SAP Canada Local Social Sabbatical Program

Immigrant Services Society of BC

Research and Recommendations for:

Leveraging Technology to Support Refugee Youth in the Middle East and East Africa

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Introduction

This document has been developed for ISSofBC as part of the SAP (Canada) Social Sabbatical for local engagement volunteer program. This small research and resulting recommendations focus on refugee youth selected for resettlement to Canada. Whilst the initial focus of the research was specifically government assisted refugee youth, the findings have far reaching implications and are relevant for the scope of all refugees selected for resettlement under Canada's humanitarian immigration stream.

This document is intended for ISSofBC and related Canadian and international based organizations as well as the Government of Canada that provide guidance and services for refugee youth. This includes existing and possible future partners from both the public and private sector.

Under the Conclusions and Recommendations of the International Organization for Migration (IOM) environmental scan into "Research and Promising Practices in Refugee Youth Services", program features are recommended to "Use social media and new technologies as a way to multiply the channels of communication". In consultation with ISSofBC, the following problem statement forms the focus of this report with consideration of the above recommendation:

How to leverage technology securely and safely to provide additional support for refugee youth coming to Canada, taking advantage of the pre-arrival time, and current and future partnerships with government agencies and other involved organizations.

In compiling this report through interviews and review of existing research, we looked at the following questions to guide recommendations for the problem statement:

- What are the existing technologies available to refugee youth prior to arriving in Canada?
- What do we know about the adoption of technology by refugee youth prior to arriving in Canada?
- What are the barriers to technology for refugee youth prior to arriving in Canada?

The key recommendations of this document attempt to provide a set of actionable steps for immediate implementation including for the upcoming Immigration, Refugee and Citizenship Canada (IRCC) CFP for Pre Arrival Services. Through these steps the related organisations and programs will increase the learning and gain momentum for further and farther-reaching technology implementations to support refugees including youth.

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Demographic of this Report

For the purposes of this document, our recommendations will be based on the needs of refugee youth aged 14-20 years that are currently residing as refugees in the Middle East or East Africa. The "refugee youth" may be in Refugee Camps or Urban Areas, and they will have been selected as a Government Assisted Refugee (GAR) for resettlement to Canada but will be waiting for a formal approval that contains a time and location for their final destination in Canada.

The current definition from Immigration, Refugees and Citizenship Canada (IRCC) considers youth aged 14-24 years however we determined that it is common for the age group over 20 to already have one or more children and to be focused on employment and financially supporting their family.

Information Gathering and Analysis

The information for this report was gathered and analyzed together as outlined below:

- Articles and reports written by organizations involved with providing programs to refugees in East Africa and the Middle East
- In person and telephone interviews with ISSofBC and related organizations both in Canada and overseas currently involved in supporting or delivering services to refugees in East Africa and the Middle East
- In person focus groups and online surveys populated with ISSofBC youth workers and refugee youth currently settled in Canada, that meet the demographic of this report prior to arrival in Canada

All document references are included in the appendix at the end of this document.

General Observations

The following is a brief compilation of observations and findings gathered through research and interviews.

- Whilst access to a mobile phone or smart phone is common, access to the internet (and carrier services) varies significantly for refugee youth. Factors influencing refugee youth access to the internet commonly depend on costs however other factors may include restrictions from parents or societal norms due to age and/or gender
- For many refugee's phones are commonly considered as tools essential to survival. Phones may be used for providing maps, accessing details on availability of services such as health care or current safety conditions, for communicating and staying connected to friends and family local and abroad, current news, etc. Services may sometimes be blocked in specific locations such as during times of political unrest
- Youth are limited in where they can travel so convenience is a key factor of their access. In an urban area they will often go to a friend or neighbors to use the internet. In a rural area such as in a refugee camp they more commonly need to rely on resources available in the camp which are generally limited and constrained
- The common use cases for refugee youth using the internet and social media is for communication and entertainment. This includes connecting with family and friends, watching movies, and playing games. They may also use the internet for some school and learning. Pre-arrival, the most commonly used social networking tools used by youth refugees are: Facebook, WhatsApp and Viber. It is common to use Messenger, WhatsApp, Skype and Viber to communicate with their families and friends in different countries, using either phone or video capabilities depending on location
- Post-arrival, the adoption of social networking tools like Instagram and Snapchat increases as they are more commonly used by youth in North America
- Trust is a high priority in all scenarios. Refugees are cautious about who they connect with on social media or websites they connect to due to heightened concern of predators or scammers. There are cases of fraudulent services offering to "expedite" a refugee's immigration case and similar. Refugees are more likely to trust a communication initiated from a trusted organization or directly via family and friends

Observations for Middle East

The following observations were gathered in specific reference to the Middle East:

- Due to the high volume of refugees in the Middle East there is increased urgency to find placement for refugees, particularly Syrian refugees
- In Lebanon, it is possible to buy cost effective data packages specifically for WhatsApp usage. This increases the ability for refugees to connect with family and friends, as well as with trusted organizations using the WhatsApp platform
- In Jordan, Syria and Lebanon the internet is readily accessible even in rural areas, however video calls often fail due to bandwidth performance and reliability
- In general, refugees have smart phones and the ability to access the internet with their devices
- In Jordan, the government may restrict internet usage in refugee camps in an attempt to limit communications in times of political unrest

Observations for East Africa

The following observations were gathered in specific reference to East Africa:

- In general, it is more difficult to gain access to the internet for refugees in East Africa. Significant internet access costs must be prioritized amongst other expenses, and the infrastructure is not widely available outside urban areas
- Mobile phones are often used for communication via text messaging. This includes trusted organisations providing updates to refugees
- Due to access processes, mobile phones are commonly disposed of when the subscription or "plan" is reached, and a new "throw-away" phone purchased with the respective carrier service
- Power supply is an additional challenge in East Africa, with the availability of charging locations and power supply not consistently available
- In the Dadaab refugee camp in Kenya, internet access is not consistent throughout the camp. Organisations, such as Windle International Kenya have good internet connectivity to support their programs, however this is not readily available for all refugees in the area. At these locations it is possible to provide video connectivity, either two-way (Skype, etc) or watching videos (YouTube, etc) as long as the internet service is currently operable. These organization also provide equipment to their students such as tablets, smart phones, computers, charging stations, etc
- At the Borderless Higher Education for Refugees (BHER) learning centre and under the Windle International Kenya program:
    - Skype is regularly used to deliver learning to students
    - Tablets are made available for learning
    - Learning frameworks are used for students to submit assignments, eg Blackboard used by UBC
    - For students who will be sent to Canada, they provide language and basic computer training including Test of English as a Foreign Language (TOEFL)
    - They have Facebook pages and students are active in the Facebook page
    - Often "low-fi" solutions are implemented such as writing questions on the board/flip-chart and sending a picture of the compiled questions to the relevant party
- Internet cafes are extremely crowded with wait times of several hours. Internet cafes are typically found only in urban areas and travel from rural refugee camps hours away is unlikely

Observations in Privacy and Security

The following observations were identified as pertaining to the privacy and security concerns for refugee youth leveraging technology

- There is a general lack of trust by refugees for communications over social media due to concerns for trust of the communication source, predatory behavior and fraud, security of communication, government monitoring, law enforcement or terrorist organization exposure
- Parents and guardians may monitor or significantly restrict youth access to internet and social media due to security concerns. This is further increased for female youth
- The concept of a virtual caseworker is also met with doubt due to latent trust and security concerns
- Misinformation about re-locating in other countries is often spread through networks and on social media

Barriers to Technology and Adoption

Technology is becoming more and more necessary as a survival tool for refugees. Despite this, there are a number of challenges and barriers they face when being introduced to technology. Whilst the provision of equipment and services is a prerequisite, a refugee may face some of the additional following challenges:

- With daily priorities to ensure food and water, technology may often be seen as only relevant and necessary for "bread winning" family members such as the males, often presenting a further barrier for females
- Login ID's and passwords (credentials) are not a common concept for many refugee's. Remembering and relating these credentials requires effort and practice, often resulting in lost credentials and the need to generate new credentials, further complicating and delaying the introduction to technology. Additionally, common practices for creating credentials including the creation of security questions which are similarly foreign to refugee's. Questions like "what was the color of your first car" or "what is the name of your pet" are not easily related
- There is an overwhelming list of concepts such as "accepting a group invitation", "downloading apps", "sharing your contact details" to be learned anew
- Effects of trauma and forced displacement are a barrier to participation with refugees often thinking in a survival mode
- Lack of training on how to use technology for day to day activities of the refugee communities. Most refugees may not be aware of the current platforms to pass communication and interact within themselves and the rest of the world.
- Lack of tailored platforms and tools: refugees have unique problems and despite many web-based platforms and mobile applications in the market, their needs are not fully and well addressed in those platforms.
- Content may not be well suited to the refugee's context. Whilst searching for information on a platform, the refugee may not be knowledgeable in determining the relevant and non-relevant content for themselves

Technology Availability and Capability

The following tables were compiled during the research. This is not an exhaustive list but is related to the Middle East and East Africa regions of the research.

Social Media								
	Generally Available and Accepted Social Media as used by Refugees in the Middle East and East Africa, with some exceptions							
	WhatsApp	**Facebook**	**YouTube**	**Skype**	**Facebook Messenger**	**Snapchat**	**Instagram**	**Telegram**
Available	High	High	Mid	Mid	Mid	Low	Low	Low
Adoption	High	High	Mid	Mid	Mid	Low	Low	Low
Video Conference	Yes	No	No	Yes	Yes	No	No	No
Video One-Way	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Text Chatting	Yes	Yes/Group	No	Yes	Yes	No	Yes (DM)	Yes
Text One Way	Yes	Yes	No	Yes	Yes	No	No	Yes
Images	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Phone Calls	Yes	No	No	Yes	Yes	No	No	No

Supporting Technology

Technology infrastructure available to refugees that supports social media. Location specific availability as known.

	Internet Connectivity		Devices				Cost	
	Mobile Network Infrastructure	WIFI Infrastructure	Smartphones	Tablets	Laptop Computers	Desktop Computers	Mobile Network	WIFI
Middle East	Generally Available	Generally Available	Generally Available	Somewhat Available	Somewhat Available	Somewhat Available	Feasible	Feasible
Jordan	May be restricted by Gov't	May be restricted by Gov't	Generally Available	Somewhat Available	Somewhat Available	Somewhat Available	Feasible	Feasible
Lebanon	May be restricted by Gov't	May be restricted by Gov't	Generally Available	Somewhat Available	Somewhat Available	Somewhat Available	Feasible	Feasible
Turkey	May be restricted by Gov't	May be restricted by Gov't	Generally Available	Somewhat Available	Somewhat Available	Somewhat Available	Feasible	Feasible
East Africa	Low availability	Low availability	Generally Available	Somewhat Available	Somewhat Available	Somewhat Available	Prohibitive	Feasible
Kenya	Available in urban areas. Lack of infrastructure in rural areas.	Generally available in urban areas. Restricted to certain organizations and locations in rural areas.	Most people have smart phones but not all have internet access.	Generally restricted to organizations providing education services.			High cost, use is restricted to necessity	Free or low cost, limited availability
Uganda	Available in urban areas. Lack of infrastructure in rural areas.	Generally available in urban areas. Restricted to certain organizations and locations in rural areas.	Most people have smart phones but not all have internet access.	Generally restricted to organizations providing education services.			High cost, use is restricted to necessity	Free or low cost, limited availability

OrganiZations and Programs Supporting Refugee Youth

The following organizations and random sampling of current programs were identified as supporting refugee youth, either focused on, or in part supporting youth. These programs were identified during the preparation of this report and do not represent an exhaustive or complete list of programs available.

Immigrant Services Society of BC (ISSofBC) https//www.issofbc.org

The mission of ISSofBC is "Helping immigrants build a future in Canada". The core values are outlined here:

- We believe that every person has the basic, natural right to be treated with dignity.
- We believe that an inclusive society is a strong society; by promoting acceptance and mutual respect, we are helping build immigrants' futures while also building a stronger future for Canada.
- We are committed to creating a welcoming, hospitable environment for immigrants which facilitates their integration in Canada.
- We believe that each individual's path to integration and self-sufficiency must be based on a recognition and acceptance of that person's unique needs and aspirations.
- ISSofBC offers various refugee youth post arrival in Canada services, case management, leadership training and other academic and social supports.

United Nations Refugee Agency (UNHCR) https://www.unhcr.ca

The UNHCR provides support and assistance for refugees around the world. As internet access becomes more essential to the refugee population, part of their assistance includes partnering with suppliers and other organizations to provide access to internet infrastructure, mobile networks and devices that can be used by refugees for the increasing provision of accredited online primary and higher education services.

International Organisation for Migration (IOM) https://www.iom.int/

IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.

Canadian Orientation Abroad (COA) http://www.coa-oce.ca/

This program from IOM provides orientation for refugees selected to come to Canada. Orientation to refugees consists of a three-day program (or a five-day program for camp-based refugees). Recognizing the unique needs of refugee youth, IOM developed a COA curriculum that contains a number of resources and learning activities tailored specifically to youth to be delivered during orientation sessions.

Borderless Higher Education for Refugees (BHER) http://www.bher.org/

The BHER project aims to provide equitable delivery of educational programs for refugees in camps and adjacent communities, in Kenya. The program is a collaboration of universities and organizations providing technical infrastructure, devices for students, curriculums for certain courses, and resources needed for teachers. The BHER project is coordinated by Windle International Kenya(http://www.windle.org/) and Windle International Kenya brings together both local and foreign institutions of high learning to deliver the project.

Windle International Kenya http://www.windle.org/

The mission of Windle International Kenya is "To provide, promote and coordinate quality education and training for refugees in Kenya and for needy Kenyans, so as to transform both their lives and that of their communities." Windle International Kenya projects are implemented in Kenyan refugee camps (Dadaab & Kakuma), the hosting communities and Nairobi.

a) World University Service of Canada (WUSC)

Windle International Kenya works closely with World University Service of Canada (WUSC) to select refugee youth for sponsorship to universities throughout Canada.

b) Instant Network School (INS)

The project aims at creating Innovation and E-Learning centres which are solar powered and provide learning tablets. The refugee students, pupils and teachers have access to digital educational content and the internet over Safaricom's mobile network. The centres are managed by trained teachers. Windle International Kenya partners with UNHCR and Vodafone foundation to implement the project.

b) EU-Support to Education for Refugees in Dadaab (EU-SERD)

Windle International Kenya is a member of the SERD consortium accountable for the realisation of improved ICT literacy for secondary students in and around Dadaab camps. Despite inadequate resources for the project, it is still running under management of Windle International Kenya. Windle International Kenya has four equipped computer laboratories where students can learn and interact with other learners in various parts of the world. Connectivity is a key challenge.

d) Online Certified Public Accountants Programme (CPA)

The goal of the project is to enhance access to higher education through real time online studies from one of the local universities. The project targets youth in Kakuma refugee complex to equip them with requisite knowledge and skills they require to present themselves to the public as professional accountants. Due to the lack of sufficient resources the project has been delayed.

c) Quality Secondary Education for Refugee Youth

This project funded by Master Card Foundation with the lead partner being War Child Canada (WCC) co-implemented by Windle International Kenya (WIK). The remote mentoring technology provides an avenue for faculty from some of the best institutions for teacher training, within and beyond the country, to follow-up with individual teachers regularly through internet platforms. Following each on-site training, learning teams are mentored by a dedicated trainer to support each teacher in applying key concepts and/or make use of available contents online.

Peacegeeks https://peacegeeks.org/

Peacegeeks is a global organization that helps provide technology and communications for peace builders, human rights defenders, and humanitarian responders. Peacegeeks connects them with skilled volunteers that help them gain access to technology, training and tools to enable and empower them to "build safer and more stable societies, cultivate good governance, promote gender equality, respond to humanitarian crisis, and share critical knowledge."

Rumie https://www.rumie.org/

Rumie Tablets are a low-cost tablet device that can be loaded with a high volume of content for use offline. The Rumie program is delivering these devices with a wealth of content to resource-constrained communities.

Summary of Findings

This paper provides a small contribution to supporting the further development and delivery of programs for refugee youth prior to their arrival in Canada. Refugee youth settling in Canada face challenges including severe culture shock, apprehension and anxiety, social integration, navigating the education system, discrimination and bullying, as well as generally adjusting to a new life in Canada. **By providing additional mentoring and support to refugee youth prior to their arrival in Canada, it is proven that refugee youth greatly benefit and are better prepared** to face these challenges. By leveraging technology to deliver these additional services across the varied locations of refugee youth, it is expected that refugee youth will complete resettlement more rapidly and move forward in to appropriate further services designed to support the next steps of their journey and their needs.

It is important to note that the demographic of this report represents a smaller audience when considering the general demographic of programs and services focussed on reaching refugee youth not limited to GAR youth. Therefore, **existing refugee youth programs and initiatives should be leveraged** to "springboard" and offer additional and focussed benefits for the demographics of this report, **whilst minimising the resource investment in this smaller audience.**

Interviews and preliminary research and analysis confirm the understanding that both **the availability and accessibility of technology**, as well as the adoption and choice of technology, for refugee youth, **differs significantly between locations**. This is evident when considering the implementation of the IOM's Cultural Orientation Abroad program which has 20 permanent sites yet extends its reach with "mobile teams" to cover over 60 locations. The variation of technology availability and capacity between these permanent sites within this one organisation is significant. The variation to the more than 40 additional sites, ranging from hotels to schools or other community available sites, is further and more significant.

Research indicates the East Africa region has reduced accessibility to technology and more specifically to the internet, which is a key channel to providing services via technology to refugee youth. This finding readily relates to the history of the region including the age and volume of refugee camps like Dadaab opened more than 25 years ago. Whilst successful efforts to implement secondary schools and educational centers in these camps bring technology and the internet to many refugee youth, the sheer volume of these camps means that **the need continues to exceed the availability of technology resources**.

Though refugee youth access to technology varies by location, it was identified that access to technology is possible in almost all locations, at least to a minimum.

Refugee youth with access to technology appear to align with the global norms in terms of preference for usage and adoption. **Internet usage is primarily used for communication with family and friends, and for entertainment**, prioritized over looking for information. Social Media applications adopted by youth are identified as WhatsApp, Instagram, Viber, YouTube, Facebook and Facebook Messenger, and Skype. In line with youth social norms, applications that primarily leverage private group and peer to peer scenarios are preferred e.g. Messenger over Facebook.

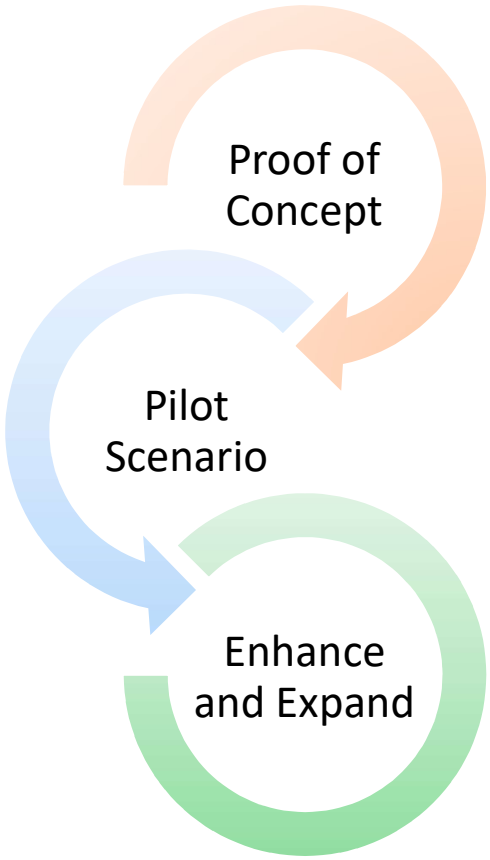
Common parental concerns for youth safety including risk of exposure to predators over the internet are possibly further elevated in the refugee youth scenario. Existing and known organizations (such as the IOM) are generally accepted as a "trusted" source by refugees. These organizations may be a key success factor for establishing a trusted connection with refugee youth.

The Rumie tablet was added to the scope of this research towards the end of the analysis period. During interviews the device was not mentioned however upon review it would appear the Rumie device could provide offline access to a wealth of content and education for refugee youth.

Key Recommendations

To further support refugee youth in the Middle East and East Africa in their preparation for resettlement in Canada, it is recommended to provide them with mentoring and support that will help them bridge this transition from their current life to a new life in Canada.

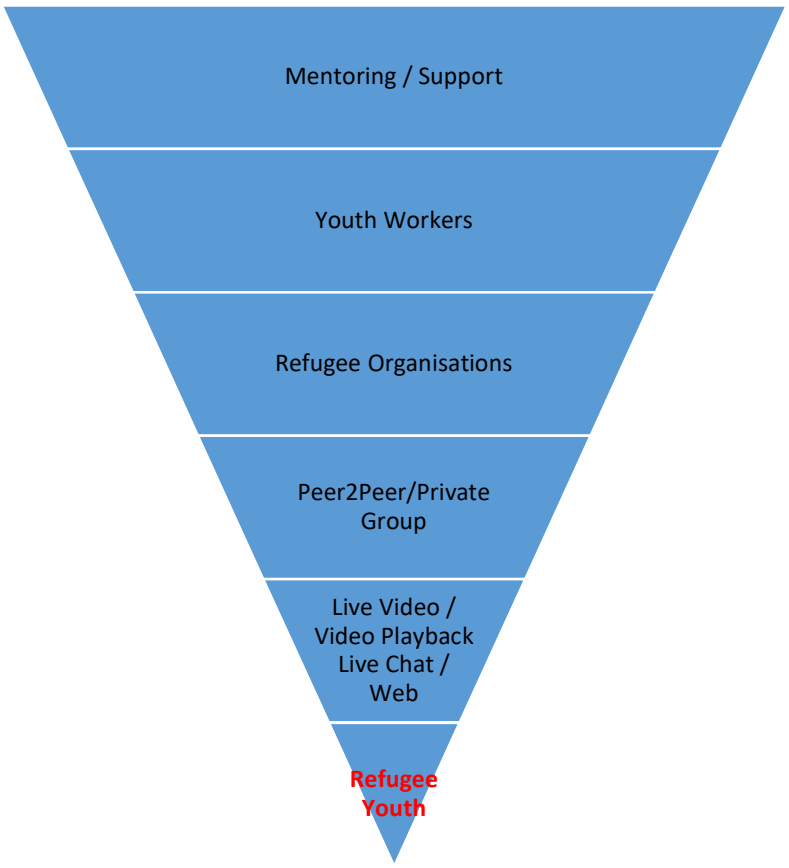
Each refugee location requires consideration of the observations and findings in this report to determine an approach to delivering these services at that unique location. Whilst one technical implementation or "platform" could be selected to provide these services, **there is no "one-size fits all" approach for all locations**. It is therefore a recommendation of this paper to **leverage an "innovation-cycle" approach to determine the "best-fit" for each location**, leveraging the available solutions and existing practices at that location. The first step is to prove an approach is workable, and then proceed to test the approach at that location, making investments relevant to each step of the process and avoiding a larger investment in a possibly flawed approach.



With the target demographic of youth ~14-20 years, the underpinning recommendation is to customize the approach to ensure adoption by youth considering "**just because it's good for them doesn't mean they are going to want to eat it!**" It is high-risk to presume that a widely planned scenario will be readily adopted by youth across different locations and over a time period of several months, for example. With the rapidly shifting preferences of youth and the rapidly changing landscape of technology and social media, it is therefore recommended to **leverage an "innovation-cycle" where the adoption by youth can be trialed and tuned to achieve a successful scenario.**

This paper does not provide recommendations on the programming content, understanding that the content to support refugee youth is well understood, is captured in studies such as the IOM Environmental Scan, and will be developed based on interaction with the youth.

The following pattern provides a simplified visual representation of a recommended model for leveraging technology to provide additional support to refugee youth prior to their arrival in Canada.



Firstly, the mentoring and support services need to be prepared and available to commence from Canada

Youth workers in Canada and "on the ground" can be connected and prepared for the engagement

The supporting organizations and their partners can be utilized to support the engagement

Youth workers may commence the engagement via Peer2Peer and Private Group Social Media

Initial engagement with refugee youth via live video followed by video playback with "story telling" and similar, to reach and engage refugee youth

Additionally, it is recommended to further **investigate the suitability of a partnership with Rumie**. This may provide a solution for areas where internet and technology access is limited. The content can be easily curated online by youth workers and organizations, and then will be available offline where the Rumie tables are deployed.

Furthermore, it is highly recommended that ISSofBC and its partners **leverage the private sector and the wide range of Corporate Social Responsibility programs** where additional marketing, publication, funding and resourcing may be available to support the further development of programs to assist refugee youth.

Recommendations for East Africa

Our analysis for this region suggests that engagement commence through existing organisations that have facilities "on the ground" and that could support a trusted, initial introduction between youth workers and refugee youth. This may be performed over a brief group video link and ideally move to more peer-to-peer online engagement. Due to technology availability limitations in East Africa, it may be necessary to provide for the ongoing engagement in the group format, with additional engagement in a peer-to-peer scenario for those refugee youths that have suitable access to technology.

Partnership with existing programs: Due to limited internet availability for youth in East Africa, it is important to partner with organizations such as Windle International Kenya to leverage their facilities and programs like BEHR, and to commence the trusted engagement with the refugee youth.

Partnership with Rumie program: The Rumie initiatives currently engaged with Immigrant Integration in Toronto, Canada and in education programming in East Africa. With the ability to create and curate content online, a partnership that looks at leveraging existing tablets deployed in East Africa or that looks to fund the distribution of new tablets in East Africa, refugee youth could have access to learning content tailored for their needs to prepare them for arrival in Canada. Additionally, remote locations can collaborate on content to form more generic and comprehensive programming.

Private Sector Partnership: With the growth of Corporate Social Responsibility programs there is an increase of opportunities to partner with private sector businesses for resourcing and funding. Possible scenarios for further investigation could include:

- Private sector partners could sponsor the provision of video conferencing equipment in the permanent locations where IOM delivers the COA program so that Canadian based partners can collaborate more directly in delivery
- Private sector partners could sponsor the provision of devices such as the Rumie tablets to be deployed in East Africa with relevant programming for refugee youth, as well as power for charging devices
- Private sector partners could sponsor the expansion and upgrade of existing internet infrastructure
- There is a potential to partner with charity organizations and NGOs in Canada and internet service providers in refugee camps in East Africa to distribute second hand cellphones among youth and provide free internet access to youth. This has previously been accomplished such as Huawei and Vodafone providing tablets in Kenya http://www.huawei.com/en/about-huawei/sustainability/win-win-development/develop_welfare/en/develop_welfare_detail_21

Content Creation: Content needs to be tailored to suit the needs of the refugees, for example what should the refugees know before and after their departure to the countries of resettlement? Specific links/URLs can be included in the content document/platform for faster and easy navigation. The content can be a mobile application or web based.

Database creation: One of the easiest methods of passing information is first creating a database of the targeted audience. With such a database its easy to organize webinars and skype meetings among other activities which are technology based.

Local web service content: Windle Internal Kenya has been using the Raspberry Pi web content servers in some locations, where end users are able to access content via a local Wi-Fi set up and without internet. The device can broadcast wireless signal while at the same time acts as a web content server in a local environment. This could be used to relay updates from the internet on an achievable schedule and provide the content locally.

Recommendations for Middle East

In the Middle East refugees have better connectivity than in East Africa and the peer-to-peer and private group chat scenarios are more feasible in this region. Our recommendations are based on our discussions with organizations and refugees in Jordan and Lebanon. Similar to East Africa, an initial, trusted introduction is necessary to commence the engagement. This may be possible directly over social media based on existing youth worker engagements, or similar to East Africa recommendations, an initial group based introduction.

Peer to peer and private group chat with youth: Many youths in the Middle East region have acceptable technology and connectivity. This may differ for the youth who live in the city vs those who live in camps. However, a major population of refugees in the Middle East region live in urban areas. WhatsApp and Facebook are very popular and once a trusted engagement is commenced, youth workers can work directly with youth in the middle East using private one on one or group chat via WhatsApp or Facebook messenger chat.

- **One-way video using Facebook:** It is also possible to connect with youth in Jordan using video. Live videos and recorded videos can both be used for the middle East region

Region	**Partnership Opportunities**	**Method**	**Technology**
East Africa	IOM, UNHCR, BHER, Windle International Kenya	Classroom	-Skype -Messenger
Middle East	IOM, UNHCR, PeaceGeeks, Save the Children	-P2P (one on one chat) -Private Groups -One way messaging (message broadcasting)	-WhatsApp -Facebook -Messenger -Skype

Proof of Concept

To commence the innovation-cycle leveraging the recommendations above, we select two scenarios, one in East Africa and one in the Middle East and examine our recommendations.

Scenario #1: Connecting with refugee youth in Middle East via a private WhatsApp group

For this scenario, we identify a group of GAR youth with the assistance of UNHCR, IOM or IRCC. An ISSofBC youth worker will create a private WhatsApp group and then have an IOM or UNHCR representative add GAR youth to the group in a controlled manner. An initial session can be held to provide an introduction and drive adoption, followed by communication over the private group. GAR youth have the opportunity to readily ask questions from the youth worker in this scenario.

1. Identify a youth worker in Canada who is in contact with a relevant Jordan based partner organization (IOM or UNHCR or PeaceGeeks)
2. Identify a group of ~10 GAR youth in the Middle East. This should be done through organizations such as UNHCR or IOM, however for the purpose of PoC, they can be identified through direct contacts.
3. The youth worker should introduce the project to an organization such as IOM, UNHCR or Save the Children who have contacts with refugee youth. Youth worker in Canada puts together a one-pager to introduce the project to the organization.
4. IOM can introduce the project to the refugee youth through their parents in their orientations.
5. Youth worker in Canada should post the slide to ISSofBC or other Facebook pages that refugees normally access. Refugees will tell about this project to their friends and family in the Middle East.
6. The organizations such as Save the Children, should introduce a youth worker in Jordan who can support the PoC and introduce them to the Canadian based youth worker
7. The two youth workers create a WhatsApp private group and connect together. The Jordan based youth worker adds the group of ~10 GAR youth to the WhatsApp group.
8. The youth workers schedule an initial session together over the WhatsApp private group with a video introduction. Questions and requests for information can be shared across the private group. This content could be delivered in Arabic by a local youth worker in Canada
9. Youth worker in Canada will share content in the private WhatsApp group and keep in contact with the youth

Scenario #2: Connecting with refugee youth in East Africa via classroom Skype sessions

Windle International Kenya has learning centers where they gather youth and provide them education. In this scenario, we identify the GAR youth and schedule sessions with them in a classroom with video chat facilities (such as BHER learning center or IOM classrooms where they hold their orientations) and have a youth worker provide an initial introduction to engage and drive adoption, followed by ongoing delivery of information about Canada.

1. Identify a youth worker in Canada who is in contact with the Dadaab camp
2. Identify a contact in Dadaab camp who can help with the POC and introduce them to the Canadian youth worker
3. UNHCR or IRCC or IOM can provide a list of GAR youth to make contact with
4. Gather a group of ~10 youth in a partner facility (like an IOM classroom or BHER learning center). The youth worker from Canada should have an initial introduction session using Skype and then move to providing recorded video playback and similar. Questions and requests for information can be gathered in Dadaab, written on a board, and a picture taken and forwarded to the youth worker in Canada who can prepare answers for the next session which will commence the Pilot scenario.

Scenario #3: Deploy content to refugee youth in East Africa via local WiFi-web server

For this scenario, we will propose a project to the SAP Vancouver d-Shop team. Using low-cost technology like Raspberry Pi we will provide a “build-your-own” kit that can be shipped to a refugee site. At the site, youth can learn to build the kit and then use the service to view the provided content. In an ongoing approach, the project can be further developed with content updates as well as additional kits being provided and sent.

Pilot Plan

In this section we provide recommendations to step from the POC to a short-term Pilot.

Scenario #1: Connecting with refugee youth in the Middle East via a private WhatsApp group

The number of refugees planned for resettlement to Canada in 2018 is around 27,000. Approximately one third are Government assisted refugees (GAR's), approximately one quarter are youth, and we therefore estimate approximately 2,000 of the GAR youth demographic. A portion of these will come from Jordan and are the focus of this Pilot.

- Expanding on the above POC, a second, third and so forth group could be setup. These groups could be driven by the currently known status of GAR processing, expected date of departure, or other factors that allow the youth workers to identify, connect and group GAR youth. For example, GAR youth scheduled to attend a COA could be readily added to a new group
- Over time, these smaller private groups who have been sufficiently "on-boarded" could be added to larger private groups where GAR youth have increased ability to share ideas, questions and learning, amongst a larger group of their peers, and where youth worker bandwidth can be cycled back into introducing and on boarding new groups
- The current WhatsApp private group participant limitation is 256 members. This could provide the benchmark for completing a pilot
- Additionally, Facebook private groups could be leveraged for broadcast style communications and possibly provide the transition from the pilot in to an ongoing program
- Group membership should be strictly controlled and monitored by the youth workers
- In collaboration with IRCC, the number of GAR youth coming from Jordan could be determined and a pilot duration determined with a target of one new group weekly of ~10 GAR youth

Scenario #2: Connecting with refugee youth in East Africa via classroom Skype sessions

Following a successful PoC in the Dadaab or other East Africa camp, GAR youth with available technology and connectivity may proceed their engagement with the youth workers online. Additional classes should also be scheduled to bring more GAR youth in to the engagement.

- The volume of GAR youth needs to be determined or estimated for the camp
- The availability of classroom facilities needs to be determined and sessions scheduled
- The combination of the above GAR youth group size and the availability of facilities needs to be extrapolated and a reasonable pilot period and target group size determined

Scenario #3: Deploy content to refugee youth in East Africa via local WiFi-web server

The details of a pilot project will be determined following successful completion of the POC.

Appendix

Interviews conducted

Contact	Company	Schedule	Comments
Chris Friessen Kathy Sherrell Jennifer York	ISSofBC	Throughout March	Director, Associate Director, and Division Manager of Resettlement Services
Various Youth Workers	ISSofBC	March 6th	Met with youth workers who were previously refugee immigrants
Various Refugee Youth	ISSofBC	March 6th	Met with youth who were previously refugee immigrants
Internal IT Dept.	ISSofBC	March 7th	
Communications and Marketing	ISSofBC	March 7th	
Aida Orgocka	Borderless Higher Education for Refugees (BHER)	March 7th	Project Manager
Marangu	Windle International Kenya	March 8th	Executive Director
Azadeh Tamjeedi	UNHCR	March 8th	Legal Officer
Ali Hussein	Pacific Community Resource Society	March 9th	Youth Housing Worker
Renee Black	PeaceGeeks	March 12th	Executive Director
Mohammed Alsaleh	Catholic Cross-Cultural Services	March 12th	Refugee sponsorship trainer
Julie Clark and Ron Parent	IRCC	March 13th	
Alice Wong	ISSofBC	March 15th	Program Management
Matthew Cecchetto	IOM	March 27th	COA Facilitator
Rasha Youssef	ISSofBC	April 4th	Resettlement Youth Worker

Document References

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End of document.