Promising Ideas

GENERATION UNLIMITED

Table of Contents

Generation Unlimited is a new partnership with the goal that by 2030 every young person aged 10-24 is in some form of education, employment or training. As part of the development of the partnership, we have defined ten promising ideas that we believe have transformative potential in the pursuit of this goal. They capitalize on major trends that are at critical turning points, enabling us to get ahead of the curve and reach scalability.

In order to deliver for all young people we must push out the frontier of what is possible. Thankfully, we can point to a number of trends and breakthroughs in research, data, technology, and economics that give us optimism, any one of which could lead to the emergence of a whole range of new solutions over the horizon. These are the basis of our ten promising ideas. How, though, can we deliver on their promise and bring that horizon closer?

Our starting point is to identify and bring together pioneers and experts in each of the ten areas to better understand what stands in the way of faster progress. By combining their insights with robust market research and analysis, we will define a Business Plan for each of the ten promising ideas, intended to accelerate their realization over a 2 to 3 year time horizon. We will then work with a select group of partners at global and local levels to deliver on these plans.

> *These promising ideas capitalize on major trends that are at critical turning points, enabling us to get ahead of the curve and reach scalability.*

A key characteristic of each of our ten plans will be their adoption of an ecosystem approach. Rather than seeking to identify and back a single pioneer whose work impresses us the most, we will seek to address challenges common to all actors working in the space, be it shared value-chains, policy and regulation, political support, or public goods such as market information and standards, common infrastructure and demand side factors. In this way, our plans will

Building and establishing the ideation process

seek to prime the pump for the emergence of future solutions. We welcome the engagement of partners with our ten promising ideas: whether sharing their insights, supporting the development of business plans, or joining efforts for their delivery. Taking this forward will require getting the right group of organizations and individuals around the table – and in a space where creativity and bold aspirations can be brought to bear.

Specific Asks

We invite partners to:

- **Express interest in specific Promising Ideas** that they would like to pursue. Upon expression of interest, partners will join a consortium of industry leaders who are keen to explore and co-create ways of turning the promising idea into a reality.

- **Contribute financial investments to develop Business Plans on each of the Promising Ideas, in coordination with a consultancy firm.** These Business Plans will lay the foundations for how we will move the needle on these issues, and include concrete recommendations of the most exciting opportunities, partnerships, solutions and innovations that are both cost-effective and that can make the biggest impact possible. Once the Business Plans are completed, we will seek partners who can contribute both financially as well as in-kind towards their implementation. The areas which require seed funding will be determined once the Business Plans are complete.

> *Taking this forward will require getting the right group of organizations and individuals around the table – and in a space where creativity and bold aspirations can be brought to bear.*

Promising Ideas

Digital Connectivity

- How can we affordably connect all schools to the Internet?
- How can we provide young people with digital skills so that they can fully and meaningfully participate in the digital economy?

Job-matching

How can we harness data from labour markets to shorten the feedback loop between employers and education providers so that young people can develop skills that are in demand?

Green Economy
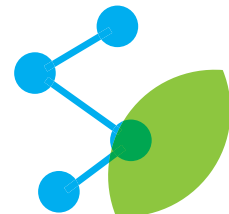
- How can we provide young people with skill-development opportunities in the rapidly growing renewable energy sector?
- How can we provide renewable energy to off-grid schools?

Remedial Learning

How can new breakthroughs in personalized technology-supported learning (i.e. artificial intelligence) be deployed to support remedial education for young people whose education has been disrupted by conflict, shock or migration?

Remote Learning and Work

How can we expand access to remote learning and work opportunities for young people will limited local opportunities?

Mental Health

How can we leverage cognitive behavioral therapy for young people affected by conflict, and effectively combine it with other interventions?

Instant Translation

How can we utilize artificial intelligence-based language translation to enable more young people to access resources for learning, skills development and employment?

Portable Certifications
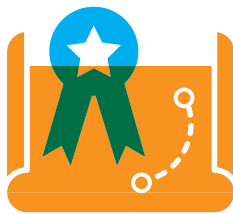
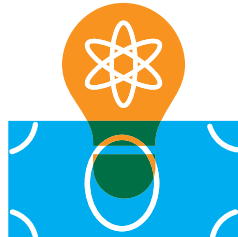How can we make sure that the certifications young people receive are portable and recognized across national boundaries?

Data and Measurement

How can we use new forms of data (i.e. from social media) to better measure, quantify and understand young people's empowerment?

Innovative Financing

How can innovative financing mechanisms unlock the potential of each of the other Promising Ideas?

How can we affordably connect all schools to the Internet?

Digital Connectivity

The Issue

- Globally, 29 per cent of young people aged 15 to 24 worldwide – around 346 million – are not online. Young people in Africa are the least connected. Around 60 per cent of population aged 15-24 in Africa are not online, compared with 4 per cent of those in Europe.[1]
- Connectivity varies widely across the globe and within the regions. In Africa, the proportion of schools connected ranges from as low as 2 percent (Ethiopia) to as high as 85 percent (Mauritius).[2]
- However, the growth of internet access around the world has slowed dramatically over the past years. Without action, the digital revolution will remain a distant dream for billions of the poorest and most isolated populations. [3]
- To be unconnected in a digital world is to be deprived of opportunities to learn, communicate and develop skills deemed critical for the twenty-first-century workplace. It will also exacerbate inequalities, reducing young people's economic opportunities and even means to access digitally-based government services.[4]
- The gender digital divide is also growing. In least developed countries, the gender gap of internet users increased from 29.9 to 32.9 between 2013 and 2017.[5] Also, in poor urban areas, studies show men can outnumber women on the internet as much as two to one.[6]

The Opportunity

- Internet connectivity is cheaper than ever before, thanks to evolving technology and its widespread use. In 2017, the cost of mobile broadband data plans in lower-income countries decreased about 17.3% from the previous year.[7]
- There are more ways one can connect to the internet than ever before, including via mobile handset, wi-fi hotspots, or even low-orbiting satellite signals. Many technology giants are also exploring ways of bringing fast internet via the air: balloons, drones, satellites, and lasers rather than laying down cables. These trends make it possible to leapfrog much of the traditional infrastructure that was required in the past, and develop potentially highly cost-effective solutions.
- Expanding digital connectivity will accelerate economic growth. According to a World Bank estimate, increasing the percentage of the total population connected to the internet from 48 to 75 per cent would add US$2 trillion dollars per year to world GDP and help create 140 million jobs.[8]
- Schools represent an ideal starting point for connecting young people. Connecting schools and utilizing them as a locus for young people's learning and local community activities have tremendous potential for enhancing the quality of skills for young people, especially in remote areas.

Relevant SDGs:

How can we provide young people with digital skills so that they can fully and meaningfully participate in the digital economy?

Digital Connectivity

The Issue

- Digital literacy and skills are essential for young people to have meaningful access to the internet, allowing them to be both safe and successful online and to fully exercise their rights, including the right to privacy, freedom of expression, information and education.[9]
- However, most adults in low- and middle-income countries lack basic computer skills. By 2016, only 4% of adults in Sudan and Zimbabwe had basic digital skills.[10] Even in the EU countries, 45% of all citizens and 37% of its workforce are deemed to have insufficient digital skills.[11]
- Many barriers exist to increasing digital literacy and skills, including: not having agile curricula that keep up with the fast-moving digital landscape, a lack of qualified trainers, and the slow response of the formal education sector.[12]
- In general, digital literacy programmes, even by corporations and NGOs, show discrepancies across their quality and effectiveness.[13]
- Digital exclusion mirrors, and risks exacerbating, long-established inequalities. Young people out of school, those living in remote areas with limited infrastructure, and women and girls are especially vulnerable since the lack of access and proficiency can reduce opportunities for pursuing technology-focused academic and career paths. In fact, the global internet user gender gap grew from 11% in 2013 to 12% in 2016, with the largest in the Least Developed Countries at 31%.[14] Further, women are 1.6 times more likely than men to report lack of skills as a factor impeding their use of the internet.[15]

Relevant SDGs:

1 NO POVERTY
4 QUALITY EDUCATION
5 GENDER EQUALITY
8 DECENT WORK AND ECONOMIC GROWTH
10 REDUCED INEQUALITIES
17 PARTNERSHIPS FOR THE GOALS

The Opportunity

- The increasing adoption of ICTs and the growing marketplace for digital goods and services are creating opportunities for young people to find employment that transcend traditional paradigms.
- Digital skills will not only be a necessary part of many jobs for young people, but also for how they find and carry out work. Young people today browse web-based job listings to find work and undertake microwork for project-based crowdsourcing opportunities. Ensuring digital literacy and skills from the earliest stage can support them to make sound socioeconomic judgment when pursuing new ways of work.
- Increasing young people's digital literacy and skills will not only contribute to their success online, but also in the offline world. Lessons in classrooms are increasingly adapting blended learning, which integrates digital platforms and even computer games into formal curricula to better engage with the students and improve their critical thinking, creativity, collaboration and communication alongside problem solving.[16]
- The growth-potential of digital learning platforms is promising. An initial assessment based on Mexico City's digital learning platforms demonstrates that, by 2022, the global emerging market revenue for digital learning could be US$ 7-15 billion, with up to 300 million users.[17]
- To catalyze the market, global tech companies, governments and foundations could use their strengths to invest in better and cheaper connectivity, build and distribute high quality content, help build the evidence for new ways of content delivery, support and collaborate with innovators by providing adequate resources and channeling promising products. We will need collaboration across multiple stakeholders to achieve these goals.[18]

How can we harness data from labour markets to shorten the feedback loop between employers and education providers so that young people can develop skills that are in demand?

Job-Matching

The Issue

- Globally, an estimated 21.8 per cent of young people are neither in employment, education nor training (NEET).[19] Youth are three times as likely as adults to be unemployed.[20]
- There is strong evidence of a skills mismatch between young people and employers. A McKinsey global survey found that while 72 per cent of educational providers surveyed believed their graduates were ready for the workforce; only 42 per cent of employers concurred.[21]
- It is clear that many young people are not learning the skills they need to get jobs. Conversely, employers struggle to emit clear signals to education providers about the skills they require.
- The mismatch threatens to become worse with changing demands for skills spurred by rapidly-advancing technology. According to one recent study, between 75 and 375 million workers (3 to 14 per cent of the global workforce) will need to switch occupational categories by 2030 if automation happens at a medium-to-rapid rate.[22]

The Opportunity

- We've seen a rapid take-off of online job-matching platforms, especially in the developing world. Online job platforms hold unique potential and can address the needs of workers in the informal sector and in small and medium-sized enterprises, as well as in high-skilled jobs.[23]
- Digital job-matching platforms generate a vast amount of data on the demand for skills. With the right partnerships, this growing mass of data could be harnessed to train young people preparing to enter the job market in addition to matching their skills with job opportunities.
- Shortening and strengthening the feedback loop between education, skills training and jobs, would help educators better respond to market priorities.

Relevant SDGs:

How can we provide young people with skill-development opportunities in the rapidly growing renewable energy sector?

Green Economy

The Issue

- Imbalances persist between skills offered and skills needed for the green transition. According to a recent ILO study, this skills mismatch is identified as an obstacle to the greening of the economy in 21 of 27 countries* surveyed.[24]
- While the on-ramp for many career paths are clear (such as becoming a doctor, lawyer, nurse, electrician, etc.), these pathways are not always immediately clear for entering a career in the renewable energy sector.
- Moreover, many countries are not adjusting their educational institutions to prepare for the green transition. Up to a third of the countries surveyed*, most of them low and middle income countries, have yet to mainstream environmental sustainability in their skills development measures.[25]

Relevant SDGs:

1 NO POVERTY	4 QUALITY EDUCATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

13 CLIMATE ACTION	17 PARTNERSHIPS FOR THE GOALS

The Opportunity

- The transition to a green economy could generate 15 to 60 million additional jobs globally over the next two decades and lift tens of millions of workers out of poverty.[26]
- Young people are well positioned to invest in learning green skills. With the growing demand, the benefits of having these skills are likely to pay off for decades to come.
- Young people have also demonstrated an interest in working in this sector, because of both the earning opportunity as well as the positive impact they can have on society.
- Only modest modifications are required to existing training programmes and curricula in order to make the skills learned applicable to green jobs.
- Many countries are increasingly establishing, or planning to establish, specific bodies to address the green transition. Such bodies could mainstream the skills demanded of the renewable energy sector into existing mechanisms for skills development for young people. Already, where they exist, specific bodies to discuss skills for the green transition have led to positive changes in training.[27]

* The 27 countries surveyed by ILO for Institutional Mechanisms to Anticipate Skills Needs and Adapt Training Provision include: Australia, Barbados, Brazil, China, Costa Rica, Denmark, Estonia, Germany, Guyana, Mauritius, Indonesia, Rep. of Korea, Spain, Thailand, United States, Philippines, India, France, South Africa, United Kingdom, Bangladesh, Egypt, Kyrgyzstan, Mali, Montenegro, Tajikistan, and Uganda.

How can we provide renewable energy to off-grid schools?

Green Economy

The Issue

- Today, 1 out of 5 upper and lower secondary schools worldwide are not electrified. Sub-Saharan Africa is the hardest hit: nearly 1 in 2 secondary schools in the region lack electricity.[28]
- Educational facilities require energy for lighting, cooking, heating, cooling, water delivery and purification, as well as information and communication technology (ICT), including for disaster and medical emergencies. Evidence shows that youth literacy levels tend to be lower in countries with electrification rates below 80 per cent.[29]
- Without a change in course, the expansion of the electricity grid will be limited by the same factors that have held it back in the past: infrastructure cost, low demand in rural areas, and a lack of political will.

Relevant SDGs:

| 1 NO POVERTY | 4 QUALITY EDUCATION | 7 AFFORDABLE AND CLEAN ENERGY | 11 SUSTAINABLE CITIES AND COMMUNITIES | 13 CLIMATE ACTION | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- The price of renewable energy will soon be cheaper than most traditional modalities, owing to: improvements in technology, a competitive market, and more experienced developers in the industry.[30] Small-scale photovoltaics (PV) and storage have started to gain traction as primary energy sources for remote infrastructure and communities. Between 2010 and 2017, there was an 82% cost decline for PV modules and 76% for stationary Lithium Ion battery packs.[31]
- With cheaper costs, leapfrogging the traditional infrastructure becomes possible.
- The renewable energy sector is experiencing rapid job growth across developed and developing economies. Globally, the renewable energy sector had 10.3 million jobs in 2017, an increase of 5.3 per cent from 2016.[32]
- Access to sustainable energy can also be used to address other community services, such as clean water and sanitation, health and emergency services.
- School attendance and student performance levels have been shown to increase with higher electrification rates. Electrification allows schools to create a better learning environment through improved lighting and equipment, including ICT. Electrification also allows for extended operating hours, facilitating teacher preparation and training after-hours. Recruiting and retaining teachers in remote regions are also closely linked to the schools' electrification rate.[33]

How can new breakthroughs in personalized technology-supported learning (i.e. artificial intelligence) be deployed to support remedial education for young people whose education has been disrupted by conflict, shock or migration?

Remedial Learning

The Issue

- There are 263 million school-aged children and young people out of school, 53 per cent are upper-secondary-school age.[34] In conflict or disaster-stricken countries, 3 in 10 young people are illiterate. This figure is triple the global rate.[35] The impact of a disruption in education on young people's development can have permanent effects.
- Young people who return to education are likely to face gaps in their learning, and teachers are often unable to accurately address those gaps on a personalized level. Weak learning outcomes for these students are often due to failure or inability to teach at the right level. This, in turn, demotivates those who fall behind their peers and can result in drop-outs.
- Remedial learning is usually either not readily available or is too costly. Moreover, many of the existing programmes often focus on the provision of hardware devices to educational facilities, without ensuring that teachers and students themselves fully utilize those tools.[36]

The Opportunity

- Technological breakthroughs in personalized learning can quickly identify educational gaps and empower teachers to better tailor the content and intensity of study to students' needs, abilities and goals.
- Technology-enabled personalized learning can also discover students' knowledge structure, education level, and cognitive style, and it can provide precise information that helps clarify misconceptions and optimize their progress.[37]
- These technologies have yet to be tested with refugee populations, or young people whose education has been disrupted by conflict, shocks or migration. These young people are not only high in numbers, but are also at very high risk of dropping out. Combining technology-enabled remedial education with in-person coaching and guidance from teachers could greatly improve the learning outcomes of these young people.

Relevant SDGs:

How can we expand access to remote learning and work opportunities for young people who live in refugee camps or have limited local opportunities?

Remote Learning and Work

The Issue

- Opportunities for learning and work have historically been a function of location. This is a critical constraint for young people living in areas with limited local economic opportunity.
- According to the ILO's School-to-Work Transition Surveys (SWTS) 2017, young people living in rural areas had a longer transition: 15.4 months, compared to their urban counterparts, 13.3 months.[38]
- The majority of rural workers, especially young people aged 15 to 24, hold precarious and poorly remunerated jobs. For example, young people in rural areas are one-third as likely to have contracted employment compared to their urban counterparts, and 40 per cent more likely to be in casual wage work without a contract.[39]

Relevant SDGs:

| 1 NO POVERTY | 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- Combining online learning with online work offers new potential for people who have limited local opportunities. It also helps to shorten feedback loops between education and employment. For example, when technology companies build new coding systems, online learning and work platforms enable young people to quickly learn the new coding language and then put those skills to work though online gig-based contracts.
- Remote internet-based learning and work platforms are achieving increasing levels of maturity. For example, between 2016 and 2017, projects sourced by Fortune 500 companies via online freelancing platforms grew 26 percent.[40]
- The gig economy and the offshoring and outsourcing of service sector jobs are an example and a catalyst of this trend.
- While remote learning and work have grown substantially, these opportunities have not extended to all areas. There is considerable potential to expand the reach of these developments to underserved populations. Some areas where they could potentially be applied with big impact even include refugee camps or urban slums.

How can we leverage cognitive behavioural therapy for young people affected by conflict and effectively combine it with other interventions?

Mental Health

The Issue

- Globally, up to 20 per cent of young people aged 15 to 24 suffer from mental health conditions each year.[41]
- This proportion is considerably higher in areas of conflict or humanitarian disasters. For example, up to 75 per cent of young people exposed to conflict suffer from post-traumatic stress disorder (PTSD).[42]
- Mental health issues have been attributed to young people dropping out of school, training and work. Mental health problems increase the likelihood of poverty, limit employment opportunities, and negatively impact work performance.[43]

Relevant SDGs:

The Opportunity

- Cognitive Behavioural Therapy (CBT) is an effective broad-spectrum treatment. In addition to managing challenges young people have faced in their past, it can also be a mechanism that can help build their resilience to challenges they may face in the future. Recent attempts to integrate CBT with other interventions in education and skills training indicate the potential to deliver CBT affordably at scale in high-, middle- and low- income settings, and by those outside the formal mental health profession.
- An experiment in Sierra Leone found that the young people who received CBT in a low-resource, post-conflict setting reported significantly greater improvements in emotion regulation and prosocial attitudes and behaviours. Participants were six times as likely as non-therapy recipients to persevere in school.[44] Other benefits have been observed including a reduced propensity for violence.

How can we utilize artificial intelligence-based language translation to enable more young people to access resources for learning, skills development and employment?
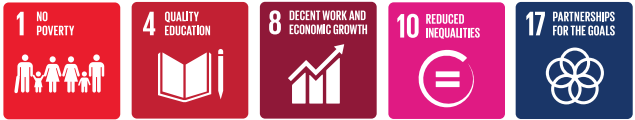
Instant Translation

The Issue

- There are more than 6,000 spoken languages in the world today.[45] However, most learning, skills development and work opportunities are provided in only a small handful language.
- Language serves as a critical barrier for young people to gain the skills necessary for the future. For example, among the 12 most popular platforms that offer free online coding courses, only one offered its program in a language other than English.[46]

Relevant SDGs:

| 1 NO POVERTY | 4 QUALITY EDUCATION | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- Instant translation technologies have recently reached a point of maturity that offers enormous potential, thanks to artificial intelligence. Machine translation and other computer assisted translation software can learn new languages with ease, resulting in better and more efficient services.
- Applying these services to learning platforms can mean that young people in all parts of the world learn the skills that they need for the future – without having to learn another language first.
- The translation service industry is growing and its revenue is estimated at US$37 billion in 2018.[47]
- Since launching in 2006, Google Translate has grown to over 500 million users worldwide, translating more than 100 billion words daily. In 2016, the tool supported 103 languages and 92 per cent of users reside outside of the United States.[48]
- Simply translating a website's content and providing a localized experience for users in different markets can drive almost three times more traffic to a website, boosting traffic conversion rates along with all the other indicators of a marketing campaign.[49] Another recent study found that businesses that translate information to communicate with their customers were 2.67 times more likely to experience an increase in revenue than companies that do not.[50]

How can we make sure that the certifications young people receive are portable and recognized across national boundaries?
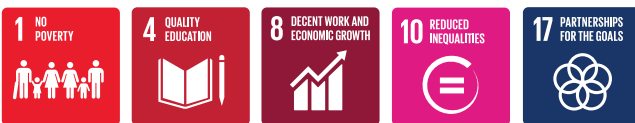
Portable Certifications

The Issue

- At present, there are approximately 232 million migrants around the world, representing 3.1 per cent of the global population.[51] About 50 million of these migrants are children and adolescents; simultaneously, about one in eight migrants are between the age of 15 and 24.[52, 53]
- However, their qualifications are not always recognized in the areas where they move. Additionally, prior job experience is often not recognized. This lack of portability makes it difficult for young migrants to find adequate jobs in their new homes.

The Opportunity

- Recognition of migrant and refugee qualifications and experience can maximize their opportunities and the value of their contributions to local economies.
- It can also increase the potential of remittances. In 2016, global remittances totalled US$575 billion, of which US$429 billion were transferred to developing countries. This exceeds the sum spent on ODA by three times.[54]

Relevant SDGs:

| 1 NO POVERTY | 4 QUALITY EDUCATION | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES | 17 PARTNERSHIPS FOR THE GOALS |

How can we use new forms of data (e.g. from social media) to better measure, quantify and understand young people's empowerment?

Data and Measurement

The Issue

- There are no commonly agreed measures of youth empowerment and participation. For instance, while there are 230 indicators under the Sustainable Development Goals, none of them measures nor attempts to quantify youth empowerment.[55] This undermines the credibility of investments aimed at raising empowerment as their efficacy cannot be proven.

Relevant SDGs:

| 1 NO POVERTY | 5 GENDER EQUALITY | 10 REDUCED INEQUALITIES | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

The Opportunity

- There are increasingly large quantities of new data, a variety of sources of data and new technological platforms for engagement. These can help enhance our ability to measure empowerment across a range of outcomes, including more reliable indicators on self-efficacy, self-worth, being taking seriously, and making decisions in public/civic engagements.
- Opportunities to measure the impact of empowerment of young people could improve effectiveness, transparency, participation and responsiveness of programming. This, in turn, supports more accountable monitoring, evaluation and thus more responsive planning for the existing and future investments made in young people's empowerment.

How can innovative financing mechanisms unlock the potential of each of the other Promising Ideas?
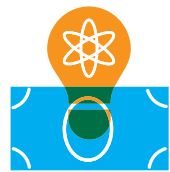
Innovative Financing

The Issue

- The scale of resources needed to address the needs of young people is considerable. The United Nations Conference on Trade and Development (UNCTAD) says achieving the Sustainable Development Goals (SDGs) will take between US$5-7 trillion, with an investment gap in developing countries of about US$2.5 trillion.[56]
- Skills and livelihoods have historically received limited resources from global aid budgets. Governments have also underinvested in this area, at least in part due to a lack of clear leadership in many countries as to which part of government leads this agenda.
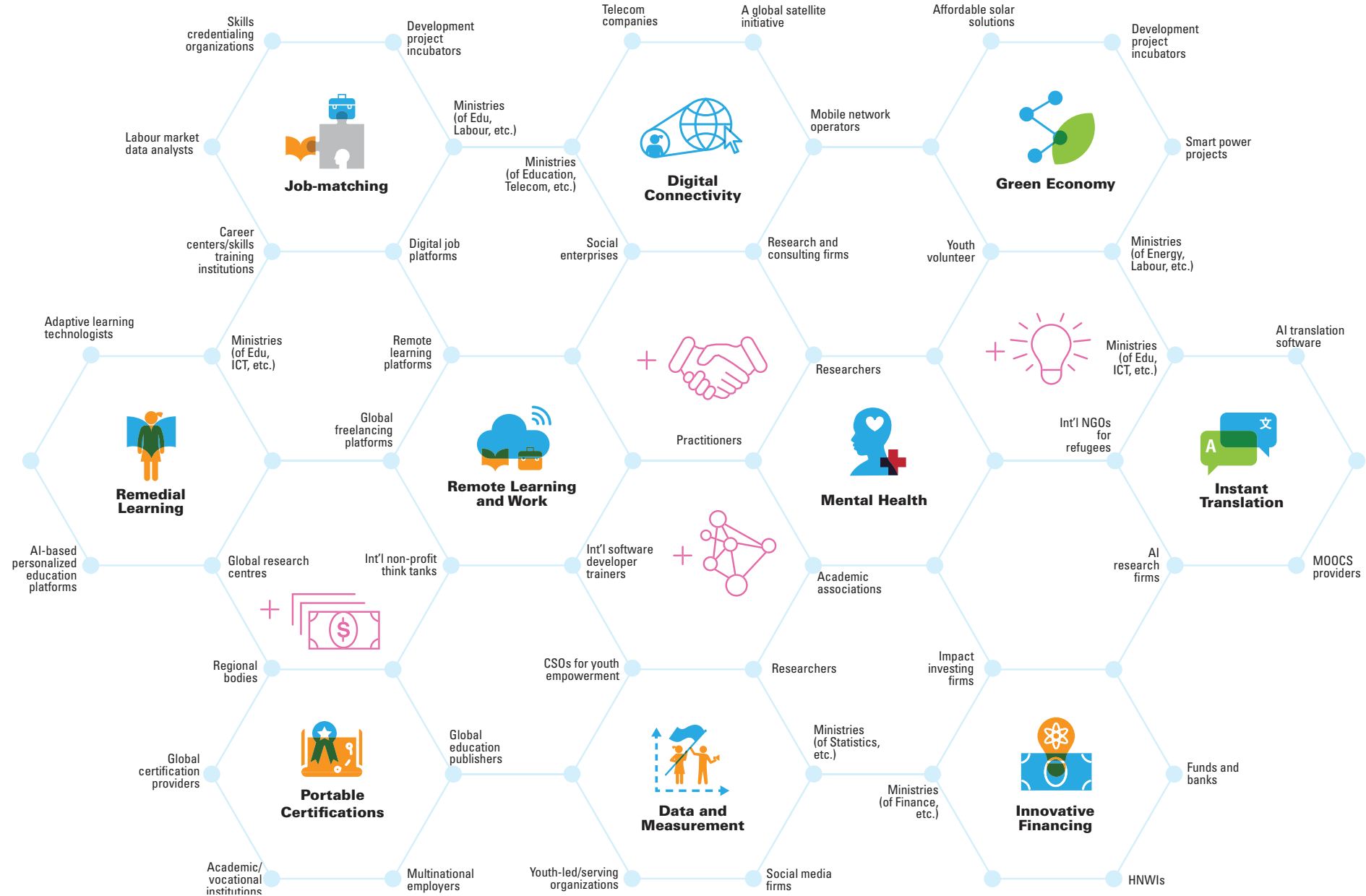
The Opportunity

- With the growing role of non-traditional actors in raising funds or stimulating actions in support of international development, there are new approaches emerging for pooling private and public revenue streams.
- For example, since its first launch in 2013, 108 impact bonds have been contracted, with nearly US$400 million raised, mostly in rich countries at the municipal level.[57]
- The new revenue streams – types of taxes, charges, fees, bond raising, sale proceeds or voluntary contribution schemes – offer incentives to the investors and funders, including financial guarantees, corporate social responsibility, rewards and recognition.
- Another potential opportunity hinges on the rise of impact investing, which engage private businesses interested in combining financial returns with social impact.

Relevant SDGs:

| 1 NO POVERTY | 8 DECENT WORK AND ECONOMIC GROWTH | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | 17 PARTNERSHIPS FOR THE GOALS |

Across all Promising Ideas, an Ecosystem of Partners to Generate Multiplier Effects

The promising ideas are all interlinked. Progress on one idea can have positive spillovers for others and enhance the effectiveness of solutions for young people that can ultimately emerge. For this reason, we will deliberately seek to bring in partners on multiple ideas to identify areas of complementarity, where knowledge can be shared and innovation fostered.

Job-matching
Skills credentialing organizations
Development project incubators
Labour market data analysts
Ministries (of Edu, Labour, etc.)
Career centers/skills training institutions
Digital job platforms

Digital Connectivity
Telecom companies
A global satellite initiative
Ministries (of Education, Telecom, etc.)
Mobile network operators
Social enterprises
Research and consulting firms

Green Economy
Affordable solar solutions
Development project incubators
Smart power projects
Youth volunteer
Ministries (of Energy, Labour, etc.)

Remedial Learning
Adaptive learning technologies
Ministries (of Edu, ICT, etc.)
AI-based personalized education platforms
Remote learning platforms

Remote Learning and Work
Global freelancing platforms
Global research centres
Int'l non-profit think tanks
Practitioners

Mental Health
Researchers
Int'l NGOs for refugees
Academic associations

Instant Translation
AI translation software
AI research firms
MOOCS providers

Portable Certifications
Regional bodies
Global certification providers
Academic/vocational institutions

Data and Measurement
Global education publishers
CSOs for youth empowerment
Multinational employers
Youth-led/serving organizations
Researchers
Ministries (of Statistics, etc.)

Innovative Financing
Impact investing firms
Ministries (of Finance, etc.)
Social media firms
Funds and banks
HNWIs

Int'l software developer trainers
Int'l software developer trainers

Next Steps

1. Create a consortium of experts on each Promising Idea. Use Generation Unlimited's convening role and power to drive momentum. Identify sponsors of specific Promising Ideas.

2. Co-create tangible business plans, with the support of a consultancy firm.

3. Identify in-kind and financial contributions from each member of the consortium.

4. Hold an Ideation Summit, and link with capital investors to back the co-created plan.

5. Begin implementation of the business plans: The partners can each play a tangible role in turning the Promising Ideas to exciting realities, backed by the investors.

6. Monitor progress. Make adjustments as necessary.

7. Evaluate results. i.e.
• Number of schools connected to the internet
• Number of young people who do not drop out of school because of improved remedial education
• Number of jobs young people gain access to through job matching platforms
• Number of off-grid schools with access to renewable energy sources
• Number of young people who have the skills to participate in the green economy
• Number of students who can learn new skills in their mother tongue language
Etc.

2019 — 1 — 2 — 3 — 4 — 2020 — 5 — 2021 — 6 — 2022 — 7
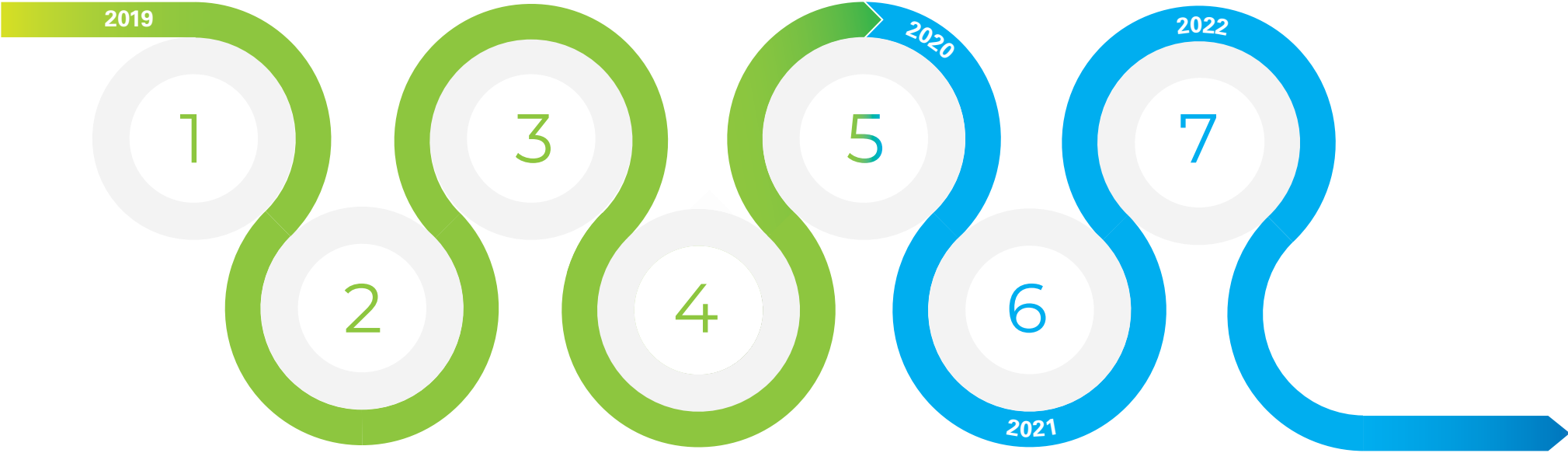
REFERENCES

1. United Nations Children's Fund, State of the World's Children 2017: Children in the digital world, UNICEF, New York, December 2017.
2. Partnership on Measuring ICT for Development, Final WSIS Targets Review: Achievements, challenges and the way forward. ITU, Geneva, 2014.
3. International Telecommunications Union, ICT Statistics 2018 (forthcoming), ITU and Web Foundation, November 2018.
4. World Economic Forum, 'Shaping the Future of Digital Economy and Society', System Initiative, World Economic Forum, n.p., 2016.
5. International Telecommunication Union, 'ICT Facts and Figures 2017,' <https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2017.pdf>, ITU, accessed 04 October 2018.
6. International Telecommunications Union, ICT Statistics 2018 (forthcoming), ITU and Web Foundation, November 2018.
7. Economist Intelligence Unit commissioned by Facebook, 'The Inclusive Internet Index: Measuring Success 2018,' <https://theinclusiveinternet.eiu.com>, EIU, accessed 04 October 2018.
8. Melhem, Samia, 'Harnessing the Internet for Development', Weekly Knowledge Notes (Connections), World Bank Group, n.p., January 2016
9. United Nations Children's Fund, 'Policy guide on children and digital connectivity,' < https://www.uniceftomorrowready.org/s/PolicyLab_Guide_DigitalConnectivity_Sept1018_lowres.pdf>, published in 2018.
10. United Nations Educational, Scientific and Cultural Organization, *Accountability in education: meeting our commitments; Global education monitoring report 2017/8*. UNESCO, Paris, 2017.
11. European Parliament Research Service, 'Digital Skills in the EU Labour Market: In-depth analysis,' <http://www.europarl.europa.eu/RegData/etudes/IDAN/2017/595889/EPRS_IDA(2017)595889_EN.pdf> European Union, January 2017.
12. International Telecommunication Union, *Digital Skills Toolkit*. ITU, Geneva, 2018.
13. Broadband Commission for Sustainable Development, Working Group on Education: Digital skills for life and work. ITU and UNESCO, September 2017.
14. https://webfoundation.org/2016/10/digging-into-data-on-the-gender-digital-divide/
15. United Nations Educational, Scientific and Cultural Organization, 'Digital Skills critical for jobs and social inclusion,' <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion>, published on 15 March 2018.
16. UNICEF, ARM, Dalberg (2018). *Tech Bets for and Urban World*.
17. UNICEF, ARM, Dalberg (2018). *Tech Bets for and Urban World*.
18. UNICEF, ARM, Dalberg (2018). *Tech Bets for and Urban World*.
19. International Labour Organisation, *Global Employment Trends for Youth 2017*. ILO, Geneva, 20 November 2017.
20. International Labour Organisation, *World Social and Employment Outlook – Trends 2018*. ILO, Geneva, 22 January 2018.
21. McKinsey Global Institute, *Jobs Lost, Jobs Gained: Workforce transitions in a time of automation*. McKinsey & Company, n.p., December 2017.
22. Ibid.
23. Chen, Cecilia, Marcus Haymon, 'Realizing the Potential of Digital Job-Seeking Platforms', Brookings, n.p., 2016.
24. International Labour Organisation, *World Employment Social Outlook 2018: Greening with jobs*. ILO, Geneva, May 2018.
25. Ibid.
26. International Labour Organisation, *Working Towards Sustainable Development: Opportunities for decent work and social inclusion in a green economy*. ILO, Geneva, 31 May 2012.
27. Ibid.
28. UNICEF analysis based on UNESCO UIS Statistics, '4.a.1 Proportion of schools with access to basic facilities, all schools - Proportion of upper/lower secondary schools with access to electricity (%),' accessed 04 October 2018.
29. United Nations Department of Economic and Social Affairs, *Accelerating SDG7 Achievement: Policy briefs in support of the first SDG7 review at the UN High-Level Political Forum 2018*. United Nations, New York, 2018.
30. International Renewable Energy Agency, *Renewable Energy Statistics 2017*. Abu Dhabi, January 2018.
31. Facebook and Bloomberg New Energy Finance, *Powering Last-Mile Connectivity*. Bloomberg LP, February 26, 2018.
32. International Renewable Energy Agency, Renewable Energy and Jobs: Annual Review 2018, IRENA, Abu Dhabi, 2018.; More than half a million jobs were created in Asia alone. However, Employment in wind power (1.1 million jobs) and in solar heating and cooling (807 000 jobs) declined as the pace of new capacity additions slowed.
33. United Nations Department of Economic and Social Affairs, *Accelerating SDG7 Achievement: Policy briefs in support of the first SDG7 review at the UN High-Level Political Forum 2018*. United Nations, New York, 2018.
34. United Nations Educational, Scientific and Cultural Organization, 'One in Five Children, Adolescents and Youth is Out of School', Fact Sheet, UNESCO, n.p., February 2018.
35. United Nations Children's Fund, '3 in 10 young people in conflict or disaster-stricken countries are illiterate – UNICEF', UNICEF, New York, 2018, <www.unicef.org/media/media_102519.html>, accessed 11 July 2018.
36. Tauson, Michelle and Luke Stannard, *EdTech for Learning in Emergencies and Displaced Settings: A rigorous review and narrative synthesis*. Save the Children UK, London, 2018.
37. Chen, Ling-Hsiu, 'Enhancement of Student Learning Performance Using Personalized Diagnosis and Remedial Learning System', Elsevier, Taichung County, Taiwan, July 2010.
38. International Labour Organisation, *Global Employment Trends for Youth 2017*. ILO, Geneva, November 2017.
39. Ibid.
40. Corporaal, Greetje F. and Vili Lehdonvirta, 'Platform Sourcing: How Fortune 500 firms are adopting online freelancing platforms. Oxford Internet Institute,' Oxford, August 2017.
41. United Nations Department of Economic and Social Affairs Division for Social Policy and Development, *Mental Health Matters: Social inclusion of youth with mental health conditions*. UN, New York, 2014.
42. Ibid.
43. Kessler, R. C. and R. G. Frank, 'The impact of psychiatric disorders on work loss days. Psychological Medicine,' vol. 27, No. 4, pp. 861–873. 1997.
44. Innovation for Poverty Action, 'Integrating Cognitive Behavioral Therapy-based Interventions and Employment Programs for Youth in Sierra Leone', IPA, Connecticut, 2018, <www.poverty-action.org/study/integrating-cognitive-behavioral-therapy-based-interventions-and-employment-programs-youth>, accessed 11 July 2018.
45. UNESCO, 'UNESCO Atlas of the World's Languages in Danger', <http://www.unesco.org/languages-atlas/en/statistics.html>, accessed 30 May 2018.
46. The platforms include: CodeAcademy, Coursera, edX, Udemy, aGupieWare, GitHub, MIT Open Courseware, Hack.pledge(), Code Avengers, Khan Academy, Free Food Camp and HTML5 Rocks. CodeAvengers offered courses in English, Russian, Dutch, Spanish, Italian, Turkish and Portuguese.
47. Pangeanic, 'What is the Size of the Translation Industry?', Pangeanic, Valencia, 2018, <www.pangeanic.com/knowledge_center/size-of-the-translation-industry/#>, accessed 11 July 2018.
48. Kroulek, Alison, '11 Google Translate Facts You Should Know', K International, Knowhill, 2016, <www.k-international.com/blog/google-translate-facts>, accessed 11 July 2018
49. Sierra, Richard, '3 Reasons to Invest in Marketing Translation Services', Kobalt, Barcelona, 2018, <www.kobaltlanguages.com/en/blog/3-reasons-why-you-should-invest-in-translation>, accessed 11 July 2018.

50. Ray, Rebecca and Nataly Kelly, *Translation at Fortune 500 Companies: Exploring the link between translation wealth and financial health.* Common Sense Advisory, Lowell, MA, March 2012.
51. International Labor Organization, 'International Labour Standards on Migrant Workers', ILO, Geneva, n.d., <www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/migrant-workers/lang--en/index.htm> accessed 11 July 2018.
52. The United Nations Children's Fund, *Uprooted: The growing crisis for refugee and migrant children.* UNICEF, New York, September 2016.
53. United Nations Department of Economic and Social Affairs, 'Youth Issue Briefs 2016 - Youth and Migration,' <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-migration.pdf>
54. United Nations Development Programme, 'Remittances (Diaspora Financing)', UNDP, New York, 2016 <www.undp.org/content/sdfinance/en/home/solutions/remittances.html>, accessed 11 July 2018.
55. United Nations, Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1), Annex IV
56. United Nations Development Programme, 'Impact Investment to Close the SDG Funding Gap', UNDP, New York, 2017 <www.undp.org/content/undp/en/home/blog/2017/7/13/What-kind-of-blender-do-we-need-to-finance-the-SDGs-.html>, accessed 11 July 2018.
57. Social Finance, 'Impact Bond Global Database,' <https://sibdatabase.socialfinance.org.uk>, accessed 11 July 2018.

GENERATION
UNLIMITED

Our Time. Our Turn. Our Future.