibilities in Nigeria related to connected learning and improved processes for registering refugees with national ID cards in Lagos, in collaboration with UNHCR. The initiatives identified here are primarily focused on building the pipeline of successful secondary school graduates. These noteworthy initiatives related to supporting refugee youth and IDPs in successfully accessing higher education are highlighted below.

Pipeline Programs

Future Prowess Islamic Foundation School

Future Prowess Islamic Foundation School is a privately-owned school in Maiduguri, Borno State. It has become famous for providing education for IDPs and kids orphaned by the Boko Haram insurgency. The school has about 800 pupils, and some of the students that started in the school about 11 years ago are currently in postsecondary institutions in Borno state. The Future Prowess Foundation is helping students access affidavits and new birth certificates, and to do their placement tests so that they can get into the mainstream system. The school also supports linkages with funders and philanthropists to help fund students to access university education.

Education Crisis Response (ECR)

Launched in 2014 with funding from USAID, the Nigeria ECR program works to expand access to quality learning opportunities for displaced, out-of-school children and youth ages 6-17. It currently focuses on Adamawa, Bauchi, Borno, Gombe, and Yobe states. More than 30 Nigerian organizations and NGOs are implementing the ECR project. The project is working to create 1,241 non-formal learning centres, which may be located in churches, mosques, Qur'anic schools, and other locations in order to provide basic education and wrap around psychological and social services. In these centres, class sizes are limited to ensure greater attention for the students, particularly since some may have been absent from formal schooling for up to two years. For older students, the ECR program incorporates additional skills-based classes to support income-generating activities. The program's aim is to mainstream students back into the formal school system. When students are reintegrated into the mainstream school system, teachers are provided with support to help them succeed.

Addressing Education in Northeast Nigeria (AENN)

FHI360 is working with Save the Children, Viamo, the Nigerian government and local NGOs to

implement the USAID-funded AENN. AENN aims to increase access to safe, relevant and quality education for over 300,000 IDP children and youth, while building long-term resilience in the education system in Borno and Yobe states. AENN builds the capacity of the education system implement AEPs for non-formal education, support conflict-affected schools through teacher training programs, develop school safety initiatives and increase community awareness and involvement.

4.4.3 Existing Job Linkage Initiatives

There are a small number of employment programs and initiatives for displaced youth graduates in Nigeria. Most job-linked programs target out-of-school youth and adults and provide them with vocational skills and start-up capital for businesses. There are some programs that target students and graduates to support them in accessing internship opportunities and more technical training to enhance their access to formal jobs or to create small and medium enterprises. Despite these interventions, many youth still lack the basic skills necessary to compete for jobs and earn a living. Below are some of the programs and initiatives supporting displaced youth to access economic opportunities.

DAFI UNV Postgraduate Program

Specifically for DAFI graduates, this is an opportunity for refugees in West and Central Africa to be financially supported for one year to work as United Nations Volunteers (UNV). In partnership with UNHCR and IOM, this refugee employment pilot launched in 2017 with the aim of supporting the SDGs. UNHCR liaises directly with the various UN agencies to support them to bring in volunteer refugees, and to provide support and onboard them. In 2018, 14 DAFI graduates participated in the UNV program. Through this opportunity, refugees gain practical skills and many have maintained employment. Simultaneously, UN agencies benefit from skilled refugee graduates in the workplace.

Skills Acquisition Center

The Future Prowess Islamic Foundation supports training and provides start-up kits to IDP youth to operate small businesses in Borno state. Their Skills Acquisition Centre offers IDPs training in business management, leadership, and financial management so that their businesses can grow. Under the same project, Future Prowess Foundation, in partnership with UNHCR, supported 1,000 IDP families to return to farming and to utilise modern farming methods that improve yields, reduce waste, and improve soil quality through the use of sustainable farming methods. This activity has helped increase food security and self-sufficiency for families in the region.

American University of Nigeria (AUN)

Working in partnership with UNHCR since 2014, AUN provides livelihood support and start-up kits to IDPs, returnees, and host communities in Borno, Adamawa, and Yobe States. Through the formation of co-operatives, IDPs are empowered with financial support to start businesses and with the skills in various trades based on findings from market assessments. The trainees are mostly vulnerable women drawn from affected insurgency areas and training support includes materials, free transportation to and from the training center, and a daily meal during the training.

Mercy Corps' Maida Project

Launched in 2018 with financial support from the EU, Maida is implemented by Mercy Corps and the International Centre for Energy and Environment for IDPs, returnees, and host communities in Borno State. The program delivers market-aligned vocational training for IDP youth on sustainable household energy solutions, such as solar system design, installation, and maintenance, and the use

of local materials to produce efficient wood stoves. Trainees receive business development instruction on sales and after-sales services of these products. In the future, the project plans to provide cash grants to support business start-up in both solar and stove production and sales.

4.5 ADDITIONAL BRIDGING INITIATIVES IN OTHER COUNTRIES

Outside of the countries of focus for the mapping study, additional noteworthy initiatives were identified that support displaced youth to bridge and prepare for higher education and for employment after graduation. These are included below.

Education

JWL Linkages in Malawi

In the Dzaleka Refugee Camp in Malawi, JWL is working with both Regis University and SNHU to offer refugees opportunities to study at the diploma and degree levels and to transfer credits from the diploma program to shorten their studies at the degree level. Students are required to take the diploma before taking the degree program, but their overall studies can be shortened in this model. The SNHU program is degree-level and considered more rigorous. However, the Regis Diploma program helps prepare students to succeed academically. Through the program, WUSC SRP students have received transfer credits for their studies in Canada.

Kiron

This online learning platform provides free courses and study tracks for displaced learners worldwide, with a particular focus and presence in Jordan and Lebanon. Kiron focuses on learners whose study was interrupted, as well as providing digital skills for those who were never able to start. Kiron's campus is a digital platform offering custom-made online study programs built through partnerships with high-quality providers of massive open online courses (MOOCs) and Open Educational Resources (OER). Academic staff work with over 56 university partners in matching learning outcomes of various faculties to courses and modules on Kiron's platform. In Germany, Jordan, and Lebanon, Kiron works with partner universities to recognize up to 60 transfer credits from the platform. Access to Kiron is based on refugee or IDP documentation and status, rather than academic documents. This helps ease some of the documentation challenges displaced learners face. The preparatory "Foundational Year Program" for refugees and other marginalized youth could be more widely applied to help students prepare for university (e.g. digital literacy, English, study track programs that focus on core courses offered in the first two years of university). They have also recently set up several short program certificates focused on employability skills in areas in which the students themselves have said they wish to gain experience and eventually work. Some exceptional students are trained as part of a six week "Student Empowerment Program," allowing them to earn an income while providing peer support as facilitators.

Kiron has started co-creating OER course content with a strong focus on localization with its partners, and wishes to do the same in key countries in Africa. Many of Kiron's over 6,500 students globally come from an array of African countries; there are 278 students in Kenya alone. In Kakuma, at the InZone computer lab, students are connected to the platform. However, these Kiron students do not yet receive blended in-person support. For now, Kiron is helping to connect learners into potential clusters by location so that they can provide peer-to-peer support and share information, connections, and advice through a message board. Kiron hopes to increase its presence in African countries, working with local institutions and partners to jointly contribute to university and employment preparation or bridge programming for displaced learners.

Employment

These Numbers Have Faces

This program in Rwanda offers scholarship support to bright African youth, including refugees. When a student graduates and gets a job, they are expected to give back a portion of the scholarship support (essentially a loan) so that another disadvantaged student can benefit from the program. All graduates have an internship as part of the program, and there is a short internship opportunity available to some graduates to work in the US and bolster their skill set and experience. The program provides significant leadership training, ongoing career guidance, and business development support to graduates.

Kepler

Based in Rwanda and working in partnership with SNHU, Kepler provides on-site support and student engagement experience to complement an online degree program. The program provides access to higher education to vulnerable youth and operates in Kigali and Kiziba Refugee Camp. All refugees study on a full scholarship at Kepler and non-refugees have access to subsidized tuition and student financing which allows them to defer payments until after they graduate and are employed. The program aims to have 25% refugees and has a 50% female enrollment rate. All selected students are required to complete a six month preparation program to help them acquire the skills to effectively complete an online degree, such as working independently, and to be able to compete for jobs in the workforce. The program includes several modules to help with workplace readiness and career readiness. Ninety percent of Kepler graduates find employment within six months of graduation. Students learn how to prepare for the labour market, including how to write a resume, and they attend career fairs and have opportunities for work-study internships and placements.

Refugees in Rwanda are allowed to work, and these internships are provided outside of Kepler with NGOs and the private sector. There is a challenge with employer-perceived barriers to hiring refugees, rather than actual barriers. Kepler works with companies to educate them about the processes of hiring refugees, as well as training to students for how and when to help employers understand the human resources process. UNHCR and the Rwandan government has developed a tip sheet to inform employers on refugees' right to work. This tip sheet is a credible source that has enabled some refugees to use it in lieu of an official ID. To date, Kepler has served over 1,000 students, 24% of whom are refugees. By 2022, Kepler has a goal to expand to two new countries. They are currently registering in Ethiopia where they will pilot more employment focused work (e.g., working with current graduates who have not been able to secure employment).

MIT ReACT

Two blended programs in Computer Science and Data Analytics provide free access to online MIT MicroMasters courses; in-person workshops in entrepreneurship, innovation, and professional development; and professional paid internships. These programs are blended models specifically designed to meet the needs of refugees and other displaced persons. The goals are to enable refugee learners to advance both their education and professional careers in an accessible manner. There is a two-week immersion and orientation program to Amman, Jordan (e.g., short workshops and courses features, entrepreneurship bootcamps, PD skills, time management, resume writing) and the program itself is front-loaded with in-person components to create a community of practice and support ongoing learning throughout the year. MIT ReACT has built multi-year relationships with companies which are beginning to be more inclusive and open to refugees upon hosting refugee interns. There are challenges with hiring refugees. The

program has drawn a great deal of attention, with learners from sub-Saharan Africa travelling long distances to participate in the immersion program. The program's graduates remain connected and support remains strong beyond this program.

JRS Pathfinder Program

This pilot program supports refugees who have attained some education but have found themselves stuck in their career development. It addresses their lack of skills, information, and connection to opportunities through career counselling, training, and mentorship. The pilot is currently in Malawi, in collaboration with digital training start-up, Konexio, and in November 2019 will launch in Kenya with SNHU and Imara Teachers Training College. The program starts by surveying existing market skills gaps and young refugee career preferences—looking for areas of alignment between labour market opportunities and individuals' desires. Educational courses and training are then developed and delivered in partnership to address the identified skills gaps. A mentor-coach supports participants and links them with employers for internships. To date, the program has succeeded in placing 30 refugees into online platforms for freelance work.

Spark

Spark supports both access to higher education and entrepreneurship development in 17 fragile states globally, through several projects, scholarships, linkages with business, and entrepreneurship, as well as through leadership and advocacy. One particularly interesting initiative is the 'Migrant Entrepreneurship Programme,' which activates the potential of diaspora communities to engage in business development in their countries of origin. The program works with diaspora entrepreneurs by supporting them to either set up a business or a branch of an existing business in their home countries, and to bring employment opportunities to local communities.

5. RECOMMENDATIONS

Displaced people all around the world are working to develop local solutions to the challenges of conflict, crisis, and displacement. We know from the many accomplishments of these leaders and activists that "refugees and displaced populations are not just passive victims" (Betts, et al., 2014). Displaced people, including refugees, and host communities must be jointly consulted in the development of initiatives that include displaced populations so that everyone has a voice and community cohesion is strengthened. While there is an exciting proliferation of new opportunities in the higher education and employment sectors for refugees and other displaced people, as one key informant said, "This work is a marathon, not a sprint," and sustained commitment is needed. Challenges and structural barriers are frustrating obstacles, but examples of best practice and innovation do exist.

The following recommendations include those that are more general for broader consideration (Engage, Include, Design), as well as more targeted ones regarding Mastercard Foundation's ambitions to expand higher education access and job linkage programs for displaced youth in sub-Saharan Africa (Recruit, Prepare, Educate, Transition).

5.1 ENGAGE

Fund and support refugee-led organizations to bolster their capacity and impact.

Refugee-led initiatives are creating context-relevant and innovative solutions for and with displaced youth. These organizations and initiatives are providing direct education and employment opportunities to other refugees, while also serving as mentors and role models. However, these organizations are often operating with limited resources and face barriers in accessing financial resources, training, and networking opportunities. Providing financial support to refugee-led organizations, particularly those led by young people and graduates of scholarship programs, is a direct way to support refugees and amplify their impact. With increased funding, these organizations can access organizational development opportunities, new networks, and exposure for their work, as well as improve their reach and impact by hiring staff (often refugees and locals) and growing their programs.

Work with local actors and build on the positive momentum of existing plans.

In each of the countries of focus, there are opportunities to leverage positive momentum for the inclusion of displaced youth within society more generally, and in higher education and employment in particular. Strategies on youth employment and TVET already exist in each of the countries, and various levels of government and institutions often have strategies and innovative concepts for creating positive change, but lack the resources. Capacity building and institutional support for local actors can minimize duplication and foster sustainability. Additionally, working with governments and existing institutions and finding the "champions" who are already engaged as change makers will be paramount to developing programs that can create systems-level and cultural change to have the broadest impact.

Public awareness is needed to support the inclusion of refugees.

There is a need for greater public awareness to support the inclusion of refugees in host societies, including higher education and employment. Almost all refugee youth and most respondents felt that it was important to increase community awareness to help build a more accurate understanding about refugees and their experiences. This was expressed as especially important at the local level and with administrators within schools and other service providers in host communities.

There remains a significant misperception about refugees. Similarly, refugee youth want there to be greater public awareness and clarity on the CRRF and how the policies of inclusion work in practice. Respondents want to see education campaigns that highlight the economic benefits of refugee inclusion to host communities.

In any intervention, build in integration support to strengthen host community and refugee relations.

It is important to continue to invest in ongoing programming that supports economic opportunities for host populations. There is also a need for community cohesion programs that support improved relations between refugees and host communities, particularly on higher education campuses. In countries where relations between host communities and refugees are strained, consider the language used to describe supporting refugees and how this message will be delivered. In Ethiopia, using the phrase "socio-economic inclusion" rather than "local integration," and framing interventions and opportunities as for Ethiopians first, then for refugees, is important to managing and not magnifying existing tensions.

Support displaced youth to share their story and inspire others.

Many refugees felt that the lack of role models negatively impacted the motivation of young refugees and, therefore, their ability to pursue studies and other opportunities. Working with refugees and IDPs who have gone to university and accessed meaningful employment and encouraging them to share their stories and experiences through new platforms would inspire other displaced youth. Positive stories about displaced youth can also help to dispel negative myths and stereotypes and support more welcoming and inclusive narratives. Shifting the narrative about displaced youth can have real life implications for integration and inclusion.

5.2 INCLUDE

Allow displaced youth to access and benefit from mainstream programs.

Interventions that specifically target refugees and IDPs are important. However, displaced youth want to be included within existing systems and be eligible to access existing opportunities and programs (which are often designed exclusively for nationals). Consider how refugees can be included within existing initiatives through capacity building and technical support to staff and partners, rather than relying solely on creating new and separate interventions for displaced youth. Access to mainstream programs also helps to build inclusion between host and displaced youth.

Consider the diversity within displaced communities and the various protection needs in all program design and partnerships.

When designing education opportunities, consider how diversity within displaced communities can impact and further marginalized some individuals within the community. For example, Somali Bantus are extremely marginalized within the refugee camps in Kenya, and refugees and IDPs with disabilities or who identify as LGBTQI+ face particular protection and access concerns (e.g., real or perceived discrimination from partnering organizations).

Consider the unique needs and opportunities currently available for displaced youth in different regions and settings within a country of asylum.

Education opportunities for urban and camp or settlement-based refugees in different countries varies, but there are stark differences in the realities of each group. Opportunities for refugees, especially for education, in Kampala and Nairobi are extremely limited and information flow is decentralized and more difficult to access than for

those in camps or settlements. There is an acute need for more secondary and higher education opportunities for youth in each of these cities. In Ethiopia, refugees in urban contexts have greater opportunities and are well integrated at the local level, whereas the opportunities in camp contexts are incredibly limited and connectivity is even more difficult. Similarly in Nigeria, there are more opportunities in the South and in urban centers available to displaced youth.

5.3 DESIGN

Consider how programming can impact durable solutions and other opportunities.

Displaced youth need support to pursue durable solutions that will provide them with further security, dignity, and opportunities. Not all durable solutions are available or viable to all refugee youth. For example, local integration is structurally almost impossible for refugees in Kenya who lack movement and employment rights; therefore, other durable solutions such as resettlement or voluntary return should be prioritized. Portability and recognition of credentials should be key considerations in all academic focused programs, as these will facilitate integration and inclusion, whichever path young people might take.

Strengthen the pipeline of qualified students who complete secondary education.

Expand investments in access to quality education for displaced students, especially girls, at the secondary level. Across higher education initiatives and scholarships, and despite efforts to achieve gender parity, young women make up a much smaller percentage of scholarship recipients. Supporting school enrolment and completion and providing remedial classes, language classes, and accelerated opportunities for students to transition into the mainstream system helps ensure that the greatest number of young people—especially young women—are able to succeed in secondary school and access scholarships and opportunities for further studies. In addition to the opportunities this creates for displaced youth, there is a significant "multiplier effect" for local children. Programming that supports displaced students to successfully complete secondary education should be complemented with psychosocial support and mentorship.

Allow and support the capacity of refugee-led organizations to participate in ongoing guidance and design for refugee scholarship opportunities.

Refugee-led community based organizations can play an important role to inform the design of education programming for refugees and support refugee students in accessing scholarships. Consider meaningful ways to engage local refugee-led organizations and involve them in the identification, outreach, and selection criteria for Scholars.

Design supports to enable young mothers to access and achieve higher education.

Young mothers are often ineligible for higher education opportunities and their needs are not always considered in program design. Consider the needs of young mothers when designing scholarships and bridging programs, including the provision of childcare and accommodation options for those with children. When designing a higher education program, ensure that there is a clear re-entry program and policy for young mothers to effectively transition students back when they are ready, and that maternity leave is available during the scholarship tenure.

Support student retention and provide opportunities for those who have dropped out to re-enter.

Displaced youth face significant challenges to meet their financial obligations that can impact retention

and success. Consider the numerous expenses marginalized students can have (e.g., supporting younger siblings through school, childcare) and how the scholarship program can help provide for some of these additional needs. Financial needs for equipment (e.g., glasses, wheelchairs) and medical needs should also be considered and adequately covered within a scholarship program. Pathways for re-entry into school should be considered for those who drop out of university while on scholarship. This is a particularly concerning challenge for Ethiopia, where there appears to be a substantial proportion of refugee youth who drop out of their university studies.

Start with the end goal of dignified and fulfilling work.

When developing partnerships and designing higher education pathways and scholarship opportunities, start by thinking about dignified and fulfilling work as the ultimate goal. Develop in depth understanding of national realities and employment contexts in order to build effective partnerships and solutions in the local labour markets. Design education pathways that can lead to positive employment outcomes for displaced youth (e.g., where there is an existing or growing labour market gap).

Quality of education opportunities is as important as access.

Widening education opportunities without effectively investing in quality can have a negative impact on school ambitions, overall success rates of students and opportunities for graduates. In countries like Ethiopia, with generous policies surrounding access to education for displaced populations at all levels, considering how to strengthen the quality and institutional capacities of higher education institutions can drive Scholars' success, and positively influence the pipeline of qualified students and graduate students who are more prepared to succeed in the labour market.

5.4 RECRUIT

Consider a scholarship application process that is not institution-bound.

The institution-specific nature of the Scholars Program creates challenges for prospective students to find out about the scholarship opportunity, know how to apply, and access it. A number of students and key informants shared how individuals can miss out on scholarships if they do not apply to the particular institution or have the cut-off marks required to apply. For displaced youth who frequently lack consistent information, a decentralized process that is institution-bound for applications can create additional hurdles.

Support opportunities for education mobility with regional scholarships.

Displaced youth are interested in studying in countries other than their host country. However, the rare scholarship programs that did allow regional studies were often inaccessible for refugee youth (due to eligibility or documentation requirements), or there was insufficient guidance on how to apply. Consider how scholarship opportunities could be designed and expanded regionally to allow displaced youth to access programs and institutions of their choice in other countries within sub-Saharan Africa. Consider how these opportunities could support rights to employment post-graduation and offer unique pathways for displaced youth.

More flexibility in selection criteria will expand access.

Consider the unique realities of displaced youth when creating selection criteria such as age and limits on dependents. School interruption is common with displacement and poverty, and re-entry into the formal school system can be complex and lengthy. Many displaced youth who graduate from secondary school are older than

their peers who were not displaced. Allow flexibility to ensure that IDPs and refugees are not missing opportunities based on limiting eligibility criteria.

Provide open and transparent information about available opportunities.

There is a lack of clear information about available opportunities for displaced youth, as well as the selection criteria. In the microcosm of refugee and IDP contexts, information is shared quickly and frequently through social networks, and is easily distorted, misunderstood or never received. Many displaced youth self-select out of opportunities due to misinformation or the perception that they would not qualify. Others apply without understanding the process, and many feel that processes are not fair. Opportunities must be shared through multiple methods (including radio) and with great attention to how information and criteria for selection is equitably accessed by men and women, people with disabilities, and individuals from different ethnic groups. Consider multiple ways for applicants to apply, including paper-based and electronic.

Consider security and accessibility in scholarship application and selection criteria.

Support the availability of screening and testing for scholarships in the communities of applicants, as opposed to university campuses or NGO offices. Refugees and IDPs are often required to travel a great distance—sometimes to areas that are less secure for them—in order to partake in screening processes. This can be dangerous and costly for some, and deter others from pursuing opportunities. Additionally, where possible, centralize and standardize application and selection processes for programs to reduce instances of favoritism and corruption in the selection and screening processes. Consider how funding can support applicants not yet selected for a scholarship program to equitably access the selection processes (e.g., transportation funds).

5.5 PREPARE

Support mentorship and career guidance for displaced youth in secondary school.

Expand refugee-led initiatives aimed at providing mentorship and guidance to refugees in secondary school. Consider how the refugee guidance counsellor model could be supported to expand and enable more displaced youth in secondary school to benefit from mentorship and support, as well as more refugee graduates the opportunity for employment in this capacity.

Language preparation and support is an ongoing need.

Many displaced youth need support with ongoing English and host community language acquisition. This is a challenge in entering the formal education system at appropriate levels in primary and secondary, as well as in succeeding academically at all levels. There is a need to support English langua ge facility for students in upper secondary, as well as ongoing support for students in university.

Prepare students to be able to understand and effectively prepare for exams and university application systems.

Displaced youth face challenges with university admissions process and meeting the scoring requirements for entrance exams. Refugees, especially those arriving as youth, often lack information to understand the process and structure of higher education access in their country of asylum. Information on the education system, what documentation would be needed to take exams, cut off scores and how this information is used by admissions for higher education are gaps for many refugees. Displaced youth, especially IDPs in Nigeria, desire extra support to help prepare for university entrance exams, as well as to financing to access them. For refugees, additional support

to study and achieve high cut off scores was paramount to accessing university opportunities and scholarships.

Build the capacity of universities to effectively support displaced youth.

Bureaucratic and administrative barriers within higher education institutions can prevent refugees and IDPs from accessing university. These are often not policy barriers, but a lack of guidelines, training, and understanding on the part of administrators that present roadblocks for refugees. There is a need to support those within institutions to understand processes and requirements to enroll refugees (e.g., documentation requirements, alternative documents), and how to welcome and guide refugees in terms of sharing information and referrals where necessary (e.g., where to go to get an equivalency and costs associated). This can help ensure that human errors, biases, and limited knowledge about processes do no dissuade and prevent displaced youth from being admitted to universities.

5.6 EDUCATE

Integrate psychosocial support across higher education programs.

Many displaced youth have faced significant trauma and challenges with integration in their current surroundings. For displaced students, there is a need for additional support to adapt to a new learning and social environment and to cope with residual and ongoing trauma. Consider how psychosocial support can be built into bridging programs and institutions, and made available to Scholars while studying and after graduation. This could take many forms such as peer support groups, capacity-building within institutions, and counselling programs.

Provide job search support at postsecondary institutions.

Support training within postsecondary institutions to effectively prepare displaced youth to compete for jobs in the formal employment sector. While these job opportunities are limited, displaced youth still stated that they are the most stable and desirable jobs and that they wished there was support to effectively search and apply for these job opportunities in the different industries. Displaced youth want support to write a strong resume, apply for government and NGO jobs, perform well in interviews, and advocate with employers about their social and legal status. The model of refugee graduates providing mentorship, career guidance, and other support to refugee students has been effective in helping students prepare and look for employment opportunities post-graduation (e.g., Kepler).

Support effective internship models within scholarship programs to help displaced students gain practical skills and work experience.

While some universities have internship and placement components to their programs, there appears to be an overall gap in linkages with industry. For students, the gaps not only impact the labour market applicability of their studies, but also their direct connection to employers who are hiring and industry opportunities. Higher education institutions should be encouraged to link more closely to industry counterparts, and also: 1) to provide stronger refugee-specific support to help displaced youth access internships; and 2) to support displaced Scholars to access volunteer work experience placements after graduation.

Provide support to succeed by enhancing more desirable employment possibilities.

Refugees would like formal training to support them to succeed in applying for and performing well at the jobs that they can access and are sometimes best positioned to compete for (due to language profiles). Refugees shared that working as interpreters (both locally and internationally) were some of the most desirable and realistic employment opportunities, but that competition is high and many did not feel prepared to compete for these jobs. Refugee youth shared that they want specific interpretation training that is recognized internationally and enables them access to a wider job market.

Foster employer engagement and education on the right to work.

There is a lack of awareness amongst employers about the right to work for refugees. Refugees would like to see initiatives that support employers to better understand the benefits of hiring refugees, legal obligations related to discrimination, and and 'how to' on hiring refugees. Refugees felt that this sensitization work could most effectively begin with NGOs who currently work in refugee communities, so that they could better understand refugee entitlements and how to hire them.

With the significant barriers for displaced youth, showcasing employer excellence and inclusion can make a difference in influencing other companies and changing the narrative and opportunities available. Participants in the study would like to see a public narrative on the positive impact of hiring refugees on the local economy and host community. Highlighting private sector "work-arounds" to successfully employ refugees in countries where legal access is limited can also support changes in practice and provide refugees with a roadmap on how to access opportunities—and that it can be done.

5.7 TRANSITION

Support the "give back" component of the Scholars Program.

Encourage the culture of volunteerism and service among displaced students. Provide support to facilitate youth to take time to go to camps and settlements and support IDPs and refugees during study breaks. Offer recognition of this work and encourage Scholars who are not displaced to also volunteer with displaced youth.

Embed ongoing evaluation and tracking of the Scholars' journey.

Ensure that quality information on displaced Scholars is tracked and monitored. Consider information on programs of study, graduation and employment rates, and onward mobility. This can be examined in relation to the labour market demands and information about graduate supply, as well as to support program refinements. Consider how data can be made publicly available in order to support local governments and other stakeholders in strengthening their initiatives with displaced youth and durable solutions for refugees.

Extend opportunities for employment within NGOs to refugee graduates.

Refugees were adamant that the organizations supporting refugees, as well as their suppliers (e.g., products for camps and settlements) needed to hire refugees. As one participant in Uganda poignantly highlighted, "NGOs advocate for refugees, but they won't even employ them [...] If you advocate for me, be an example." There is a significant opportunity for NGOs who work with displaced youth to demonstrate leadership and create meaningful opportunities for refugees through active employment.

Support refugees to understand their rights and processes for employment.

Refugees need more accurate information that is directed at them in order to know if they can compete for jobs locally. Misinformation abounds and refugees frequently self-select out of opportunities as they lack the correct information. Where refugees have the legal right to work, some felt that a tip-sheet would be valuable. This could provide information to help them understand their rights with work and other information such as what documentation is required and where to access this, and how to discuss the process and requirements with a prospective employer. This tip-sheet could also be shared with NGOs, in order to help them better guide and prepare refugees in the labour market.

Establish a start-up fund for graduates.

Consider developing a small fund to support displaced youth to access opportunities upon graduation. Financing or low-interest loans could provide start-up funds for developing a small business or extending stipends to lessen the financial pressure while searching for employment. Many young refugees have business ideas but no capital to implement them as many refugees cannot access bank loans due to documentation constraints. Displaced youth felt that "seed money" could be part of a scholarship program and available to graduates to initiate small businesses. Another idea shared and explored through different programs is to encourage savings for post-graduation by withholding a small portion of support to Scholars over the course of their program and granting them access to this at the end of their studies.

Support youth entrepreneurship and business development.

Refugees are engaged in the informal economy and many have businesses and goods they can sell to a wider market. Most lack platforms to market and distribute their products. Supporting entrepreneurs to distribute more broadly can generate more employment opportunities and more income for displaced youth. Provide training to support displaced youth to write basic business proposals and develop business concepts can allow them to access wider opportunities.

Explore innovative online pathways for employment.

Refugees want more information and access to online job opportunities. This was considered by many displaced youth—especially refugees—as a viable economic opportunity, however there was little information and guidance on how to access these jobs and which jobs were available. As one refugee youth in Kenya notes, "I have heard of these [online] jobs from friends but I do not know how to apply for them." Some refugees believe that opening up remote internships could also open up employment opportunities for refugees.

This mapping study identified quality bridging initiatives that link displaced youth to higher education and the job market, with the aim to inform the future programming of the Mastercard Foundation's Scholars Program for displaced youth. However, it is also critical in this undertaking to centre the voices of displaced youth, and to remember that displaced people have skills, talents, and aspirations and should be active contributors to developing and designing solutions.

Higher education can deliver significant social and economic returns in displacement contexts, giving youth recognition for their skills and connecting them with resources and networks to succeed and find employment opportunities. Education continues to be the most portable and transformative asset that any young person can have. As the number of protracted crises rises, it is more important than ever to offer hope by supporting displaced youth through high quality education opportunities. This mapping study aims to help Mastercard Foundation to deepen its approach to supporting higher education opportunities and help to create a bridge to a more hopeful future for displaced youth.

6. APPENDICES

6.1 KEY INFORMANT GUIDING QUESTIONS

These are guiding questions that will be adjusted based on the key stakeholder being interviewed, WUSC's existing knowledge of their work, and their area of expertise and experience.

Introduce self and the project. This interview is being conducted as part of a consultancy project to explore initiatives and programs that support displaced youth (refugees and internally displaced people [IDPs]) in (1) accessing higher education and (2) accessing employment following post-secondary studies. The study is focused in Kenya, Uganda, Ethiopia and Nigeria and is strongly aligned with WUSC's deep knowledge and experience working with displaced youth accessing higher education and employment. The results of the consultancy project will be shared in a report highlighting existing types of initiatives and resources that can support linkages for displaced youth to both higher education opportunities and/or to work.

- Please tell me about your work.
- Please tell me a bit about the situation of displaced youth in this region.
    - What are the main opportunities available to displaced youth?
    - What are the main challenges faced by displaced youth?
- How do you think that national organizations and other stakeholders support refugee access to higher education/employment? What is the legal and policy context for displaced people in the country?
    - How does this play out on the ground? How does it facilitate and hinder education/employment?
- In your experience, what are the barriers that displaced youth face in accessing higher education and/or employment after graduation?
- What higher educational opportunities exist for displaced youth?
- How do these differ for women and men?
- What are the employment opportunities for displaced youth who graduate university?
    - How do these differ for women and men?
    - How do these opportunities differ for youth vs adults?
    - Refugees/displaced youth vs nationals?
- What organizations are working on bridging and other programs to support displaced youth to access higher education?
    - Are there any programs/initiatives that stand out? Why?
- What organizations are working to support displaced youth post-secondary graduates to access employment?

    - Are there any programs/initiatives that stand out? Why?
- Who else should I be speaking to for this mapping study?
- What else can you tell me about the situation of displaced youth with respect to access to education and economic opportunities?

6.2 FOCUS GROUP GUIDING QUESTIONS

The questions presented below are broad and open-ended. Please do not limit questions to those shown below if other questions will provide some valuable information on understanding how displaced youth can access employment and higher education and the services and supports available.

** *Before we start with questions, I'd like to note a bit about the group. Can you please share where you are originally from, your age, your highest level of studies, how long you have been displaced? If applicable, your program of study.*

General

- What has been your experience with regard to accessing education?
- What are your ambitions for further education?
    - What opportunities do you feel university (or vocational studies) would/will open for you?

Access to Higher Education

- What barriers have/did/do you face in accessing university?
    - How do you think this experience is different for males and females?
    - How do you think this experience is different for refugees and nationals?
- For those who are, or have attended university, what helped you overcome these barriers?
    - What motivated you to go on to university?
    - What organizations or supports helped you?
- What services or programs are focused on helping refugees/displaced youth continue to university?
    - *(Prompt if needed: e.g., language training, application support, support to continue through secondary, mentorship programs, support with documents, etc.)*
    - How do you find information about available programs?
- What programs or supports do you wish there were to help displaced youth attend university?
    - What can be done to improve access to higher education for displaced young people?

Access to Employment

- What would you define as a "dignified" job? What would you define as a "fulfilling" job?
    - What types of jobs would you consider not dignified or fulfilling? Why?
- What are the employment and livelihood opportunities available to refugees after graduation?

    - What sectors do they exist in? Where?
    - How do you think these opportunities are different for males and females?
- What barriers do refugees face to work after graduation?
    - How do these differ for different nationals?
    - How do these differ for males and females?
- What services or programs are available to help refugees/displaced youth access employment?
    - Which of these programs are focused on helping refugees after graduation?
    - Where are these programs located?
    - How do you find information about available programs to support youth employment after graduation?
- What services have you accessed to help you gain employment? Why/why not?
    - How did they help? In what ways?
    - Which of these programs have you accessed?
- What programs or supports do you wish there were to help you access employment?
    - What would this change for you?

Future plans

- For those in university, what do you think you will do after graduation?
    - What do other refugee graduates do for employment after graduation?
- Where are there opportunities for you to work and settle safely?
    - *(Prompt if needed: e.g., return to home country, resettle, local integration, etc.)*
    - What options are you considering?
- In 10 years, what would you like/hope to be doing in your life?
    - What work would you like to do?
    - What would make these hopes a reality?
    - What type of support would you need to get there?

Research Findings

- The information collected in this study will be used in a report on access to higher education and employment for displaced youth. Do you wish to learn the findings from the study? How would like to receive the results of the study?
    - *(Prompt: what do you want shared, what mechanism and what format. E.g., Full report or link to report, only information about my country, Facebook, email, etc)*

6.3 ACRONYMS

AEP	Accelerated Education Programs
AENN	Addressing Education in Northeast Nigeria
ARRA	Administration for Refugee & Returnee Affairs
AUN	American University of Nigeria
ASU	Arizona State University
AEEG	Association of Ethiopians Educated in Germany
BHER	Borderless Higher Education for Refugees
CIYOTA	Coburwas International Youth Organization to Transform Africa
CBO	Community Based Organization
CRRF	Comprehensive Refugee Response Framework
DAFI	Albert Einstein German Academic Refugee Initiative
DRC	Danish Refugee Council
DRC	Democratic Republic of Congo
ECR	Education Crisis Response
EGSLCE	Ethiopian General School Leaving Certificate Examination
EHEEE	Ethiopian Higher Education Entrance Exam
FGD	Focus group discussion
GCR	Global Compact on Refugees
GCM	Global Compact on Safe, Orderly and Regular Migration
GoK	Government of Kenya
IGAD	Intergovernmental Authority on Development
IDP	Internally Displaced Person
iGCSE	International General Certificate of Secondary Education
ILO	International Labour Organization
JRS	Jesuit Refugee Service

JWL	Jesuit Worldwide Learning
JAMB	Joint Admission and Matriculation Board
JAB	Joint Admission Board
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEEP	Kenya Equity in Education Project
KII	Key informant interview
MoE	Ministry of Education
MOOC	Massive Open Online Course
NYSC	National Youth Service Corps
NGO	Non-governmental Organization
NRC	Norwegian Refugee Council
OER	Open Educational Resources
QEP	Qualifications and Employment Perspectives
RISE	Refugee Integration and Self-reliance in Ethiopia
SINA	Social Innovation Academy
SNHU	Southern New Hampshire University
SINCE	Stemming Irregular Migration in Northern and Central Ethiopia
SRP	Student Refugee Program
SDG	Sustainable Development Goal
TVET	Technical and Vocational Education and Training
UNHCR	United Nations High Commission for Refugees
UNV	United Nations Volunteers
WIK	Windle International Kenya
WIU	Windle International Uganda
WUSC	World University Service of Canada
YARID	Young African Refugees for Integral Development

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