Improving Displaced Livelihoods: An ICT Training Program for Afghan Refugees in Pakistan

Pre-Analysis Plan

Saqib[1]

Abstract

The RCT plan aims to equip the vulnerable youth of Afghan refugees in Pakistan with digital skills that will help them attain a productive future. The primary objective of this project is to bypass the source problem of lack of registration which hinders their access to health, education, and decent work. The research aims to develop tailored courses focusing on in-demand digital skills and randomly deliver them to the recruited refugees. The treatment will be given on a weekly basis in groups. This project seeks to leverage the cruciality of technology in the present era to motivate and inspire Afghan refugees to enroll in the training, with the instrumental involvement of religious leaders. Besides post-evaluation, I will be examining the weekly marginal effects of the training.

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List of Abbreviations

- RCT: Randomized Controlled Trial
- ATE: Average Treatment Effect
- UNHCR: United Nations High Commissioner for Refugees
- IOM: International Organization for Migration
- CCT: Conditional Cash Transfer
- HAUS: Health and Utilization Survey
- UCT: Unconditional Cash Transfer
- WASH: Water, Sanitation, and Hygiene
- ACC: Afghan Citizen Card
- PDM: Post-Distribution Monitoring
- SAFRON: Ministry of States and Frontier Regions
- PoR: Proof of Registration
- ARV: Assisted Voluntary Returns
- US: United States
- USA: United States of America
- NUST: National University of Sciences and Technology
- MS: Microsoft
- OS: Operating Syetm
- PIDE: Pakistan Institute of Development Economics

1 Introduction

1.1 Motivation

In my earlier project[2], I witnessed the extreme poverty and deprivation experienced by unregistered Afghan refugees in Pakistan. I identified three distinct groups of Afghan refugees in Pakistan: those residing in constructed or rented houses, those accommodated in formal refugee camps established by UNHCR, and the most helpless group living in makeshift slums made of mud and leaves. The source issue is the lack of registration which causes a number of vulnerabilities for the third group. Considering all the limitations I come up with the idea of bypassing the problem of legal status by providing digital skills training which could enable them to access the freelancing platforms and software houses for decent jobs. Eventually, this training helps them leave the cycle of the poverty trap and improve their learning through online resources. Further, the positive impact of this initiative would extend to the economy of Pakistan, benefiting both the Afghan refugee community and the country as a whole.

1.2 Target Group

As mentioned in the 1.1 , I aim to target the most helpless group of Afghan refugees in Pakistan. Recently, the number has increased due to the Taliban takeover of Afghanistan. For a better understanding of the targeted group, I am providing some characteristics of Afghan refugees in Table 4.1[3], 4.2 & 4.3[4]. The proposed project is of utmost importance for the targeted group, given the characteristics revealed in the provided tables. The data highlights several key aspects of the significance of the project. First, a significant proportion of Afghan refugee parents prioritize child labor over education. This indicates a concerning trend where education is undervalued, potentially perpetuating a cycle of limited opportunities and hindering children's long-term prospects. Second, a number of children are out of school, indicating barriers to enrollment and access to quality education due to a lack of registration. Third, Afghan refugees lack knowledge about how to lodge complaints or

[2]Title: Assessment of Parental Preferences Towards Children Schooling: An Intervention-Based Study of Vulnerable Afghan Refugees in Pakistan
Principal Investigator: Inayat Ullah - NUST
Project Description: This project aimed to understand the factors influencing parental decision-making regarding child labor and schooling among Afghan refugee families in Islamabad and Rawalpindi. Interviews with Afghan refugee parents provided valuable insights into their perspectives on education, which guided the subsequent survey to assess the prevalence of vulnerable school-aged children engaged in child labor and hazardous work. Through this project, we observed the challenging living conditions of vulnerable refugee households in slum settlements near Islamabad and refugee camps in Haripur district, Khyber Pakhtunkhwa. These findings highlighted the urgent need for interventions to improve their livelihoods and address the issue of child labor. The outcomes of the project informed the development of an intervention that prioritizes education for Afghan migrant families, with a focus on combating child labor. Further details about this project can be provided upon request, including our firsthand experiences surveying migrant children in extremely challenging circumstances and the striking psychological and social impacts on these children.

[3]The data used in the table 4.1 was collected during the field survey of our earlier project mentioned in the 1.1

[4]The data used in the table 4.2 & 4.3 was collected from the UNHCR website. This data was collected by UNHCR as part of a Post-Distribution Monitoring (PDM) exercise that had the aim of evaluating the key outcomes of the "Emergency And Protection Cash Assistance For Vulnerable Afghans In Pakistan" project (UNHCR [2022b]) and Health and Utilization Survey (HAUS) to get a better picture & to measure health outcomes and access to health services for refugees in Pakistan in 2022 (UNHCR [2022a])

provide feedback using digital platforms. It shows a potential deficient area that could be improved through the proposed project. Last, the highest level of education shows a dire need for learning programs, which we aim to provide using digital platforms.

1.3 Background and Historical Importance

The transition from the Soviet-Afghan War[5] to the Afghan Civil War[6], followed by the tragic events of the 9/11[7] attack, the death of Osama bin Laden[8], and ultimately the Taliban takeover in 2021[9], resulted in a significant loss of life and the displacement of Afghan populations. Pakistan has long been home to a vast number of Afghan refugees. At times, it hosted, 3.7 million, the largest number of refugees in the world. Since the last Taliban ascension, 600,000 Afghans have fled to Pakistan (Cone & Khan [2023]). Unfortunately, the 2.38 million unregistered Afghans (Ghani [2023]) –*unable to obtain legal status in Pakistan but unable to safely return to Afghanistan*– present a growing but officially unacknowledged dimension of the Afghan refugee crisis. Figure 1 illustrates the number of Afghan refugees in Pakistan. Owing to the challenging socioeconomic conditions prevalent in Pakistan, the country tends to attract and accommodate the most vulnerable refugee populations.

1.4 Legal Status

Pakistan has not ratified the 1951 Convention Relating to the Status of Refugees or the 1967 Protocol, and it has not enacted any laws pertaining specifically to refugees or asylum seekers. However, between 2006 and 2007, the Ministry of States and Frontier Regions (SAFRON) of Pakistan and the United Nations High Commissioner for Refugees (UNHCR) started issuing Proof of Registration (PoR) cards. In 2017, Pakistan, the International Organization for Migration (IOM), and the former Afghan government jointly issued Afghan Citizen Cards (ACC) to around 840,000 refugees under the umbrella of the Comprehensive Policy on Voluntary Repatriation and Management of Afghan Nationals. The only legislative provision for refugees in Pakistan is the Foreigners Act of 1946 and the Foreigners Order of

[5]Soviet Union invaded Afghanistan in 1979 to support the communist government and the conflict lasted for a decade. Afghan resistance groups, known as the Mujahideen, fought against Soviet forces with support from various countries, including the US.

[6]Following the withdrawal of Soviet forces in 1989, Afghanistan descended into a period of civil war. Different Mujahideen factions vied for power, leading to widespread instability and violence. In 1996, the Taliban, an extremist group, emerged victorious and established control over most of Afghanistan. They imposed a repressive regime and harbored international terrorist organizations, including Al-Qaeda.

[7]The 9/11 attack refers to the series of coordinated terrorist attacks carried out by the extremist group Al-Qaeda on September 11, 2001, in the United States. The attacks involved the hijacking of commercial airplanes and the deliberate crashing of these planes into the World Trade Center towers in New York City and the Pentagon in Arlington, Virginia.

[8]The death of Osama bin Laden refers to the killing of the founder and leader of the extremist group Al-Qaeda, Osama bin Laden. He was located and killed by a United States military operation on May 2, 2011, in Abbottabad, Pakistan. The operation, code-named "Operation Neptune Spear," resulted in the elimination of one of the world's most wanted terrorists and marked a significant milestone in the global fight against terrorism.

[9]The Taliban takeover in 2021 refers to the rapid and decisive advance of the Taliban militant group in Afghanistan, culminating in their seizure of power and control over the country. Following the withdrawal of international forces, the Taliban capitalized on the security vacuum and swiftly gained control over major cities and provinces. The takeover resulted in the collapse of the Afghan government, leading to a significant shift in political dynamics and raising concerns about the future of Afghanistan and the rights and safety of its people.

1951. These laws allow for the arrest, detention, and deportation of foreigners without valid documentation. As a result, the recently arrived and protracted hundreds of thousands of unregistered Afghans in Pakistan are at risk of being arrested or deported.

1.4.1 Options for Return

In the last two decades, a portion of Afghan refugees have chosen to return to Afghanistan. Since 2002, UNHCR has facilitated Assisted Voluntary Returns (ARVs) for 783,617 households (4.38 million individuals). However, due to the takeover of the Taliban, from January to March 2023, only 1,255 individuals returned to Afghanistan with the assistance of UNHCR. The majority of these returnees were from Baluchistan and KP provinces in Pakistan, while only three individuals residing in Islamabad opted to return during this period.

1.4.2 Integration

Pakistan serves as a natural refuge for many vulnerable Afghans seeking safety from the Taliban. The country's accessibility through land borders and relatively affordable visa options, including informal or irregular means, compared to neighboring nations, make it an appealing destination for many. However, due to the challenging socioeconomic condition of Pakistan, successful integration becomes impractical. As a result, Afghan refugees are left with no options, neither to relocate to developed countries nor to integrate. This situation leads to a web of interconnected vulnerabilities spanning across generations, impeding their access to education, healthcare, and viable employment opportunities.

1.5 Existing RCTs and Programs

In the realm of global interventions, particularly concerning the Afghans, the prevailing focus has revolved around conditional or unconditional cash transfers (CCT or UCT) (Beath et al. [2013a], Kurtz et al. [2018], Lyall et al. [2020]), water, sanitation, & hygiene (WASH) measures (Barat et al. [2014], Ziad et al. [2016], Lieberman Lawry [2022]), entrepreneurship, vocational, business or family support trainings (Kurtz et al. [2018], Haar et al. [2021], Beath et al. [2013b], Ahmed [2019]), healthcare provisions(Shaw et al. [2019], Knefel et al. [2022], Orang et al. [2022]), and scholarship programs (Koch et al. [2020]). However, a review of existing interventions in the literature did not uncover any studies focusing specifically on digital skills training for Afghan refugees in Pakistan or in other countries. While I came across several computer training programs -*not RCTs*- for refugees in developed countries, such as IOM's "Link It" initiative in Germany, Portugal, Romania, and the UK, aimed at improving skills in using websites, portals, reading notices, and making appointments with doctors, "Migrant E-inclusion" program focused on digital inclusion to promote integration and social cohesion, "The Power of Digitalization in the Age of Physical Distancing (DISC)" project implemented in Peru, Greece, Panama, Bangladesh, Indonesia, Germany, Slovakia, Azerbaijan, the Netherlands, and Turkey to strengthen social connections and community cohesion during the COVID-19 pandemic, and "Supporting the Digital Inclusion of New Migrants and Refugees" initiative in Australia to enhance the digital capabilities of refugees accessing education, skills training, and various services related to government, finance,

telecommunication, and utilities. It is worth mentioning that there is a relevant program called "Skills and Training for New Americans" in the USA, which focuses on developing digital skills among immigrants to enable them to utilize online platforms for job searching, educational opportunities, and participation in workforce training programs. However, it is important to note that although this program is available for all new Americans, it is not conducted as a RCT. The motivation for this project stems from insights obtained through a field survey conducted as part of a previous research endeavor, which highlighted the enduring vulnerability of unregistered Afghan refugees and the necessity for targeted interventions.

1.6 Objective

The objective of RCT is to address the enduring vulnerability and limited access to essential resources faced by unregistered Afghan refugees in Pakistan through a digital skills training program. The primary aim is to evaluate the effectiveness of this trial in improving the livelihoods of refugees by enhancing their access to online freelancing platforms, software houses, and digital work opportunities. This will empower them to overcome barriers related to their legal status and promote their economic stability, employment prospects, income levels, access to education, opportunities for online learning, and integration into the digital economy. The findings will provide valuable insights and evidence on the potential of digital skills training to uplift the displaced livelihoods of unregistered Afghan refugees and contribute to their overall well-being and socio-economic integration.

1.6.1 Research Questions

- What are the specific digital learning skills required for Afghan refugee youth in Pakistan to attain a productive future and integration?
- How effective are customized age-appropriate digital skills courses in enhancing the marketable skills of Afghan refugee youth?
- What are the marginal, short-term, and long-term gains observed in the Afghan refugee youth who have undergone the training program?
- What role do religious leaders of Afghan refugees play in motivating and enrolling Afghan youth in the digital skills training program?
- How can the training program be adapted and scaled to reach a larger number of Afghan refugee youth in different locations within Pakistan?

2 Intervention and Research Design

2.1 Training Program

This study utilizes a comprehensive digital skills training program designed to empower unregistered Afghan refugee youth with marketable skills. The course focuses on enhancing

their computer literacy and provides training in basic English language skills, computer system operations, internet browsing and email usage, MS Office applications, and data entry. The 3-week training program will be conducted at Madrassah/Maktab in the camp with the assistance of NUST Islamabad, utilizing university resources and student interns. Two groups will be randomly formed, and the treatment will be administered to the first group for three weeks. In these three weeks, Computer, Job-related and English training will be provided to Group A, however, the English and Job-related training will be given to the control group as a placebo as shown in Table 4.5. This approach will also allow us to effectively implement the training program and measure the impact as shown in Figure 5.4. To ensure compliance, surveys, and active participation, religious leaders will be approached. The treatment design is shown in Figure 5.2 and the timeline is given in Figure 5.3. The training program leverages the resources available at NUST Islamabad, including human resources. The hired trainers will be offered internships that provide students with practical experience while allowing them to fulfill their mandatory internship requirements. Moreover, the program offers internship certificates and graduate credits to recruited students.

2.2 Content of Course

The Computer Basics course covers hardware and software fundamentals, including components, operating systems, and common applications. The Using a Computer module focuses on setting up and familiarizing oneself with the operating system. The Using Hardware section introduces mouse and keyboard skills. Internet Basics cover internet connectivity, browsing, and application installations. MS Excel provides an introduction to spreadsheet operations, formulas, tables, and charts. The Google module includes email management and using Google Chrome. MS Word covers document creation, text formatting, layout customization, and reviewing features. The Reviewing and Additional Features section includes spell check, translation, and formatting functions. English Vocabulary focuses on computer-related terms and constructing basic sentences. The Freelancing module introduces popular platforms and generates portfolios for freelance work. Table 4.5 outlines the detailed course contents of the intervention.

2.3 Data Collection

The data collection process for this intervention will involve three stages: baseline, endline, and follow-up after three months of training. A third-party entity, -*a think tank named PIDE Islamabad or another independent group of enumerators will be hired*-, will be responsible for conducting the data collection during four two points in time. The purpose of this data collection is to assess the impact of the training on the treatment group. To specifically measure the marginal effect of the training, an additional independent assessment will be conducted. This assessment will be carried out by a separate group of NUST students who are independent of the trainers. This approach ensures an unbiased evaluation of the training's impact on the treatment group. By employing this rigorous assessment methodology, the study aims to provide reliable and valid evidence regarding the effectiveness of the training program. The independent assessment helps to mitigate potential biases and

ensures the credibility of the evaluation results. The data collection points are blue bullets in Figure 5.2.

2.4 Questionnaire

The questionnaire aims to gather important information and assess the skills and access of participants in the proposed digital skills training program for Afghan refugee youth. The questionnaire given in Table 4.6 consists of three sections: A) Demographic Variables, B) Self-Reported Access to Computer & Internet and Skills, and C) Detailed Assessment of Skills. The questionnaire has been designed according to the course material.

In Section A, demographic variables such as participant ID, gender, age, education level, father's education, mother's education, marital status, and household size will be collected. These variables provide insights into the background and characteristics of the participants and will be used as a baseline. Section B focuses on self-reported access and skills related to digital technology. Questions include access to a computer or laptop, access to the internet, frequency of computer/laptop/mobile usage, frequency of internet usage, self-assessment of computer literacy skills, familiarity with basic software applications, use of email for communication, use of online platforms for learning or skills development, current employment status, occupation (if employed), possession of specific skills related to occupation, and specific skills possessed. Section C assesses the participants' skills in different areas relevant to the training program. Questions cover understanding the basic parts of a computer, naming buttons commonly found on a computer, familiarity with the function of an operating system, confidence in setting up a new computer, understanding the purpose of a mouse and keyboard, familiarity with the process of connecting to the internet, understanding the concept and usage of web browsers, experience with downloading and installing applications from the internet, familiarity with common internet protocols for communication, confidence in creating a new workbook in Microsoft Excel, understanding the purpose and usage of cells in Excel, skills in modifying the formatting of cells in Excel, experience with creating basic formulas in Excel, familiarity with conditional formatting in Excel, confidence in setting up a new Gmail account, experience with sending and receiving emails using Gmail, familiarity with using Google Chrome as a web browser, understanding the purpose and usage of Google Maps, and experience with attending meetings using Google Meet.

The questionnaire will provide valuable data for assessing the participants' baseline skills, access to technology, and self-reported proficiency. It will also help in tailoring the digital skills training program to the specific needs and capabilities of the participants, ensuring effective and targeted learning outcomes.

3 Econometric Approaches

Let's say we have the following variables:

$\boldsymbol{Y}$ represents the outcome variable (e.g., participants' performance on a test and/or having a job).

$\boldsymbol{X}$ represents the treatment variable (e.g., whether participants received the training).

$\boldsymbol{G}$ represents the group variable (e.g., Group A or Group B).

In an RCT, I want to measure the causal effect of the treatment on the outcome. The general equation for this can be expressed as follows:

$$Y = \beta_0 + \beta_1 X + \beta_2 G + \beta_3 (X \times G) + \varepsilon \tag{1}$$

In this equation:

β_0 represents the control mean of Y

β_1 represents the effect of the treatment variable X on Y, i.e., ATE.

β_2 capture any differences between the groups at the baseline.

$\beta_3$capturing any differential treatment effects between the groups

ε represents the error term, which captures all potential unobserved factors.

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4 Tables

Table 4.1: Educational Preferences and Child Labor in Afghan Refugees in Pakistan

	Mean	SD	Min	Max	N
=1 if Respondent have Children	1.00	0.00	1	1	189
Respondent Age	40.83	9.82	21	70	189
Respondent Years of Displacement	41.42	11.00	10	98	184
Respondent Years of Education	4.20	3.79	0	16	189
=1 if Respondent is Working	0.75	0.43	0	1	189
Respondent Monthly Income in PKR	24867	12979	4,000	100000	180
=1 if Speaks Pushto	0.99	0.07	0	1	189
=1 if Speaks Persian	0.38	0.49	0	1	189
=1 if Speaks Urdu	0.96	0.20	0	1	189
=1 if Speaks English	0.05	0.21	0	1	189
Children Less than 15 Years Old	3.98	2.00	0	11	189
Children (Male) Less than 15 Years Old	2.32	1.21	0	7	186
Children (Female) Less than 15 Years Old	1.76	1.42	0	8	182
Children Enrolled in School (4-14)	2.30	1.45	0	10	186
Children Out of School (4-14)	1.41	1.50	0	8	184
Attempts to Enroll Children in School	0.86	1.40	0	5	152
Distance to School in KMs	1.86	2.20	0	15	74
Distance School by Walk in Minutes	9.93	6.28	1	30	169
Age of Child	10.53	2.88	3	17	176
=1 if Child is Female	0.11	0.31	0	1	103
=1 if Enrolled in School/Madrassah	0.79	0.41	0	1	122
=1 if Child is Labor	0.24	0.43	0	1	189
Average Daily Income of Child in PKR	69	173	0	1,200	187
=1 if HH Depedent on Child Income	0.16	0.37	0	1	134
=1 if Parents Prioritize Child Lab. on Educ.	0.19	0.40	0	1	134

Note: The data presented in this table is derived from a previous research project conducted by the researcher explained in 1.1. The primary objective of the data collection was to assess the preferences of Afghan refugee parents regarding their children's schooling. However, the data also provides valuable insights into the current situation, highlighting the significance and feasibility of the proposed project..

Table 4.2: Post-Distribution Monitoring of Cash-Based Interventions - 2022

	Mean	SD	Min	Max	N
Province	2.48	1.18	1	5	163
=1 if Female	0.54	0.50	0	1	163
=1 if Between 1 and 17 Years Old	0.06	0.23	0	1	163
=1 if Between 18 and 24 Years Old	0.17	0.37	0	1	163
=1 if Between 25 and 59 Years Old	0.73	0.45	0	1	163
=1 if More than 60 Years Old	0.05	0.22	0	1	163
=1 if HH Size is between 1 and 2 Members	0.23	0.42	0	1	161
=1 if HH Size is between 3 and 4 Members	0.17	0.38	0	1	161
=1 if HH Size is between 5 and 6 Members	0.24	0.43	0	1	161
=1 if HH Size is 7 and above	0.36	0.48	0	1	161
=1 if Know How to Complain or Feedback	0.45	0.50	0	1	163
=1 if Know to Complain via Local Leader	0.15	0.36	0	1	73
=1 if Know to Complain via Comm. Mobilisers	0.05	0.23	0	1	73
=1 if Know to Complain via UNHCR/NGO	0.26	0.44	0	1	73
=1 if Know to Complain via Hotline	0.62	0.49	0	1	73
=1 if Know to Complain via Email to UNHCR	0.00	0.00	0	0	73
=1 if Know to Complain via Complaint Desk	0.04	0.20	0	1	73
=1 if Know to Complain via Suggestion Box	0.15	0.36	0	1	73
=1 if Don't Know How to Complain	0.01	0.12	0	1	73
=1 if Have Bank Account or Mobile Money	0.00	0.00	0	0	163
=1 if Have Access to Micro Credit	0.02	0.13	0	1	163

Note: The data in this table is from the UNHCR's 2022 survey conducted among Afghan refugees in Pakistan as part of a Post-Distribution Monitoring (PDM) exercise. The PDM aimed to evaluate the key outcomes of the "Emergency And Protection Cash Assistance For Vulnerable Afghans In Pakistan" project, where 30,000 PKR emergency cash assistance was provided to specific vulnerable households to mitigate protection incidents/situations. The one-off cash assistance was distributed to 94 households across the country. The PDM survey was conducted simultaneously between March and April 2022 in Peshawar, Quetta, and Islamabad offices.

Table 4.3: Health Access and Utilization Survey - 2022

	Mean	SD	Min	Max	N
=1 if Female	0.46	0.50	0	1	4,226
=1 if Less than 4 Years Old	0.32	0.47	0	1	4,226
=1 if Between 7 and 12 Years Old	0.47	0.50	0	1	4,226
=1 if Between 13 and 17 Years Old	0.21	0.41	0	1	4,226
=1 if Married	0.00	0.06	0	1	4,226
=1 if Ever Attended School	0.45	0.50	0	1	4,226
=1 if Only Religious Education	0.14	0.35	0	1	4,226
=1 if Highest Education is Primary	0.23	0.42	0	1	4,226
=1 if Highest Education is Middle	0.06	0.23	0	1	4,226
=1 if Highest Education is Secondary	0.01	0.12	0	1	4,226
=1 if Highest Education is Tertiary	0.00	0.02	0	1	4,226
=1 if Highest Education is TVET	0.00	0.02	0	1	4,226
=1 if Don't Know Highest Education	0.00	0.06	0	1	4,226

Note: The data presented in this table is derived from the UNHCR's 2022 survey conducted among Afghan refugees in Pakistan. The primary objective of this data collection was to assess the refugees' understanding of available healthcare services, identify barriers to healthcare access, and evaluate the effects of discontinuing the parallel health system on refugee communities.

Table 4.4: Intervention Design

Groups	Computer	Job Related	English
Treatment Group	✓	✓	✓
Control Group	✗	✓	✓

Table 4.5: Course Content

Days	Course	Features	Contents
1-2	Computer Basics	Hardware Basics	What is a Computer?
			Basic Parts of a Computer
			Buttons and Ports on a Computer
			Inside a Computer
			Laptop Computers
		Software Basics	Operating System
			Applications
		Using a Computer	Setting Up a Computer
			Getting Started with First Computer
			Getting to Know the OS
		Using Hardware	Familiarization with Mouse Function
			Familiarization with Keyboard Function
			Basic Typing
2-3	Internet Basics	Using Internet	Connecting to the Internet
			Getting Started with Internet and Browser
			Downloading & Installing Applications
3-5	MS Excel	Excel Basics	Getting Started with Excel
			Creating and Opening Workbooks
			Saving Workbooks
		Cells and Sheets	Cells Basics
			Modifying Columns, Rows and Cells
			Modifying Cells
			Cells Formats
			Find and Replace
			Checking Spellings
			Pages, Layouts and Prints
		Formulas and Functions	Basic Formulas
			Modifying Formulas
		Tables	Basic Tips
			Headers
			Sorting
			Filtering
			Conditional Formatting
		Charts	Bar and Column Charts
			Pie Charts
3-5	Google	Email	Introduction and Features of Email
			Setting Up a Gmail Account
			Sending Emails
			Attachments
			Responding Email
			Managing Email Inbox
			Search Emails

			Understanding Spams
		Chrome	Downloading & Installing Chrome
			Setting Up Google Account
			Browsing
			Google Map
			Google Meet
4-5	MS Word	Word Basics	Getting Started with Word
			Creating and Opening Documents
			Saving Documents
		Working with Text	Basic Text and Typing
			Formatting Text
			Find and Replace
			Word Tables
		Layout & Printing	Page Layout
			Printing Documents
			Headers and Footers
			Page Numbers
		Objects	Inserting Pictures
			Formatting Pictures
			Shapes
		Reviewing	Checking Spellings
			Checking Grammer
		Additional	Translate Text Instantly
			Clear Formatting
			Clipboard Function
1-5	English	Vocabulary	Computer Related Terms
			Names of Objects
			Basic Sentences
1-5	Freelancing	Platforms	Introduction to Fiverr
			Introduction to Upwork
			Introduction to Freelancer
		Gigs	Generating Gigs
			Generating Portfolios

Table 4.6: Proposed Questionnaires

Sr No.	Code	Question	Possible Answers
		5-A. Demographic Variables	
1	Q1	Participant ID	Numeric code
2	Q2	Gender	1. Male, 2. Female, 3. Other
3	Q3	Age	Numeric entry
4	Q4	Education Level	Numeric entry
5	Q5	Father's Education	Numeric entry
6	Q6	Mother's Education	Numeric entry
7	Q7	Marital Status	1. Single, 2. Married, 3. Divorced, 4. Widowed
8	Q8	Household Size	Numeric entry
		B. Self Reported Access and Skills	
9	Q9	Access to computer/laptop at home	1. Yes, 2. No
10	Q10	Access to internet at home/mobile	1. Yes, 2. No
11	Q11	Frequency of computer/laptop/mobile usage	Numeric entry
12	Q12	Frequency of internet usage	Numeric entry
13	Q13	Self-assessment of computer literacy skills	1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very high
14	Q14	Familiarity with basic software applications	1. Yes, 2. No
15	Q15	Use of email for communication	1. Yes, 2. No
16	Q16	Use of online platforms for learning or skills development	1. Yes, 2. No
17	Q17	Current employment status	1. Yes, 2. No
18	Q18	Occupation (if employed)	Text entry
19	Q19	Possession of specific skills related to occupation	1. Yes, 2. No
20	Q20	Specific skills possessed (if applicable)	Text entry
		C. Assessment of Skills	
		Computer Basics	
21	CB-Q1	How well do you understand the basic parts of a computer?	Poor, Average, Excellent
22	CB-Q2	How many buttons commonly found on a computer can you name?	None, 1, 2, 3 or more

23	CB-Q3	How familiar are you with the function of an operating system?	1. Not familiar, 2. Somewhat familiar, 3. Very familiar
24	CB-Q4	How confident are you in turning on and off a computer?	1. Not confident, 2. Somewhat 3. Very confident
25	CB-Q5	How well do you understand the purpose of a mouse and keyboard?	1. Limited, 2. Adequate, 3. In-depth
		Internet Basics	
26	IB-Q1	How familiar are you with the process of connecting to the internet?	1. Not familiar, 2. Somewhat familiar, 3. Very familiar
27	IB-Q2	How well do you understand the concept and usage of web browsers?	1. Limited, 2. Adequate, 3. In-depth
28	IB-Q3	Have you downloaded and installed applications from the internet before?	1. Yes, 2. No
29	IB-Q4	How familiar are you with the purpose of the internet?	1. Not familiar, 2. Somewhat familiar, 3. Very familiar
		MS Excel	
30	MX-Q1	How confident are you in creating a new workbook in Microsoft Excel?	1. Not confident, 2. Somewhat 3. Very confident
31	MX-Q2	How well do you understand the purpose and usage of cells in Excel?	1. Limited, 2. Adequate, 3. In-depth
32	MX-Q3	How skilled are you in modifying the formatting of cells in Excel?	1. Limited, 2. Moderate, 3. Advanced
33	MX-Q4	Have you created basic formulas in Excel before?	1. Yes, 2. No
34	MX-Q5	How familiar are you with conditional formatting in Excel?	1. Not familiar, 2. Somewhat familiar, 3. Very familiar
		Google or Gmail	
35	GG-Q1	How confident are you in setting up a new Gmail account?	1. Not confident, 2. Somewhat 3. Very confident
36	GG-Q2	Have you sent and received emails using Gmail before?	1. Yes, 2. No
37	GG-Q3	How familiar are you with using Google Chrome as a web browser?	1. Limited, 2. Adequate, 3. In-depth
38	GG-Q4	How well do you understand the purpose and usage of Google Maps?	1. Limited, 2. Adequate, 3. In-depth
39	GG-Q5	Have you attended a meeting using Google Meet before?	1. Yes, 2. No
		MS Word	
40	MW-Q1	How confident are you in creating a new document in Microsoft Word?	1. Not confident, 2. Somewhat 3. Very confident
41	MW-Q2	How well do you understand the basics of applying formatting to text in Word?	1. Limited, 2. Adequate, 3. In-depth
42	MW-Q3	How familiar are you with using headers and footers in a Word document?	1. Not familiar, 2. Somewhat familiar, 3. Very familiar
43	MW-Q4	Have you inserted and formatted images in Word documents before?	1. Yes, 2. No
		Freelancing	
44	FL-Q1	Are you familiar with freelancing platforms like Fiverr, Upwork, or Freelancer?	1. Yes, 2. No
45	FL-Q2	Have you created a gig or portfolio on a freelancing platform before?	1. Yes, 2. No

5 Figures

Figure 5.1: Afghan Refugees in Pakistan

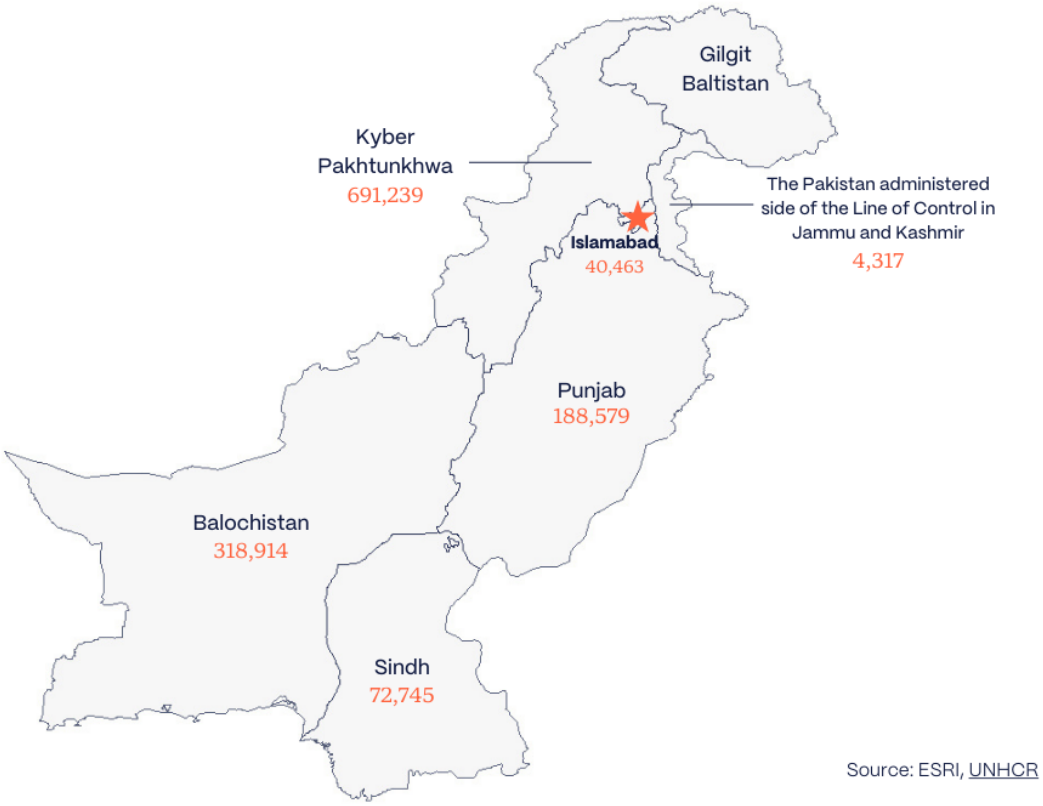

Figure 5.2: Treatment Design

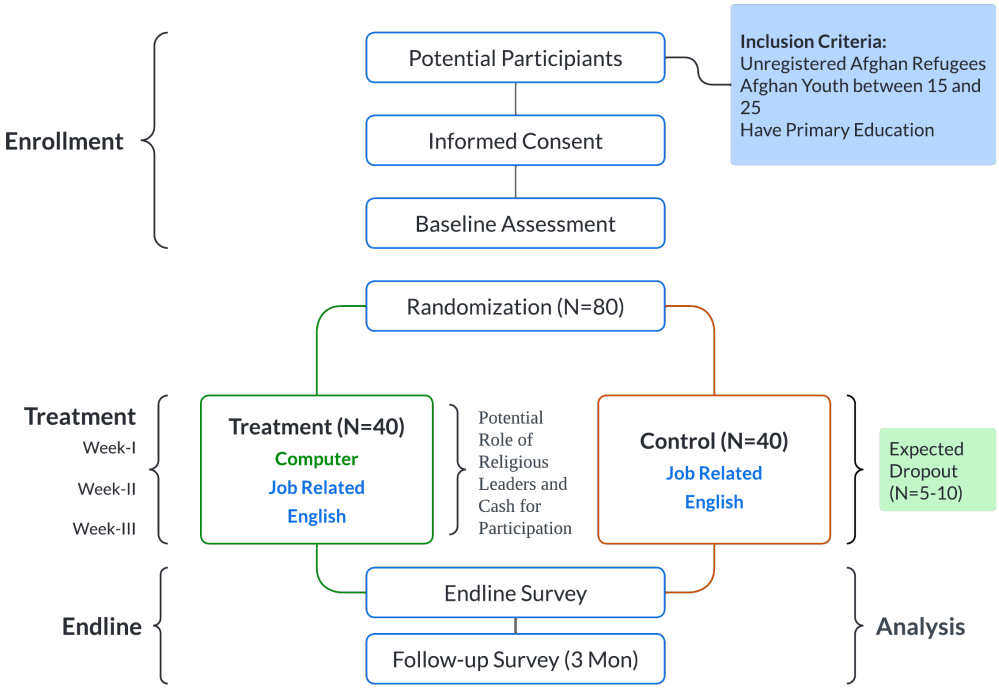

Figure 5.3: Timeline

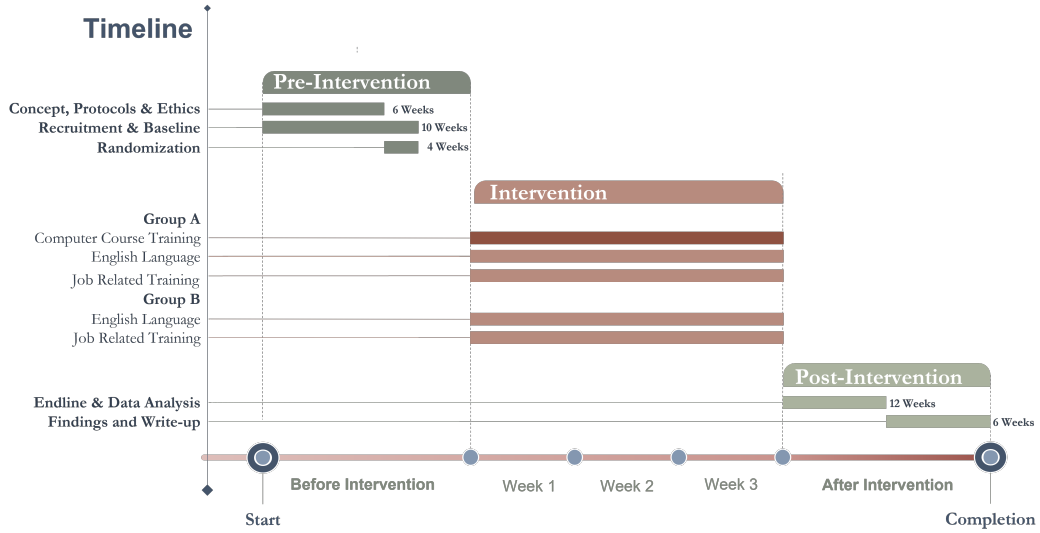

Figure 5.4: Expected Outcomes