



Many of these Cameroonians have been forced to leave affluent livelihoods in agriculture in inherited lands that they have worked for generations.



This war has affected education here for three years.



Comsuda partners with the mayors office in Bamenda and is working in Bamenda municipality, and two rural areas, Teze and Njikwa, with internally displaced persons to facilitate humanitarian assistance to reach them in their hide-outs.



Through our field work to date, we learned that **68.8% of IDP youth is out-of-school. Most IDP youth are girls who are orphaned or have been separated from families.** The conflict has left women, leading families, in need of new skills to earn so that children can return to school, paying school fees and gaining independence and stable futures.



*IDP community,
northwest Bamenda*

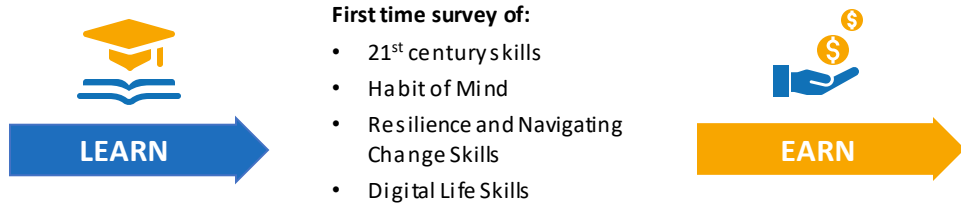
Working with the Mayor's office, COMSUDA decided to learn more. Our data collection methods bring new, innovative practices to trusted relationships and ongoing fieldwork. The result is inclusion, scale, and consistency across cities enabling us to share promising practices.



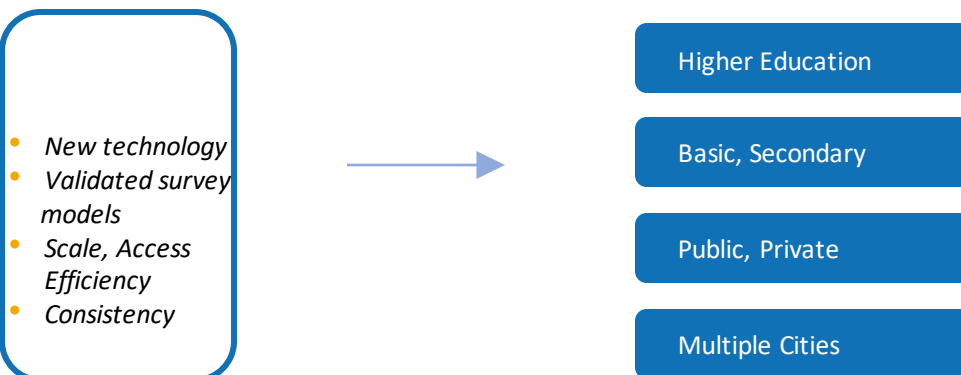
INCLUSIVE DATA COLLECTION



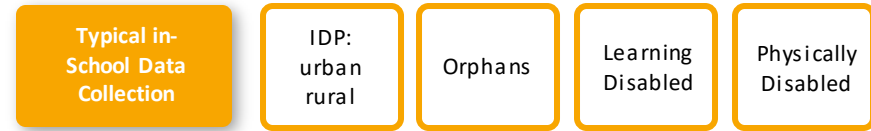
ACTION-ORIENTED DATA



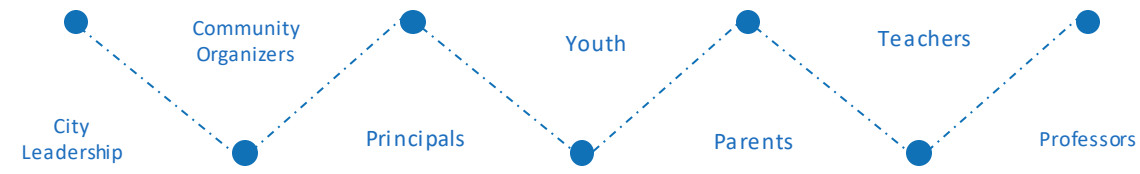
TECHNOLOGY-ENABLED DATA COLLECTION



GENDER LENS ACROSS MARGINALIZATION

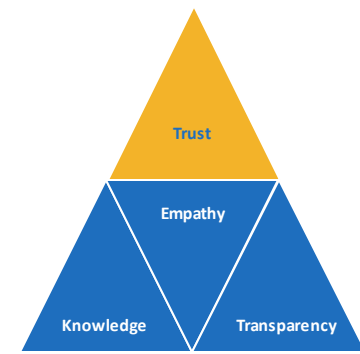


ECOSYSTEM APPROACH



RESPECTED RESEARCHERS

Ongoing Fieldwork



Our photo and video journalist is a victim of the ongoing conflict.



Data points gave us insights about our profile, about the future, about solutions.



Respondents identified four types of marginalized youth: IDP, orphan, learning disabled, physically disabled. **66% of respondents** said rural-based IDP youth and IDP youth without parents are the most marginalized



93% of respondents said that **all girls needed positive role models** more than gender specific learning.



80% of **educators want more professional development in skills based learning** and teaching learning disabled



100% of educators believe that **'none or few' families are versed in the careers of the future** and that students are not prepared enough for the world of work



On average, **youth use digital connectivity for social pursuits 50% more than academic or work activities**



75% of educators want **makerspaces and digital labs in schools**



According to rural community leaders, **"IDP youth want to go to school."**



On average, **0 -10% of youth know how to code** at entry level and beyond



On average, **only 1 – 10% of students have any practical experience with the world of work**, for example, an internship



We now have a roadmap to begin to improve learn-to-earn in Bamenda.



Provide elearning, professional development and school facilities for skills and competency based learning for all.



Engage employers to create the learn to earn connection including internships, awards, jobs.

Make parents aware of careers of the future for all students including girls, IDP, learning and physically disabled.



Create challenges and campaigns that encourage youth to own and solve social problems using design thinking.

Ensure that challenges celebrate girls through role models.



Recommend data-driven policies that address the learning access needs of the most marginalized first



Build on the relationships

