Education for Youth Affected by Crisis

Annotated Bibliography

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Photo credit: Adolescent boys attend class on the first day of the reopening of Odigram Government High School for Boys in Odigram Village in Swat District, in North-West Frontier Province (NWFP). The school was partially destroyed during the recent fighting. © UNICEF/Marta Ramoneda Pakistan, 2009.
Introduction

Crises such as armed conflict and disasters negatively affect the education and livelihood prospects of youth, which in turn can play a role in the perpetuation of fragility in post-crisis settings. The development and implementation of effective education and training for youth in contexts characterised by displacement, a breakdown of social services, and economic despair presents a broad spectrum of challenges, yet it is a necessary component of promoting self-sufficiency and long-term stability.

During adolescence, young people assume new responsibilities, lay the foundation for purposeful and moral judgements and goals and make decisions that will affect lifelong potential as they transition into adulthood. The challenges that youth face during this time are exacerbated by crisis and instability, as they are not given the opportunities to contribute in a positive way to their family and community lives. Under the extreme conditions of war, if adolescents are left without opportunities to envision a better future, youthful optimism may turn into bitter pessimism. Physically stronger than children, youth are particularly at risk in conflict situations as they may be targeted for violence, abuse and exploitation through recruitment into armed forces, trafficking or commercial sex. Despite these evident vulnerabilities, the adolescent age group is the least likely to receive assistance or protection during conflict. This is because humanitarian assistance has typically focused on the urgent health and nutrition needs of under-five and primary school-age children (UNICEF, 2004).

In general terms, youth are defined as having reached the stage in life where they have left behind childhood but have not yet assumed the responsibilities of adulthood. Factors such as the average age at which young people complete education and initial training and the average age at which they are expected to start playing adult roles in the community determine the exact age range within countries that may vary widely cross-culturally depending on the specific socio-cultural, institutional, economic and political factors. This needs to be taken into account when developing specific contextual policies and programmes. In societies affected by conflict, the concept of youth may radically alter as boys and girls are forced to take on adult responsibilities at a very young age, and then grow up without the developmental opportunities that allow them to mature fully in accordance with their age (Stern, 2007).

Figures on youth unemployment are alarming and it is widely known that youth face greater barriers than adults in securing decent employment and this is particularly so in crisis contexts. The International Labour Organisation (ILO) brought to light that 47 per cent of the global unemployed are youth with young women in many countries more likely to be unemployed than young men (ILO, 2005). The relationship between the marginalisation of disadvantaged youth from relevant education, training and livelihood opportunities and the potential for cycles of instability and conflict has long been acknowledged. Paul Collier in his influential work (2007) finds three characteristics “being young, being uneducated, and being without dependants” as making people more likely to engage in political violence.

There is little question that addressing the needs of youth and establishing the right kind of conducive socio-economic and political context for youth to exercise their rights, maximise their potential and be able to make meaningful contributions to the development of their societies is thus central to conflict-resolution, reconstruction and the maintenance of peace, as well as the promotion of poverty-reducing growth and sustainable development.

It has been estimated that over 300 million young people under the age of 25 are living in countries affected by armed conflict, and this excludes many IDPs and refugees who are never counted (Lowicki-Zucca, 2010). The most commonly cited figure of young people under the age of 18 who are directly involved in warfare or have recently been demobilised in more than 30 different countries is 300,000 – representing ten percent of the world’s combatants (World Bank, 2010). There are no global or regional figures that calculate the number of youth affected by disasters such as earthquakes, floods or hurricanes.
And yet, all too often, even where education in emergencies is available, the vast majority of programmes target younger primary school-aged children, with too little investment and attention paid to the specific developmental and protection needs of youth. Funding for emergency programmes explicitly targeting youth—especially those who are not in school—remains scarce. An overview of World Bank lending to conflict-affected countries in 2005 found that less than 8% of lending was directed specifically to secondary education projects, compared to 43% for primary and 12% for tertiary education (Chaffin, 2009a).

In contravention of educational rights for youth enshrined in various global human rights treaties, even in non-emergency contexts, youth often have more difficulty than children in accessing education (Lowicki-Zucca, 2005). The Millennium Development Goals (MDGs), as the major international framework for development, make no direct mention of post-primary education.

Data on education indicators for crisis-affected youth is virtually non-existent. However, it is broadly understood that youth generally face greater challenges in accessing education than do children and that this problem is compounded in crisis and post-crisis contexts. Youth in conflict situations are often prevented from attending school because of school closures, lack of safety and security in – or en route to – school, family poverty, bureaucratic obstacles, or lack of access to the next level of education. Additionally, many out-of-school young people, aged 12 and older, are unable to return to school once conflict has ended.

Ease of access to post-primary education opportunities differs across crisis-affected populations. For example, access to education for youth living in rural areas, as illegal migrants in urban areas, or in the immediate aftermath of disasters is even more challenging than is access for long-term refugees in camp settings.

In programming, youth are typically grouped either with younger children or with older adults, where they may not belong. Where effort is made to provide age appropriate programmes, they often do not reflect the perspectives or realities of youth living in situations of conflict or disaster (Chaffin, 2009a). While many would benefit from access to ‘second-chance’ or non-formal educational options, governments often see these approaches as somehow less legitimate than formal school, and tend not to prioritise them.

Looking at the specific field of education for crisis-affected youth, little is known about which educational programmes catered to youth work best in different crisis-contexts and why.

In an effort to countervail the general lack of high-quality evidence, this annotated bibliography aims to contribute to building the evidence base to be able to effectively articulate and advocate for successful, quality education programming for all youth affected by crisis. Through a review of research, programmatic evaluations and case studies, this bibliography seeks to outline the scope of educational programmes for youth in emergencies, post-crisis recovery and fragile contexts. It seeks to highlight the impact of programmes reviewed and draw out salient themes, gaps and lessons learned within the field. It is hoped that this annotated bibliography will help researchers, advocates and practitioners improve their work so that youth affected by crisis are better served.

Methodology and Limitations

The list of documents reviewed is by no means exhaustive; it rather represents material that was kindly shared by members of the INEE Adolescent and Youth Task Team or was available online. The selection criteria for documents reviewed in this matrix were broadly defined as any texts dealing with, reviewing, analysing, evaluating or describing educational programmes catering specifically or partially to youth and adolescents in situations of emergency, protracted crisis, through to post-crisis and recovery. Preference was given to texts that address specific impacts and lessons learned. It has to be noted that this review is not meant to be a mapping exercise of existing programmes and actors, rather it attempts to document specific impacts of programmatic approaches.
Items in the Annotated Bibliography are hyperlinked to original documents where available. The entries briefly introduce the document setting the context (?) with the main goals and objectives of the specific study or programme described. Next, findings (–) are portrayed, wherever possible divided in success and positive impacts (+) and challenges, failures and gaps identified (–). Finally, conclusions (!) of the study or evaluation are given with any recommendations or lessons learned if specified.

As the documents are summarised, the reader has to take into account that original texts were written for very differing purposes, produced internally or externally, some less critical than others, written at different levels and in different styles which also affects the way any programmes might be depicted in this annotated bibliography. It is recommended to consult original documents for further information. Although every effort has been made to objectively summarise rather than assess or evaluate documents in the matrix, any errors, misrepresentations or misinterpretations of documents and programmes are the author’s.
Annotations

A


(?) evaluate and assess four programmes Search for Common Ground ran in Burundi from 1999 to 2002 with the goal of reducing ethnic conflict and encouraging reconciliation; here: focus on The Youth Project (YP), a cooperative project bringing together ethnically mixed youth leaders and organising peace-building projects for youth: an innovative, local initiative to convince young men to either leave militias or not participate at all; an affiliation of young people who work for peace in their communities; conflict resolution training in Burundian schools; summer peace camp that in 2001 involved 300 children from mixed ethnic and societal backgrounds in a variety of conflict resolution activities; a clearing house for local NGOs in partnership with the Kamenge Centre that puts local youth associations in contact with donors and provides the donors with the necessary follow-up; concerts, building of youth centres and football tournaments in ethnically divided districts;

(+) YP has been successful in communicating the message of peace, conflict resolution, and tolerance using various methods and there has been significant receptivity among the youth; the local initiative with its reach to large numbers of youth, has proven to be effective in transforming youths’ approaches to conflict, has developed a proactive sense of taking initiative in addressing issues in their country; Cartoon Book provided models of behaviour and taught youth how to prevent a recurrence of events that led to conflict; conflict resolution training was successful in opening participants’ eyes to new dimensions of conflict – namely conflict analysis and conflict de-escalation; active intervention by YP led directly to establishing new modes of positive interaction between Hutu and Tutsi students on campus; music concerts and football matches provided a needed outlet for the tension which has built up within society: provide critically important neutral ground for youth from all groups and social strata to meet and interact without fear of reprisal; YP has had positive impact on youth organisations’ ability to operate by providing logistical support and financial assistance among the positive things; YP successfully intervened in a crisis taking place at the University of Burundi: use of media in the early stage of the crisis was an effective tool in changing the track of the crisis, it helped members of one ethnic group see the conflict through the other group’s lense; this helped put an end to negative behaviour in the crisis, and transformed attitudes and behaviours among both groups and facilitated the second stage of intervention: the direct dialogue between the two groups, train them on conflict resolution skills, and engage them in productive activities had very positive results; positive outcome of this is that processes of forming groups or organising activities now adheres to principles of representation and equality between the two ethnic groups;

(-) measuring impact of any conflict resolution program is difficult when warfare is ongoing; many youth do not feel that the conflict is near resolution, which is discouraging, but not totally unexpected; the almost complete lack of an effective educational system for the vast majority of Burundians and the terrible poverty and complete lack of hope for economic advancement are most destructive elements in peacebuilding efforts;

(1) increased demand for YP to consider economic-based activities in addition to peacebuilding and conflict resolution activities; need to engage partners who can provide economic and educational activities to complement the youth programme; Burundians strongly desire to be able to operate and run their own programmes without outside financial support: young people spoke of the need for activities to lift them out of poverty and provide hope, or else all their efforts at peace building would fail; education will be an essential part of any solution to the problem: provide youth and adult continuing education; ensure YP staff receives some type of continuing education in their areas of expertise; expand YP’s efforts to assist local partners build capacity in various areas: economic, educational, organizational or vocational.


Plan International and York University, programme since 2005 to ensure youth employment creation by responding to the needs of the returning youth and those demobilised from the army to help bring about long-term economic development;

(?) study explores the benefits of, and suggests improvements to, existing plans and strategies for addressing TVET rehabilitation and development challenges and opportunities, including: rehabilitation and reconstruction of TVET facilities; support for the development of a comprehensive curriculum, policies and standards for TVET; introduction of TVET models, institutions and other opportunities to Southern Sudan; study seeks to identify community needs,

1 (?) Goals, Objectives, Context; (=) Findings; (+) Success, Impacts; (-) Challenges, Failures, Gaps; (!) Conclusions, Recommendations and Lessons Learned;
perspectives and capacities for the development of TVET infrastructure by engaging community members in workshops and interviews; study examines past, present, and future challenges of TVET in Southern Sudan through the identification of broad needs, skills, gaps and opportunities;

(-) TVET can provide marginalised communities, especially youth and ex-combatants, livelihood options for building new skills and lives rather than wartime survival options; respondents viewed TVET as an instrument for peace building, and many believe that if youth and ex-combatants are provided with alternative livelihoods they will not think of violence; TVET can aid in the acquisition of knowledge and skills, especially for those individuals with little or no formal education;

(-) Initially there was no clear understanding of the magnitude of the challenge of providing TVET in a post-war context or the best way to go about addressing it; hard to convince partners of value of TVET in post-conflict situations; other challenges and critical gaps identified by respondents: political will and capacity, few clear TVET policies, negative perceptions about TVET, lack of TVET role models, competition with foreign labour, lack of access to enterprise enablers, consumer preferences, lack of management skills and capacity;

(!) importance of partnerships between research and practice; promotion of entrepreneurs and entrepreneurship; quality and sufficient training, training qualified teachers and appropriate equipment; access to market; need for security improvement; positive promotion of local products and TVET perceptions; need for ongoing evaluation, assessment and adjustment of TVET programmes; land use planning and management; develop unified curriculum, standards and certification; employ Sustainable Local Enterprise Network (SLEN) and Basic Employability Skills Training (BEST) approach for inclusive market participation; ensure regional and international collaboration;

(=) prioritise technical and entrepreneurial skills development as one of the critical strategies for reconstruction, recovery and long-term social and economic development; a clear articulation of TVET with national, social, and economic goals and guidelines can create a platform for locally-rooted, supported, and fiscally viable TVET initiatives; policy makers and stakeholders should consider developing clear and achievable short- and long-term strategies for TVET; recommendations to be considered in conjunction with identified market needs and priorities; programmes from stable communities cannot be transferred to post-war situations; in post-war areas with low TVET capacity, vocational and entrepreneurial training should include a combination of enhanced basic, literacy and livelihood training skills; TVET is crucial if locals are to participate in nation-building and benefit from the expanding market activity in Southern Sudan.


Jóvenes en Acción introduced in Colombia between 2002 and 2005; provided vocational training for a total period of 6 months (3 months in classroom and 3 months on-the-job) to young unemployed men and women between the ages of 18 and 25, who belonged to the lowest two strata in the population and who were for the most part high-school drop-outs; programme reached 80,000 young people (or approximately 50% of the target population);

(!) paper examines causal effect of training on young people with little education in the context of a less-developed country;

(+) training courses provided vocational skills in a diverse number of occupations, including taxi and bus drivers, office assistants, call centre operators, medical assistants, preschool teacher assistants, cashiers, textile operators, and carpentry, plumber, and electricians’ assistants; trainees received a daily stipend of $2.20, which was eventually raised to $3 for women with children under 7; training increased wage and salaried earnings and the probability of a having paid employment, salaried earnings increased by 12% for all individuals and by 18% for women alone;

success of programme due to six months of training in specific skills in certain sectors or occupations in the classroom and on-the-job suggesting as an important specific human capital component to the training; second, private sector institutions – some for-profit and some non-profit, offered the classroom training and chose, designed and marketed the courses to the firms providing the internships: provided skills for which there was demand in the labour market; third, the internships allowed both firms and workers to obtain information on the other side of the market; training offers increase earnings both due to increased employment and due to increases in productivity and access to better jobs; internship component was particularly important to women as they are less linked to labour markets than men; female trainees’ probability of paid employment 19-21 months after completing the programme increased by five percentage points relative to the control group, and they worked an average of 1.1 more days per month and 2.5 more hours per week than women in the control group;

(!) part of the success of the Jóvenes en Acción programme for female youth in particular may also be attributable to the fact that it was run by known NGOs and located in the young person’s neighbourhood, this might have been especially important for girls with small children at home and who had little experience or confidence to venture far from their homes; model relied on a decentralised and well-developed national network of training centres, a vibrant formal private sector, a lack of restrictions on young women’s mobility and ability to interact with men in public;
worthwhile to further explore the causal impact of on-the-job versus classroom training on youth labour market success as well as the differential impact of training versus job search assistance which is directly designed to improve matches.


| (+) train crisis-affected young adults as parent outreach workers and teach parenting skills to young parents; (+) youth as key actors involved in implementation and monitoring; parents shift attitude and behaviour: see children as active learners and prevent child abuse and neglect; parents see themselves as significant first teachers of their children; gender component: presence of young men as parent outreach workers a strong sign to the families: importance of fathers to children; possibility of teamwork by men and women; (-) more demand for participation than can be accommodated; holding the tension between a long term design, time line and budget—and local realities about which local partners make the decisions. |


| (+) attend to needs of young Iraqi refugee women and youth outside full-time education: basic education, vocational, computer and language training, life skills (HIV/AIDS, conflict resolution, etc), inclusion of under-served groups e.g. young women, disabled youth, ethnic minority groups, engaging youth in public/community services; (+) due to planned third-country-resettlement, English language classes successful; training allowed out-of-school youth to catch up; psycho-social needs of young refugee women, developed social skills; better understanding of health and social issues and practical means to address these concerns; young women produced booklet documenting their learning on social health; improved self-esteem; providing a degree of consistency and routine in a post-crisis situation; (+) retention: beneficiaries leave programme to find work; spontaneous migration of beneficiaries; security: refugees are subject to arrest. |

B


| (+) identify lessons learned in curriculum, methodology, implementation and evaluation of Peace Education (PE) programmes; (=) to develop a successful PE curriculum, learners’ cognitive, emotional and ethical levels of development need to be taken into account, a range of component topics in PE interlink and build upon each other, critical analysis must be included to understand which element to use and when; topics included: Peace and Conflict (including conflict theory), Similarities and Differences, Inclusion and Exclusion, Active listening, Communication (one and two-way communication, miscommunication), Perceptions, Empathy, Emotions (including emotional honesty), Trust, Bias, Stereotypes, Prejudice and Discrimination, Co-operation, Assertiveness, Problem Solving, Negotiation, Mediation, Conflict Management (and real life problem solving), Reconciliation, Human Rights; programmes that worked on communication and cooperation only, are proven to not be successful; PE curriculum must follow a constant and consistent approach, be structured and rights-based; methodology in PE is linked to the content: methodology must be rights-based and interactive, respond to multiple domains of learning (cognitive, emotional/affective and ethical); rights-based way of teaching reflects all elements and principles of human rights: respect for learner, ensuring learner’s dignity, including the learner and encouraging independent learning; in emergency situations, teachers would often use the easiest method of teaching, rather than the most effective: education systems need to provide support to train teachers and encourage them to understand rights-based approach; three major forms of implementation: separate subject approach (least popular, lacks integration, time and curricular space consuming, but ensures every class receives regular structured PE lessons), integrated subject approach (most popular but least effective, teachers are often not specifically trained in content and methodology and receive little guidance, learners are unaware of learning results as there is no focus or mind-set) and co-curricular approach (least effective and least responsible, non-compulsory outside school hours, must be legitimised!); the form of implementation requires the creation of a mindset or focus from the learner, teaching needs to be pro-active not reactive, there must be a logical structure of concepts and topics to provide ‘building blocks’ of learning; most effective implementation model is to offer PE as a separate subject or as part of just one subject (e.g. social science) to ensure structure and consistency. |
were able to attend school, the ial (i.e., soap and two packs of biscuits) or that they had never received any help; 45% of key informants said that NGO... 32% of youth reported they had received school fee support from NGOs, 48% reported receiving school-related... however, want to become professionals—including doctors, nurses, lawyers, journalists, and teachers; 55% mentioned they... counter their hardships by becoming well educated and assuming leadership roles in society: 55% mentioned they... trained a reintegration program for former child soldiers, they would make education a focal point;... training, and... community members on the... study examines the state of the Sierra Leonean educational system before and after the war and its role in the... design and selection process: increasing self-esteem and confidence of trainees; increased civic engagement; youth gained valuable work experience and became liaison between NGOs and their own community; ensuring appropriate level of gender balance; providing adequate follow-up and monitoring of trainees; clarity around partnership concepts with local government; recruiting and retaining qualified local staff; lack of social cohesion within communities slows down process of engaging the community; poor infrastructure, heavy rains.


Evaluation of PE programmes is challenging and the area least developed: quick quantitative evaluation is necessary for donors’ records but does not reveal level of behaviour change that may have taken place, qualitative evidence of application of skills and knowledge and a transfer of these skills and knowledge (impact) is required, but development and application of constructive values and attitudes is a long-term process; best programmes have a combination of quantitative and qualitative indicators and evaluation tools: number of teachers trained, days of training, children receiving classes, resource materials available; plus number of informal networks established by teachers to promote PE or to strengthen their own understanding, type of supplementary initiatives developed, destructive behaviours in the school/classroom; plus consistent, regular observation, structured observation sheets to focus on potential behaviour change; plus interviews to validate same questions from different sources, with open questions; plus focus discussions with a cross-section of interviewees and open dialogue; plus unsolicited anecdotal feedback; proxy qualitative indicators: reduced violent or abusive behaviour, increase in friendships or constructive relationships, inclusion of marginalised groups, increase in critical thinking skills and elimination of bias or manipulation of information, increased clarification of communication, increased ability to solve problems, increased willingness to be open and honest, increased integrity, increase in moral and ethical values held by society.

to concentrate on learning; attracting and retaining quality teachers in community schools is an issue of concern: teachers are paid infrequently and low salaries, graduates prefer to stay in big towns; girls who became pregnant were at high risk of dropping out of school or, at the very least, falling even further behind their peers; (!) education and training can help former child soldiers to define goals for the future and redevelop a sense of purpose in life; but education alone cannot solve the problems of former child soldiers as traumatic experiences often result in symptoms that make it difficult for children to fully benefit from educational and training opportunities, but currently, the vast majority of schools in Sierra Leone do not offer the integrated psychosocial services necessary to effectively support war-affected children, this kind of support must be widely available to youth; long-term interventions should include maintaining a comfortable and inclusive school environment for the children responsive to psychosocial needs; it is recommended for teachers to employ less authoritarian methods of discipline in the classroom, use open-ended questions to encourage the participation of all children, even of those who may be passive and withdrawn due to their experiences, and organise recreational and expressive activities: devoting adequate time during the school day to healing activities: study sessions in the mornings and trauma-healing activities (structured activities such as arts, music, drama, sports, local games, and dance) in the afternoons; for education to be an intrinsic part of reintegration, access to education must be sustainable, donor support and fee waivers cannot be of a temporary nature: countries emerging from conflict must focus on the following three areas in education in order to recover and move forward: 1) education must be a funding priority, both for governments and for international donors and aid organisations; 2) specific programmes should be designed to meet educational lags and barriers facing youth, for example, condensing (quality) primary schooling into a shorter period; 3) psychosocial support and referral networks for youth experiencing significant symptoms and impairment must be integrated into education systems in conflict-affected countries; failing to respond rapidly in Sierra Leone and in similar post-conflict environments means writing off a generation of youth who have experienced war—a generation whose ambitions for education and a better life could serve as a catalyst for the construction of a more peaceful society.


(?!) Assess impact of 35 projects across Africa; here: youth specific programmes in vocational skills and (economic) empowerment;
(+) training helped 54% of young Liberians change their lives as a result of small business management, post-training packages and learning specific trades; 90% of beneficiaries earn income from the skills they acquired after participation; vocational training, leadership training, self-esteem courses and life skills led to increased youth engagement in local communities/involvement in local decision-making, community councils, local elections; empowerment through training in advocacy, civic education and leadership skills: strengthened youth groups and helped to establish youth coalitions; youth as positive actors in community reconstruction; advocacy of local youth groups ensured youth needs are represented and are now addressed by central government in Sierra Leone and young people are empowered to stand for elections, monitor and lobby for transparency of local government spending;
(-) measuring success and learning from past experiences; long-term sustainable success of vocational training success unclear; carry out prior market analysis to maximise benefit of vocational training and livelihood support; tackle counteracting political and economic structures in programmes aimed at empowerment of conflict-affected youth;
(!) build on existing structures or those set up by communities themselves; work directly with service providers and be aware of the local/national government’s legal obligations and policy commitments; cultural and conflict sensitivity: meet needs during conflict and adapt post-conflict: equip youth with vocational skills they can use upon repatriation for reconstruction; integrated approach: integrating psycho-social and trauma counselling and meeting livelihood needs within youth empowerment work, education or health-related projects or providing vocational training and identifying market opportunities or providing ex-child soldiers with training and education as part of a government/donor-led demobilisation programme; provide relevant and immediately useful training; locally produced education materials; literacy and numeracy for young people who may have missed out on education due to conflict; skills in key trades, business management, literacy and numeracy, and start-up kits enabling some to set up their own business.


Centre for Development and Population Activities (CEDPA) implemented a two-phase project in three conflict areas of Nepal: Baglung, Mahottari, and Udayapur from 2004 to 2007;
The paper describes a non-formal education project that trained adolescent girls as peer educators to enlighten other girls and adults about the negative effects of caste-associated menstrual taboos and the vulnerability of adolescent girls and women to HIV infection; Phase I recruited 3,000 schooled and unschooled girls between the ages of 10 and 19 to participate in a non-formal education project; curriculum employed a participatory discussion group format and included sessions on future career and educational goals and plans, self-awareness, marriage and parenthood, gender relations and women’s rights, peer pressure, maturation, and HIV and reproductive health; facilitators led weekly discussion groups; unschooled girls (40% of the target group) attended intensive literacy classes and also participated in the weekly discussion groups; by end of project, girls organised a National Girls Congress and three district-level Congresses at which they identified priorities for subsequent advocacy initiatives; Phase II was designed to address the issues that girls attending the congresses identified as being most relevant to them—menstrual taboos and HIV/AIDS; project tested premise that adolescent girls in Nepal could develop effective leadership skills (leadership efficacy) and collectively become effective agents of change, providing information to their peers and others in the community to raise awareness and alter beliefs and norms related to the two themes; (+) almost 45% of the girls who completed literacy training enrolled in primary and secondary school at the end of the programme; in Phase II, the NGOs trained 504 peer educators (PEs): 307 girls who were in lower secondary school or beyond and 197 girls who had recently entered primary school; these were girls who had completed literacy classes in Phase I and transitioned to primary school at the end of the programme; overall, project was successful in achieving its objectives: increasing community awareness of risky behaviours associated with HIV and mitigating psychological harm associated with menstrual taboos; in addition, programme led to a deeper and possibly more enduring individual growth, given the universally robust findings for self-efficacy; participating in the programme gave girls the opportunity to develop a belief in their leadership skills and a shared sense of the power of group efforts (collective efficacy) by conducting group discussions on a range of health topics and organising community outreach; through multiple trainings, mentoring, and supervision, the PEs learned complex health-related information, developed public-speaking skills, and successfully organised and facilitated 20 discussion group sessions for more than 1,500 other girls in the community where they explored socio-religious basis of the rituals and were able to collectively deconstruct the myths associated with menstrual taboos and understand the significance of the restrictions; all of the girls who had adhered to restrictions at the outset of the programme gained sufficient confidence and support from the group to discard one or more behaviours by endline, and about a quarter of the girls who had adhered to some restrictions before the programme had abandoned all of them by the end of the programme, even strict religious restrictions such as entering a temple during menstruation were abandoned, though this prohibition remained intact for 62% of the girls, banding together to begin the debate had an important effect on changing behaviour; PEs reached out to 20,000 community members, highlighting their concerns that menstrual restrictions often affected their ability to attend school and participate fully in family life; NGO project staff also assisted girls in organising group discussions with community leaders—teachers, health staff, village representatives, and religious leaders—influencing more than 1,000 adults through interactive dialogues and debate on key issues; at festivals, taboos were highlighted through folk songs and street theatre; this occurred in conservative community contexts where unmarried girls generally have very little freedom of movement and action and was thus a significant liberating and empowering experience for these girls; project illustrates that adolescents can become very effective agents of change in their communities if they are actively involved in their learning and are provided with structured supervision and significant opportunities to discuss and debate health issues that affect them; collateral outcome is a growth in efficacy and greater understanding and tolerance of differences; project staff were successful at encouraging the girls who came from varied economic, educational, and caste backgrounds to work together across castes to improve knowledge and change behaviours, as well as norms at the individual and community level: one of the most significant achievements of the project was group cohesion and oneness in the pairing of peer educators from different caste groups and literacy levels to work together; leadership efficacy and collective efficacy improved among excluded groups, matching that of high-caste by endline.


[?] support 80 out-of-school IDP youth (ages 14-24) with independent living skills (vocational training, work placements, life skills and micro-credits with educational component), re-integration into their local communities and support towards gaining employment upon return;

[+] more than 60% developed clear objectives for their independent living and started working towards them; 12 young people have secured stable employment and are now contributing towards their household economy; Two young people were supported to set up viable small businesses through business coaching and linking them to micro loans services; peer-learning on micro enterprises.
Vocational training failed to generate substantial employment; courses were very theoretical and overcrowded; some students became frustrated after finishing vocational training and found themselves without employment; securing employment was complicated by the lack of identity documentation required by employers; programme staff had limited technical ability for individual care planning and case reviews; difficulties in defining key concepts to set general indicators.


This World Bank study identifies youth at risk in the Latin American and Caribbean (LAC) region and provides evidence-based guidance to policy makers in LAC countries that will help them to increase the effectiveness and efficiency of their youth investments; report lays out how to build on the successes and correct the failures; study's findings can be of relevance and importance for educational programming for youth in conflict and crisis in other regions of the world as well.

Realising the potential of the LAC region's youth is essential not only to their well-being, but also to the long-term welfare of the whole region; young people's families, communities, and governments - as well as private, non-profit, and international organisations - have a responsibility to help youth reach their potential; young people are generally perceived as the source of many problems plaguing the LAC region today, but can be an asset with the right kind of support; report offers some tools that may help policy makers to formulate the process, but emphasises that the work to actually realise the potential of youth has to be carried out at the local, sub-national, and country level.

Seven core policies that should form the basis of any portfolio for youth at risk; these policies have been proven to be effective in reducing risky youth behaviour and the resulting negative outcomes and are recommended for widespread implementation on a large scale: 1) Focus on the Early Years (Early childhood development); 2) Keep Youth in School through Upper Secondary Completion; 3) Use Captive Audience in Schools for Targeting (Sex education, Violence prevention, School-based diagnostics and referrals, Remedial education); 4) Improve Youth Service (Youth-friendly health and pharmaceutical services); 5) Use the Media to Communicate Prevention Messages for Youth; 6) Improve Caregiving (Effective parenting training); 7) Collect and Analyse Data on Youth; further, nine promising approaches that have been proven effective in at least one LAC country or have had a repeated impact elsewhere are recommended to be considered for inclusion in the youth portfolio along with built-in impact evaluations: 1) Education Equivalency; 2) Youth Job Training that Includes Life Skills and Internships; 3) Financial Incentives to Avoid Risky Behaviours; 4) Supervised After-School Programmes in Youth-friendly Spaces; 5) Formal Youth Service (Public Internship); 6) Mentoring; 7) Employment Services for Youth; 8) Life Skills Training in All At-Risk Youth Interventions; 9) Self-Employment Support; seven general policies that affect the whole population and are particularly effective at reducing risky behaviour by young people are also recommended for inclusion in any youth portfolio.

D, E, F, G


(Tap and reposition youth”) (TRY) was a four year initiative testing an integrated, group-based savings, micro-credit model to extend integrated savings, credit, business support and mentoring to out-of-school adolescents and young women aged 16 to 22 residing in low income and in urban slum areas of Nairobi; implemented by K-Rep Development Agency (KDA), with technical assistance from the Population Council, 2001-2004; overall aim of the project was to reduce adolescents’ vulnerabilities to adverse social and reproductive health outcomes by improving their livelihoods options.

Over 500 young women have participated in the project, through either savings-only or savings and credit activities; longitudinal study matched participants to controls in order to assess programmatic impact; comparison group identified through cross sectional community based studies, undertaken at baseline and endline to enable an assessment of changes associated with the project; each participant was matched with a member of the control group controlling for background variables such as age, education, educational attainment, marital status, and work status; experimental respondents and their matched controls were compared on economic and financial indicators, gender attitudes, and reproductive health knowledge, behaviour and negotiation; findings: TRY participants and their controls had comparable income levels at baseline, at endline, girls who had participated in TRY had significantly higher levels of income compared to controls; household assets were similar at baseline, at endline, assets of TRY participants were considerably higher than their peers; TRY participants had significantly more savings and were more likely to keep savings in a safer place; TRY girls demonstrated changes toward more liberal gender attitudes, compared to controls;
reproductive health knowledge was not significantly higher, but some indication that TRY girls had greater ability to refuse sex and insist on condom use, compared to the controls; experience gained during the project has shown that the demand for a safe place to save money for emergencies was perhaps greater than the demand for credit; towards the end of the programme, specialized Young Savers Clubs have been established to provide safe savings outlets for girls who may not be interested in or ready for credit; low response rate at endline (68%) and challenges of controlling for selectivity of TRY participants; nearly one third of TRY participants could not be located for follow-up interview, largely those who dropped out of the programme, those may have been less successful participants, thus biasing results; high rate of drop-out from TRY, especially by younger adolescents, suggests that the model requires further examination and adaptation, in particular, to respond to the realities of vulnerable girls living in high HIV settings as model proved to be more effective for older and less vulnerable girls; delays in receiving loans were often cited as reasons to leave the programme, as were the non-flexible savings scheme that locked up girls’ savings as group collateral and did not allow them access, even in the case of emergencies; additional experimentation and adaptation is required to develop livelihoods models that acknowledge and respond to the particular situation of adolescent girls, and especially those who are most vulnerable.

Fauth, G. and Daniels, B. (2001), Impact Evaluation; Youth Reintegration Training and Education for Peace (YRTEP) Program: Prepared for USAID by MSI.

overall programme goals: 1) to contribute to the reintegration of ex-combatants and war affected youth by providing substantial engagement with these groups starting from their demobilisation to their return to civilian life; 2) to assist in the process of reintegrating both ex-combatants and war affected youth into their communities; and 3) to provide remedial education opportunities to ex-combatants and war affected youth; curriculum consisting of five modules aimed at improving self-awareness, life-skills, environmental awareness, health and well-being, and democracy, good governance and conflict management; evaluation based on 482 interviews with programme facilitators and participants;

all of the participants reported that they found the training programme overall to be useful with 98% stating that it was very useful and 2% finding it somewhat useful; 99% stated they were better able to manage conflict as a result of the training and 98% stated they were better able to solve problems; 83% said they were more equipped to provide for themselves and their families; 90% found that the programme had helped them find a way to earn a living and 98% believed that the programme had helped them find a way to contribute to rebuilding their community; 98% said their reading and writing competencies had improved, and 99% said that their numeracy skills had improved; 99% of respondents had been able to increase their self-confidence, and the same number reported to have a clearer sense of their personal values; 97% of respondents stated to have developed clearer goals for the future; 95% of respondents reported that the programme had helped them reunite with their family and 98% stated that it had helped them reunite with their friends; only one respondent reported that he had returned to fighting, one-fourth of the respondents said that they had not returned, 33% of whom said that the training had changed their attitude about fighting; three-fourths stated that they had never fought;

Programme has made a significant difference in the lives of the participants, and they have done things they would not have done if they had not participated; the work of achieving peace and reconciliation has been significantly advanced.


The Youth Reintegration Training And Education For Peace Programme (YRTEP): nationwide, community-based non-formal education programme grouped into five modules aimed at improving self-awareness, life-skills, environmental awareness, health and well-being, and democracy, good governance and conflict management; programme for ex-combatant and other war-affected young adults as it was found that disenfranchised youth were the most important potential source of destabilization in the post-conflict period (in the Sierra Leonean context, “youth” refers to a relatively broad age category that includes people in their 40s); four interlinked objectives: 1. assist the reintegration of ex-combatants and war-torn communities; 2. provide remedial education for youth by-passed by schooling during ten years of war; 3. strengthen civil society’s peace-building initiatives; 4. build public support for efforts in demobilization of ex-combatants, reconciliation between war-affected youth and ex-combatants, and reintegration of ex-combatants back into society;

assess whether country programme goals of positively affecting the Sierra Leone peace process and supporting reconciliation and reintegration have been achieved; evaluate the impact and effectiveness of the YRTEP; assess whether, and in what form, the youth programme model (YRTEP) is adaptable to other transitional contexts and countries;
(-) major weakness of YRTEP design is lack of attention paid to closure and how this affects the communities: feel only partially prepared to implement lessons learned: low level of sensibility and unmet community expectations for program follow-up; curriculum was supposed to be a participatory, bottom-up approach emphasising literacy, but it was directive, with few opportunities for participatory interaction, and low literacy gains: cannot be considered a literacy program, was too resource-intensive, making production and distribution difficult; trade-offs caused by a swift start-up were considerable: push to implement during the early, uncertain post-war transition resulted in a lack of time to field-test materials or approaches so that several early “cracks” in the programme were never overcome; recurring conflict and instability disrupted many activities and restricted access;

(!) sustainability issues need to be addressed; enhance co-ordination with other programmes; improve access to micro-credit schemes; replicability to other contexts: YRTEP’s curriculum needs to be customised to meet local contexts and requirements, may be useful to reconsider the programme’s reliance on a large number of materials that proved difficult to reproduce and transport; reconsider directive nature of teaching methods; revised curriculum should be field tested and evaluated, with findings used to make improvements, before the programme becomes a potentially nationwide, or even region-wide, endeavour.

is believed that there are some children who did not benefit from the reintegration programmes because of fear of the associated stigma within their communities; lack of basic services and livelihood opportunities impedes project success; inter-agency collaboration and cross-border coordination/information exchange/movement monitoring are vital for the success of reintegration programmes; payment of incentives or stipends can have a negative effect on the sustainability of a programme; develop contingencies plans that are flexible enough to deal with eventualities; post-conflict development cannot be approached the same way as humanitarian response assistance or sustainable development: programmes flexible enough to meet emergency and post-conflict needs, yet visionary enough to create the foundation for sustainable development; imperative to assess and respond to the initial emergency situation in post-conflict countries; strong local ownership is key to programme success; easier to reconstruct schools and build community centres than to reconstruct institutions, but institution building is critical to post-war reconstruction, both within government and civil society, to create an adequate political, social, and economic structure for the future; public awareness campaigns have an enormous potential to influence the attitudes and behaviour of community members; important to implement both community-based and individual livelihood support activities by starting with small-scale livelihood activities and progressively expanding the scope as resources and intuitional capacities increase; potential of quick impact projects to gain the confidence of communities in the short run is instrumental for longer-term sustainability of the projects; peer education groups may not be the most effective strategy to reduce teenage pregnancies; recommendations: national staff need to be involved with proposal writing, developing budget and new project ideas; strategies and incentives for women to be involved in local structures need to be developed; encourage data sharing, conduct research literature review or meta-analysis to determine how conflicts affect civil society, identify factors that restore trust and social cohesion after violent conflict, identify strategies that strengthen civil society in post-conflict settings, identify most critical issues for civil society after conflicts, improve standards of intervention, promote better relations among agencies, identify best practices.

I, J


(?) gives global overview of youth employment and the socio-economic factors, which help or hinder young people in getting decent jobs; discusses national-level initiatives, identifying key lessons in formulating successful policies and programmes; illustrates ILO support to constituents in promoting decent work for young people, highlighting approaches and tools that have been or could be useful to constituents; (=) globally, less than half of the youth available for work had jobs in 2004; 47 per cent of the global unemployed are youth with young women in many countries more likely to be unemployed than young men; an estimated 59 million young people aged 15 to 18 years are in hazardous forms of work worldwide; youth face greater barriers than adults in securing decent employment and this is particularly so in regions seeing armed conflict, a rapid expansion of the informal economy combined with stagnation in the formal economy, or owing to HIV/AIDS; many young people, particularly in developing countries, are training in skills for which there is little or no demand and/or are disadvantaged in terms of core skills required in the current labour market;

Youth employment strategies that have had positive results focus on a spectrum of factors (skills development; work experience; the provision of labour market services) involve a range of relevant government departments, work in conjunction with employers’ and workers’ organisations and other agencies and include marginalised youth; dual system combining school-based education with work-based training and apprenticeship continues to be an effective learning model;

Approaches and Tools: ILO gives assistance in establishing Emergency Public Employment Services for countries devastated by natural disaster or emerging from military conflict or other crises (e.g. Afghanistan, Argentina, Kosovo, Sierra Leone or following the Indian Ocean tsunami disaster in Aceh and Sri Lanka) and produced practical guidelines; in collaboration with UNHCR, ILO promotes Microfinance in conflict-affected communities to bridge the gap between relief and development programmes in conflict-affected countries and deals with the use of microfinance as one of the tools to support self-reliance; programmes, delivered worldwide by experts with extensive experience in working in conflict-affected communities, take into account young people as well as other vulnerable groups;

(1) sustained unemployment can make youth more vulnerable to social exclusion; information on the extent and impact of long-term unemployment among young people is urgently needed so that policy-makers can target youth in long-term unemployment and help them re-enter productive society; It is essential to have good quantitative and qualitative data on youth employment on a national level, disaggregated by age and sex, and by other variables relevant in individual countries, such as ethnicity, geographic location, residency status, before embarking on policy decisions; involvement of social partners is essential also in designing laws and regulations for youth employment promotion; strategy for youth employment promotion should be linked to a macro policy that promotes economic growth, through an employment-oriented development programme, and include measures to tackle both the supply and demand sides of the labour market; closer links need to be established between formal and non-formal educa-
Teacher Emergency Package (TEP) in Angola started in 1996 and in Burundi in 1999; developed from the UNESCO-PEER concept by NRC in co-operation with the Ministry of Education and UNICEF in Angola and with the Ministry of Education in Burundi; focus group are average children who have missed out on school due to war; target age group changed from 10-13 to 12-17; agreements with the MoE in both countries allow children to enter primary school after completion of the TEP year; (+) study concentrates on TEP students’ transfer to regular school, students’ achievements and drop-out; (+) in both countries 50-70% pass TEP year with good results; in Burundi, TEP students are among the best in their class in primary, even in higher grades; in Angola, TEP statistics are excellent, but there is a lack of complete registration of TEP students in primary school; even poor and uneducated parents value education in both countries: parents and students children and parents make considerable daily sacrifices to come to school, external influences and determination to continue schooling despite extreme poverty is an asset and represents hope for the future; (-) once TEP students are integrated in regular school in both countries, they seem to follow the same pattern as regular students regarding attrition, achievements and drop-out: in both countries there is a gap between the number of students who qualified for entrance in regular school and those who actually started; between 20-40% and more of the TEP students who qualify for primary do not turn up; about 45% of primary students are girls in Burundi, with slightly better gender balance in Angola; grade 1 sees highest drop-out rate; in Burundi, more girls than boys drop out in grade 1 and 2; although the girls’ drop-out rate is not alarming compared to boys in the next grades, their number is reduced in higher grades due to their disadvantage from the beginning; main reason for drop-out is poverty: in a poor country or in poor areas, however, the differences between TEP children and other children in regular are not significant, poor families choose TEP because it is free of charge and no other costs are involved, when the TEP year comes to an end, many know that they cannot meet the costs involved in continued schooling and therefore do not pay enough attention to concluding the TEP year properly but are more concerned about how to feed their family and withdraw their children from school although some of them are doing well and are qualified to transfer to grade 3 (in Burundi/grade 2 in Angola); informants in Angola as well as in Burundi maintained, that when there is food distribution, the drop-out is lower; in Burundi with the announcement of free primary education, many of the former drop-outs have returned; the Ministry will allow all children up to 15 years to enter regular school, this will put the need for TEP in its present form under question; in one area, nearly half of TEP students are younger than target age group, it is unknown where older children are and why do they not come to school; TEP statistics only provide figures for students who qualified for entry into regular schools, there are no complete records of TEP students in both countries regarding transition to regular schools, survival rates and drop-outs; students may choose which school to transfer to, this is positive for the individual, but makes tracing students challenging; transition from TEP to regular school has not been given enough attention and is not mentioned in the Memorandum of Understanding, once students start regular school, they are regarded as any other student; (!) trace TEP students and ensure complete statistics on enrolment and students’ achievements, including drop-out and disaggregated by age, gender and entry year; prepare students and parents better for final exams and ensure transition to regular school; undertake comparative study on TEP and non-TEP students regarding drop-out and achievements; put more consideration on selecting students representative of focus group.

programme that incorporates literacy/numeracy, life skills and vocational training; YEP learners include the more vulnerable among the NRC target groups, priority is given to young single mothers, youth heads of households and those with the poorest educational background;

external evaluation carried out in 2008 focuses on demonstrating programmes’ socio-economic effect on youth who have started their new livelihoods based primarily on interviews with former participants who graduated between 2005 and 2007, and a scoring system for measuring impact on the individual and the effectiveness of the ‘cooperative’ model used by the YEP programme through which participants work in groups to initiate and operate small businesses;

(+) good-quality training; former trainees who were still members of cooperatives at the time of the study (16 out of 21) had reached the ‘targeted level’ of basic literacy and skills attainment, had leisure time in their lives, and were able to satisfy their basic needs such as food, shelter, and clothing; youth participants considered vocational skills training as the most important component; girls were found to be much less likely to be exposed to prostitution; former trainees developed positive influence and acted as role models for other youth in their communities, some were active in the fight against youth criminality;

(-) insufficient numbers of support staff (insufficient for post-training follow up); social environment (family, community) of the trainees is not yet sufficiently involved in the project cycle; not enough preparation of business and organisational aspects; high unaccounted for drop-out rate and cooperative closures; cooperative model faced challenges to viability, were an unfamiliar working dynamic for trainees, but more or less the only way for participants to start work; weak project monitoring system; partnership approach lacking capacity building for possible future handover; lack of permanent focus on sustainability;

(!) incorporate preparation in leadership skills, group work and business management as a component of the training period itself; involving trainees in a basic market analysis for their skill as part of their cooperative preparation would help them to learn about the sales aspect of their future enterprise and would help the programme better understand the market situation overall in order to best link youth education to methods of income generation; include sustainability from the outset of the project and throughout its cycle; more strategic and qualitative way of working with local implementing partners, simultaneously undertake capacity building activities with partner; establish effective monitoring and support system to identify the extend of, and the possible reasons for the drop-out and cooperative failure problem as noted with YEP Burundi; only full-time technical and management staff due to complexity and programme demands of YEP.


(?) holistic approach to ensuring protection and empowerment of vulnerable refugee youth in Syria;

(=) refugee youth are the most vulnerable group among the overall refugee population in Syria in a context of emergency to post-emergency transition; girls being exposed to the risk of abduction, rape, forced marriage, human trafficking and other forms of exploitation; coping with post-conflict trauma, lack of trust and safety, youth face restricted mobility, access to learning, socialising and livelihood development opportunities, and lack of social support networks. Activities: The IEC (Institut Européen de Coopération et de Développement) Youth Centre provides students with vocational training (secretarial and electrical courses), English and computer skills courses to increase their professional opportunities upon repatriation or resettlement while integrating empowerment elements (life skills, youth-led initiatives, sports, recreational activities, hip-hop music, etc.) to provide psychosocial support and protection in a youth-friendly and supportive environment; psychosocial activities take place at weekends and include communication, critical thinking, decision making, problem solving and anger management; based on life skills curriculum delivered by Palestinian peers; families are involved in the protection mechanism through interviews, consultations and monitoring of family situations.

(+ ) in 2009, Centre hosted 261 Iraqi, Somali and Sudanese students; 400 expected in 2010 with involvement of most vulnerable Syrian youth; system of transportation reimbursement allows students from more distant areas to attend activities; centre mobilises beneficiaries through communication campaigns: an increasing number of new students join the Centre following their peers’ recommendations; extra-curricular activities such as study visits and recreational trips have enforced students’ commitment and reduced drop-out rate; benefits identified by students include: dealing with concrete problems in practice, having opportunity to relief outside home environment, improving social relationships and communication skills, discovering their capacities and gaining self-confidence and positive life approach; centre also supports the adolescent refugees’ families to address wider family problems and use the referral networks to identify the most vulnerable youth; involvement of parents and families has changed short-term thinking to focus on sustainable development of adolescents; some students were offered short-term internships in the local industry; youth continue to be involved upon completion of training through youth-led initiatives: students produce short documentaries, rap songs and lead the discussions with their peers and parents about family relations, challenges in adolescent life and their goals for the future;
main constraints faced by the students include short-term job opportunities for males and socio-cultural constraints for females.


evaluation of ongoing skills training programmes, with a view to expanding them into a wider programme based in the refugee camps; proposed training programme would be based on the concept of education for repatriation, with the aim of extending skills that will be of use on return to Burundi; evaluation used qualitative interviews with key informants, supplemented by a questionnaire survey; informal training accredited training in camps reaches only very few, mostly those who have an English-language capability; informal training are overall relevant to the situation, as well as cost-efficient; at least 2,500 people have received training, in addition to those involved in income-generating activities, which also often include a training component; training is practical, but lacking a theoretical component to increase quality of output; however, management of the programmes is somewhat loose, with no clearly formulated objectives and plans; with a mix of economic and social objectives – on the one hand to transfer employable skills, and on the other to occupy the many out-of-school youths with little to do in the camps; due to lack of consistent design, monitoring is limited to basic reporting and accounting of the spending of funds; expanded skills training programme is relevant and necessary as repatriation will take place only in longer term; proposed programme to consist of two main parts: 1) vocational training, aimed at the provision of skills for (self)employment – the economic objective; 2) non-vocational activities, aimed at occupying youth not interested in vocational skills training with positive activities for the body and mind – the social objective.


Paper highlights key challenges of youth in post-conflict West Africa; suggests priority actions to be taken by governments and their partners to improve the status of youth; and evolves strategies for reintegration, reconciliation and rehabilitation; young people are susceptible to being used as perpetrators of conflicts and civil disorders, yet they remain the most vulnerable and the most affected in post-conflict communities; due to their potential for innovation, their energy, enthusiasm and exuberance, young people are also the greatest resource to achieving reconciliation and reconstruction; four key needs of youth: education, employment, health, participation; different programmatic approaches taking into account specific situation and contexts: integrated approach, lifecycle approach; investment priorities for education: provide free quality basic education; train, retrain and recruit teachers; review educational curriculum; research, science and technology; invest in girls’ education; train skilled vocational and career guidance counsellors; create scholarships for deserving young people; promote non-formal education; investment priorities for employment: support youth entrepreneurship; provide enabling environment for businesses to thrive; enact policies protecting youth in the work place; link education system to formal employment; create social entrepreneurship programmes; investment priorities for health and HIV/AIDS: integrate HIV/AIDS into education curriculum; train and engage young people as peer educators to stop AIDS and pregnancy; create youth friendly health services; strengthen the health sector; invest in prevention of childhood, infectious and other diseases; investment priorities to meet youth participation needs: include youth as part of delegations; ensure youth take up leadership positions; develop national youth policy; appoint young people as members of national committees; four key recommendations: 1) integrate all youth issues across all ministerial/governmental departments; 2) integrate youth issues into National Development Planning/ Poverty Reduction Strategy Papers; 3) organise a national youth dialogue to identify youth development priorities; 4) establish a national youth peace corps which brings together all stakeholders in the country to educate youth on peace building and conflict resolution.


Analyse findings of 2009 research carried out among former graduates from the Australian Catholic University (ACU) Tertiary Education Programme for Burmese refugees in Thailand; ascertain how graduates have used their qualifications for the common good;
Online delivery of tertiary degree programmes since 2003 with 17 graduates in Business, five in Theology and currently 20 students in Liberal Studies; current Diploma in Liberal Studies is a result of participatory approach in determining refugee communities’ needs and students’ preferences for subjects taught, and is offered in conjunction with four American Jesuit universities, each teaching modules; pedagogical approach follows a mixed mode combining online learning with face-to-face teaching from visiting tutors and on-site tutorial support for academic English and study skills as well as fostering students’ motivation; ACU learning and teaching material has been adopted from the Australian context and adapted to suit the socio-cultural context of the refugee camps;

+ students have been able to access information, develop skills and knowledge and obtain an internationally-recognised qualification; graduates have benefited from their advanced English, IT, research and leadership and management skills in securing employment; majority (ten) of past graduates are employed in NGOs and community-based organisations contributing to the common good within their refugee communities in a variety of ways from managing orphans and boarding houses, to training and project coordination and IT management for human rights organisations; only three graduates had resettled with their families upon graduation, all of whom have been able to obtain scholarships for entry into universities in the US and Australia on the basis of their prior qualification; study determined the programme’s impact to have been psychological and life-transforming; students’ self-esteem grew as they improved their English language skills and developed a critical consciousness, stepping out of cultural norms and questioning aid policies in dealing with foreign donors, NGO workers and local authorities with greater confidence; enabled them to actively participate in policy making: not only empowering for the individual graduate but for the refugee community at large; tertiary education by distance enabled students to look beyond dominant discourses in refugee camps: has provided students, who previously considered taking up weapons to fight for democracy as the only viable option, with a peaceful alternative to bring about change through dialogue; youth have become highly respected and trusted community members in what is a society that traditionally respects elders; diploma they have been awarded is more than just a degree, but has also bestowed upon them some sort of dignity and identity beyond that of simply being a refugee;

(!) ACU programme has boosted the students’ confidence in a situation where refugees have no agency over their lives and made them a critical voice for the voiceless; it is necessary to carry out more action-oriented research in the neglected field of higher education provision for refugees; determine how replicable this model is for the delivery of higher education in this and other refugee situations and whether the success of the programme could be used to change government and NGO policy which tends to regard higher education in such circumstances as a luxury.


Starting in 2006; [here: focus on IRC’s Vocational Training Programme for Young Afghan Refugees component];

(?) assess impact of the project that responds to some of the long standing major needs through providing marketable skills trainings and reliable employment-related information upon repatriation as well as working with the refugees for their legal rights realisation to improve the skills of young Afghans to make informed decisions about repatriation and also facilitate in gaining marketable skills to find employment after repatriation; functional literacy programs, professional counselling and health education components are also added for women; attempts a different course in an otherwise very relief centred tradition of working with Afghan refugees in the region;

(+) project has provided services to more than 1,800 Afghan male and female refugees; achieved a good activity level efficiency in reaching out to its intended beneficiaries and has achieved all its targets with reasonable efficiency and good quality practice; approach efficiently utilised community potential as well as market structures for its success; programme reached the core of economically vulnerable sections of the Afghan refugee community with women in majority and provided them real chance for economic as well as psychological rehabilitation; significantly more women gained employment (59% versus 34% for men) reflecting relatively more relevance in terms of their market demand, trainings typically imparted were tailoring or sewing, TBA, Computer, Receptionists, Accounting and traditional birth attendance; integration of rights related messages in skill centres have achieved a significant success with majority of the participants registering and accepting the rights based world view; for most of the Afghan community especially for women, trainings have provided them their first real chance for personal development which they wanted to continue; participants are not likely to repatriate soon simply as a result of vocational training alone, but if peace returns and demand for labour improves in Afghanistan, a significant portion of people are now equipped with marketable skills;

(-) training curriculum was good in meeting the requirement of the minimum learning needs of the participants and yet it did not account for students with low learning abilities: given the poor educational background and low educational attainment level of some of refugees, 77% of participants found course duration too short; community based approach failed to develop sustainable community structures: should have focused more on working with the community to develop long term development goals, train them to develop their organisations and facilitating them in managing it financially and programmatically on sustainable bases; the actual project design did not include some of
the key activities in the area of policy advocacy and development of inter-communitarian associational life between Afghans and host communities; the scattered nature of activities in the host communities undermined its societal level visibility; the separate activity level achievements by the consortium partners could never establish a singular programmatic and organisational identity which could have helped in forging larger civil society coalition over the issue to affect refugee policy meaningfully; the combined effect of these factors, as a result, limited the project impact.


Evaluation to obtain an independent assessment of the post graduate situation of the Youth Education Pack (YEP) youth, in order to learn more about both special challenges and successful aspects of their starting income generation; YEP objectives for learners to become functionally literate, obtain knowledge and awareness that will further their development and awareness as individuals and as members of their societies, acquire skills needed in communities that will increase their chances of finding apprenticeships or paid work;

(+) skills for training selected in cooperation with local communities so that YEP relevant to community needs in first years after war when no other NGOs targeting youth skills training; appreciated by government and formalised collaboration with national government; youth transformed from being seen as risk factor to important community members who contribute to reconstruction and economic development; crime rate and theft has gone down; have acquired new identity, ambitions and belief in the future through YEP; through basic training youth have produced good quality produce earning them higher community status and giving villagers access to new products and services and increased economic activity; continued interest shown by the youth in YEP and the fact that they travel far to attend the programme, despite the fact that no compensation is given;

(-) apart from the youth that have gained short-term employment with an NGO project, only a handful of youth can sustain themselves on the income from the skill learnt at YEP due to low purchasing power in villages; tools they received in start-up kit were generally of poor quality and broke and youth have few means to repair or replace; youth have nowhere to store products during rainy season; low achievements for those with no prior schooling

(!) more diversification needed as labour market cannot accommodate all graduates to provide livelihood security, however economies of scale reduced; more attention to safety in production and working environment; need for more concerted approach and better communication between NRC and youth to counteract dependency and disillusionment; more holistic approaches within gender and trauma to include perspectives of all stakeholders; more capacity building for trainers needed for stronger training impacts; increase local ownership in preparation for phasing out.


Worldwide, since 1992, 1,779 in 2008 alone, 40.6 percent female, students from 32 countries enrolled in 34 countries mainly in Africa, also Asia, Americas, Europe, Middle East; undergraduate degrees between three and four years; main study subjects: Commercial and Business Administration, Social and Behavioural Science, Development Studies and International Relations, Mathematics and Computer Science, Medical Science and Health Related Subjects, Education Science and Teacher Training;

(?) assess impact and achievements of the DAFI programme in terms of its stated mission objectives: to contribute to the promotion of self-reliance of refugees by providing them with a professional qualification geared towards future employment; with help of database with information for 5,000 DAFI scholars from 70 different countries, together with a representative sample of 700 questionnaire responses from DAFI graduates;

(+) 68% of graduates are in employment; 16% pursue further studies; 15% are looking for a job; 1% do other jobs; fields of study such as business administration, social sciences, and medical sciences have proven particularly successful; amongst African graduates who have repatriated to their country of origin, 93% are employed, while 3% are pursuing further studies; graduates transfer benefits to their communities through employment in fields which enable them to have a lasting impact upon reconstruction and sustainable development in the refugee community and their country; female graduates are role models and promote girls’ education; female enrolment has shown steady improvement, due in some cases to targeted interventions, and has stabilised in recent years at over 40%, from a low of 23% in 1992;

(-) there are greater gender balance challenges in Africa than elsewhere; medical degrees cannot be sponsored as they exceed the maximum duration and tuition fees; certain subjects, such as language and religious studies are not sponsored as they are not perceived immediately necessary; graduates highlight need for graduate and postgraduate studies to be included in the DAFI Programme; challenges in ensuring a consistently high standard of education, given fluid security situations in several countries of study that have resulted in instability and university closures, students
The NRC Teacher Emergency Pack (TEP) operated in Angola for 12 years from 1996 to the end of 2007, implemented in close collaboration with the Ministry of Education and UNICEF; conceived as a short-term emergency programme, its objectives and target beneficiaries changed over time from 8-17, to 10-14, to 12-17 (to reach those not catered for in the regular system) and towards an accelerated learning programme (ALP); (?) evaluation to assess relevance, appropriateness, effectiveness, efficiency and sustainability of TEP, focusing on the role and performance of NRC and provide lessons learned for the design of future similar programmes as well as in the phasing out of the assistance;

(+) TEP provided a second chance educational start for over 215,000 children, half of whom girls; roughly 3,200 teachers trained in child centred active learning expertise bequeathed to the government’s post-war education expansion efforts as well as 56 trainers and an additional 1,800 teachers trained for the regular system; although TEP initially created to respond to the educational crisis of war and disaster, it was resilient enough to adapt and become an important response for the process of restoration and rehabilitation of the educational system of Angola, over time it evolved from one-year preparation for initial entry into a regular school to a programme providing equivalence to higher grades of primary education, and in the process moving closer to the existing regular school curriculum; with its dedicated teachers, emergency curriculum, small classes and child-centred training it was able to achieve better learning results than the regular school system, with some indications that some TEP students also outperformed others after moving to a regular school; as regards curricular aspects, despite some shortcomings it is concluded that TEP in Angola contributed some useful innovations and left behind a rich experience of teacher training instruments and planning devices that could be easily restructured into a more modular and self-sufficient provision of remedial/accelerated education; TEP teacher trainers were able to create a new perspective and positive active learning ideology on the new teachers: idea of active learning was intensively supported through permanent teacher training and an exceptional supervision structure, their knowledge and experience could potentially be incorporated into the MoE’s and associate agencies’ development of a modular accelerated/remedial programme; analysis of both the teacher training and the accelerated curriculum shows the contribution of important instruments for planning and monitoring, for the assessment of teachers in training and class observation; NRC programme developed a good integrated management and logistics support system for the teacher training and supervision activities and good compilation of information on in-put, process and output of the accelerated provision; NRC, Ministry of Education and UNICEF cooperation produced notable technical educational achievements (NRC responsible for all aspects of teacher training and teacher materials, MoE for pupil selection and evaluation, placement and payment of teachers, community mobilisation for school construction, keeping statistics, and UNICEF worked closely with the government and had similar responsibilities);

in the light of NRC’s mandate and the problems facing Angola from the mid-nineties onwards the target group in general, the geographical location, as well as the content, organisation and coverage were relevant and effective;

(-) large numbers of under-age children for much of the period: local community leaders and the TEP teachers were responsible for student selection and faced great pressure from parents to admit also younger children due to the programme’s success; of pupils who initially enrolled in the TEP courses a combination of drop-out and transfer to grade 1 (= repetition) meant that only 51% concluded the course and were classified for grades 2-4 in the regular system, in one example taking into consideration those who did not actually register in the regular system, success rate at only 35% (1:25 teacher student ratio, a very high 1:5 supervisor- teacher ratio, the free provision of school materials etc. should have been able to produce a higher out-put of internal effectiveness, especially considering the remedial character of the TEP provision); TEP grew from a rapid and well-integrated emergency response curriculum into a piecemeal acceleration programme and without a systemic response for these new goals; technical decisions on the development of the accelerated curricula were left to the national team who received insufficient international comparative knowledge and technical support from NRC or UNICEF; no national legal accreditation system was established for future graduates to be accredited in the eventuality of further education; absence of data makes it impossible to assess more precisely the extent to which NRC was able to address its targeted over-age out-of school problem and programme was unable to monitor adequately and assess impact on and coverage of its target population; programme was developed as a closed system and the real objective of the programme, to integrate children into the regular system of education, was not given due consideration; TEP programme has left behind skills and practices for a future Angola-based system with a logical content structure; miscommunications left no room for consideration of a TEP-based approach after phasing out;
most substantial lesson from TEP is the importance of extreme caution when an organisation of an essentially emergency nature starts to get involved in areas of a developmental nature: in some fields, such as education, there are key questions such as time frames or perspective, specialist expertise etc. NRC should concentrate on what it does best, and this includes providing bridging education services for refugee and displaced children; educational policy dialogue should be accompanied by solid technical advice for capacity building; be conscious of the limits of rapid responses such as TEP and find more appropriate solutions for the different stages of the complex emergency continuum; identify/develop improved monitoring and evaluation methods for situations involving education in the emergency and the post-emergency continuum; complex humanitarian situations and their aftermath require flexible but close and coordinated relations between key partners; consider partnerships within the IASC Education Cluster Policy; integrated technical assessment will avoid unilateral views, perceptions or damaging statements and the better integration of education programme knowledge and practice.


evaluation to determine any positive impact of the Peace Education Programme (PEP, from 1998 to 2001 in Dadaab and Kakuma refugee camps, Kenya) on peace building and conflict prevention and whether refugees had learned peace-building skills; two major components comprising a schools based programme and a community workshop programme for adults and out-of-school youth; youth were targeted since they were expected to play an important future role in the community and especially male youth had been repeatedly involved in camp fights; in 2001 Kakuma workshops focused 3:1 on youth; PEP is derived from the belief that peace can be fostered through adoption of peace promoting behaviour and by practice of specific peace related skills, which can be taught;

PEP directly reached 30% of the camp population (70,000 school and community participants, among them 12,000 youth and adults) over the four year programme; crime rates have been reduced by 29% in Kakuma between 1999 and 2001 and by 66% in Dadaab during the period 1998-2001; PEP also contributed to resolution of small problems, quarrels and fights, conflict escalation prevention, improved camp security, more and better inter-group interaction and integration; PEP allowed youth to take on community leadership roles by facilitating workshops with older participants; PEP led to spontaneous youth-led services and activities (including sports, drama, puppetry) in the camps and initiatives by refugees to follow up and spread PEP in the home country, sowing seeds for course development, peace building and initial networking; PEP is a welcome change from the dreariness of daily camp life and inspires hope and renewed faith in humankind; it bonds people, particularly the peace facilitators, teachers and the core active graduates and provides a practical agenda for action; success of the programme is due to the very participatory way in which it was designed, with refugees as principal actors;

many PEP learners leave the programme - community workshops and schools - with continuing aggressive tendencies; records need to indicate course drop-outs; male youth are accused by many people of being the source of fighting, their aggression is attributed to their immaturity, lack of control and especially to idleness; women underrepresented in workshops and few programmes for female youth, who would need support as much as male youth but for different reasons; high agency and PEP refugee staff turnover – camp/context occupational hazard (20% teachers left Kakuma schools in 2001); continual need for upgrading teaching skills; insufficiently focused and structured monitoring of teacher/facilitators and advisory services;

Youth unquestioningly obey elders and implement conflictual plans in line with tradition, but now show increased awareness of their role in peace/conflict and are eagerly seeking more positive roles: peer PEP modalities need to be accelerated to support this trend; young men and boys have tremendous proactive potential in the camps but few responsibilities; PEP needs to assist in making youth more self-reliant in terms of organising themselves (a) without continually needing agency support and (b) in an increasingly outreach mode; they need capacity building to initiate and sustain programmes without agency support and far more frequent sports activities to occupy them and absorb their energy; youth have two main advantages over most other populations in the camp: are the most educated subgroup – and therefore have more potential for leadership, initiative and learning new techniques; they have the most time on their hands – and could lead some of the activities that PEP does not manage to cover at present, if they have prior training; they could be actively recruited for (a) outreach activities and (b) in appropriate and progressive ways for incorporating female youth (the major overworked and neglected subgroup of the camps) into a variety of programmes, but they need skills and gender training before attempting this; one of the most effective peace building actions is provision of schooling: neglect to give women access to education retards the overall peace effort; PEP needs to confront and deal with aggression more explicitly and re-focus on skills learning and capacity building; increase awareness among staff; promote joint organisational activity, sports, youth and culture activities, the promotion of women’s rights, modification of male behaviour, environmental education; integrating PEP into official camp security activities.


(?) youth empowerment through using videos production as medium for self-expression; enable youth to constructively engage with their communities to uncover and address critical issues through films;
(+) Capacity development and tangible livelihood skills: members have been able to find employment; development of self-reliance, self-esteem and psychosocial healing through increased ownership; soft skills: creativity, peer-to-peer learning and inter-ethnic group cohesion; good response from community regarding youth leadership and commitment; youth and community show increased awareness and understanding of HIV/AIDS, family planning, women’s rights and conflict and community building;
(-) resource scarcity now makes selection process for participation necessary; resettlement leads to discontinuity; gender inequality; logistical challenges and limited access from across the camp.


the Hyogo Framework for Action (HFA) in this specific area could be measured;
(=) according to the UN Convention on the Rights of the Child, children and young people have the right to participate in DRR and disaster management decisions, since these decisions greatly affect their lives; young people are seen as victims in disasters rather than having their potential recognised as effective agents of change in DRR; children and young people are not satisfied with what is being done to prevent or mitigate disaster risks, including them, as young citizens, would be helpful, both in building their own resilience and improving DRR governance and resilience of the community as a whole; however, enabling environment for children’s inclusion is lacking in many cases; education and knowledge is the foundation for more effective achievement of all remaining HFA goals, but evidence shows children and youth are not supported enough to put their skills into action to achieve those goals; survey found that in countries where the contribution that children can make to DRR is embraced, HFA progress is more likely than in countries where cultural attitudes prevent children and young people from speaking out; in societies where children and young people are not granted access to quality education and pertinent information, nor encouraged to become responsible young citizens, HFA goals will remain unmet;
(!) challenges remain especially in adult dominated, hierarchical societies, but it is crucial that children and young people are involved in all stages of DRR activities and planning, and in climate change adaptation; girls should be engaged in disaster management from an early age to overcome and disprove stereotypes that this is not their place.


(?) programme aims to educate and empower women with skills they will need to start a small business; includes not only business training but also skills to build their self-esteem and confidence; curriculum taught in two parts: 1) Life Skills (gender empowerment, decision-making, assertiveness, communication, AIDS awareness/prevention, and reducing stigmatizing behaviour associated with AIDS survivors) and 2) Entrepreneurship Skills (small business start-up skills including budgeting, marketing, accounting, stock control and inventory, risk management, legal issues, and business ethics, among others);
upon completion, graduating students prepare business plans and are given the opportunity to present those before a committee of faculty, local business owners, and Project Baobab staff, selected students then receive micro-grants of $100 to help start their businesses; businesses fill important needs in the community and have great potential for growth, e.g.: zero grazing small scale cow, goat, pig, or bull rearing; fresh fruit and vegetable stands; beaded jewellery and other artisan crafts; mutumba (repairing and selling used clothing) bakeries, and vegetable farming; upon receiving a grant, each graduate is assigned a mentor, a Kenyan woman who will follow up with them approximately every 2-3 months to provide support and accountability; mentors are trained in areas of specific business knowledge, as well as “soft skills” like offering life guidance and simply encouraging students not to give up; those who did not receive grants are also mentored to encourage them to make use of the knowledge from the course; mentoring programme also helps measure successful number of businesses;
(+ ) since 2001, Project Baobab has educated over 800 students and funded approximately 300 new business ventures; programme assisted young entrepreneurs in acquiring and developing self-reliance, self-discipline regarding time and personal management, developing positive attitudes towards life and self-employment as a viable alternative, and changed lifestyles of those who made immediate use of the funds in having become more motivated and confident; teachers acquired extra skills in entrepreneurship, some have gone into business as a result; programme brought in a sense of "self-fulfilment" through assisting the needy students and motivated teachers to widen their knowledge and skills beyond the Ministry of Education programmes, they were given new vision which made them more responsible and hardworking; parents became more aware of alternatives for self-reliance available to their daughters (and sons), changed their attitudes towards assisting young women by being more supportive by developing higher levels of trust; community at large appears quite positive about the project and attitudes are changing towards the role of young women; approximately 50% of the grantees are running businesses with good to marginal success – including some who did not receive grants who have started businesses on their own; as a result of the life skills classes, students have reported improvements in their self-confidence, personal awareness, and knowledge to make wise decisions related to their well-being.


(?) assessment of Australian Catholic University (ACU) Refugee Tertiary Education Committee (RTEC) pilot project on tertiary distance education for Karen refugees from seven refugee camps along the Thai-Burmese border; evaluate (through questionnaires and focus group interviews) two projects started in 2004 with altogether 21 students enrolled in a Diploma in Business Administration;
(+) courses have positively impacted students' personal development, their self-management and acquisition of skills and knowledge that broadens their understanding of the outside world; provided them with skills that were demonstrated to be useful and relevant both in the short-term and in the longer-term to the needs of the refugee commu-
nity; **leadership and management** course seen of particular value in the present context; value of **accredited course** and greater understanding of university education and methods of higher learning and teaching; students could see development in their fellow students’ progress; students **highly motivated** to pursue self-study; students **develop questioning minds** that can evaluate situations and develop potential solutions;

[•] room for improvement was found to be in providing **adequate on-site support** from a **qualified tutor**; students’ cited their **lack of background knowledge** of course topics and the need for foundation courses; **lack of relevance of some case studies in course material** when taken out of the Australian context without or with little adaptation to the refugee context; students need **more resource materials and stationary equipment** to be able to study efficiently; students reported **difficulties in accessing information online** and a low rate of efficiency for access to information due to **limited number of computers**; students need more clarification of requirements of coursework and feedback; **lack of integration of practical skills** and internship placements;

[!1] **ensure stronger managerial and tutorial support**, stronger **feedback** mechanisms; develop **peer support mechanisms**; offer **internships and work placements**; provide a **resource library**; provide **introduction** to courses; provide alternative course topics.


[?1] provide stakeholders with a comprehensive overview of the **options for and implications of implementing Higher Education (HE) programmes** for Burmese refugees in Thailand;

[=] **two main barriers** to HE access for refugees: legal constraints imposed by host nation; lack of accredited qualifications that can be used to determine the content and level of any prior learning; in Thailand there has been a **marginalisation of the refugee population through policies that have excluded them from accessing opportunities relevant to their learning needs**: international legal frameworks provide policy base that directly supports developing refugee education standards and opportunities further; provision of HE not as **diversion of resources** away from Primary and Secondary levels as this would ultimately weaken the education system as a whole and the chance of achieving a long term objective of developing refugee access to HE; provision of HE a **politically sensitive issue** for host nation and refugee community; students **lack access to information** on content and availability of courses; as a result of prolonged encampment, students’ show lower levels of maturity; **increased guidance on course choice**, but diverging interests between donors and refugee community; main challenge is large-scale **resettlement programme** having adverse effects on human resource pool in camps;

[!1] **need to ensure that refugees registered as residents in Thailand are provided with the opportunity to access HE and compete for places with Thai citizens in a more equal manner**: in view of the protracted situation, process of accrediting refugee education and developing equivalency to the Thai curriculum needs to be pushed on; need for graduates to be **‘channelled’ into supporting the community** and the responsibilities for NGO and CBO staff to monitor and support;

**three options for Higher Education** are to be developed together: **1** access to Thai-language programmes at universities in Thailand (currently hampered by students low Thai language proficiency); **2** access to English-language programmes at universities in Thailand (costly); **3** access to Higher Education through distance learning (currently most ‘easily’ accessible option);

**key criteria**: **relevance, feasibility** (operational/ logistical/ legal and economic/ financial); institutional and organisational **sustainability**.


[?1] study looks at international practices to highlight **promising approaches** and assesses four of the World Bank’s Post-Conflict Fund (PCF) projects (Sierra Leone, Afghanistan/Pakistan, Democratic Republic of Congo, Comoros) that address the **needs of children and youth in post-conflict contexts**;

[!1] **guidance for good practices emerging from youth interventions in post-conflict societies**: four functional areas considered important for youth interventions: **1)** **Voice, Inclusion, and Community Participation** (*Youth in Crisis, Sierra Leone*): involve youth from design to completion; use participatory monitoring and evaluation, as a further means of youth empowerment; especially crucial in conflict-affected environments, where the absence of clear goals and targets can increase disaffection among youth who may be inclined to resort to violence if it is viewed as their only available means of empowerment; **2)** **Demobilisation and Reintegration of Young Ex-Combatants** (*Demobilisation and Social and Economic Reintegration of Vulnerable Ex-Combatants, Democratic Republic of Congo*): reception facilities should provide critical services such as psychological for youth separately from adults; social support, family tracing,
health services, community sensitisation, and rehabilitation of social skills; over the long term, however, young combatants can benefit more from psychosocial support provided through the family and community environments than from institutionalised programmes; ex-combatants require education programmes suited to their unique needs, traditional vocational training programmes have had an inconsistent record in helping them enhance their skills and income, other income generation programmes, such as second-chance education opportunities for overage and working youth, the rehabilitation of family-based small enterprises and apprenticeship programmes, have shown more promise; 3) Employment Generation and Livelihoods (Employment Generation for Anjouan Youth, Comoros): securing the livelihoods of young ex-combatants can help to foster stability in post-conflict environments; match skills training with demand by linking employers and trainers; ensure that young women have access to the same training and learning opportunities as their male counterparts; 4) Emergency Education (Teacher Training for Afghan Refugees, Pakistan): can lessen the psychosocial impact of war on children and youth by providing physical, social and cognitive protection as well as by disseminating vital survival messages; critical that all children have access to some form of structured educational activity (not necessarily formal classroom schooling) to help them overcome the psychological disruption of conflict and take part in the restoration of crosscutting and bonding social capital, that is, strong social cohesion both within and between distinct groups. Exclusion from education ultimately results in a second-class group of children and youth who become a post-conflict at-risk category; donors and humanitarian agencies should not neglect local first responses to educational needs, but should assimilate these community-driven interventions into the emergency education strategy; General Recommendations: Distinguish between children and youth’s differing needs; consider time lag between project design and implementation when roles and responsibilities of beneficiaries may evolve as they transition between life stages; foster strong linkages among sectors such as education, health, and labour, which can be effective at the community level; involve youth and children from the outset. to enhance sense of ownership and avoid exacerbating feelings of alienation; build flexibility and adaptability into the project design: ensure that project phases can be delayed or rearranged without undue harm, and that objectives can be refined to reflect changing scenarios; account for geographic remoteness and provide assistance to isolated populations where vulnerable youth reside; foster understanding, not entrenchment ensuring that multicultural and multilingual programmes do not unintentionally solidify conflict fault lines.

RET. (2009), The success of the RET Secondary Education through Distance Learning (SEDL) as exemplified through exams. Geneva: The Refugee Education Trust.

(?since 2007, the Refugee Education Trust (RET) in collaboration with the International University of Africa (IUA, Khartoum) has been implementing Secondary Education through Distance Learning (SEDL) providing youth in Eastern Chad with relevant educational opportunities and giving them tools to become self-reliant and responsible citizens; (=) growing employment crisis in Africa poses a security risk for smooth durable socio-economic reintegration of refugees in their home countries: Sudanese refugees in Chad and neighbouring Chadian youth lack access to quality post-primary education; ensuring access to accredited secondary education and marketable skills will promote social inclusion and job creation for displaced youth; (+) since its launch in 2007, SEDL given a chance to a total of 357 students to complete their secondary education they had to discontinue because of war in Darfur and to pursue university education in Chad or other Arabic-speaking countries; programme stands out as it provides both refugee and local young people with accredited secondary education and options to specialise in the Arts or Sciences; students do self-study with the help of manuals provided by the IUA, meet to get learning support from subject animators and share knowledge; training of Peer Educators has a ripple effect in the community: a number of them conduct their own private classes where they teach other youth and adults, an estimated 500 students attend these private classes; each year an International Secondary Certificate (ISC) examination is established in Abéché, with young students coming from the twelve refugee camps and from the local community, external markers from the IUA Khartoum control the marking as required by the internal marking standards; in recognition of the students’ excellent results, the IUA has reduced fees, offered scholarships to the best students and opened examination centres in towns near the refugee camps; the RET has purchased pressure lamps to enable regular schooling hours to continue at all times; (!) accredited secondary education programmes are often a big incentive/motivation for learning, as they create access to tertiary education and employment opportunities that might otherwise not have been available to young refugees; sitting and succeeding in examinations is a source of increased confidence among vulnerable young people: not only gives them many more skills, but also the confidence to conduct their own classes themselves; examinations as demonstrated by the success rate of the exams makes it clear that attainment of examinations should be included in secondary education programmes for vulnerable young people.
project provides space for thinking about **refugees and their integration into societies** through photographs taken by **Columbian refugee adolescents and young people**, to construct a socio-cultural vision from their own experiences in Ecuador;

- **42 adolescent refugees**, between the ages of 11 and 24, received **photography course** and study different kinds of photographs; participants receive **diplomas** at the end of the course and selected photographs put on **exhibition in museums** in Ecuador and Europe; best three pictures were given** prizes** during the World Refugee Day on 20 June 2007; best 15 pictures are permanently exhibited at the UNHCR Lago Agrio (Ecuador) Field Office; 500 people across Europe and Ecuador benefitted indirectly from the project through exhibitions; project has **given support to adolescent refugees who want to express themselves** through photography and has provided a cultural alternative for recreation; young people were **motivated** by photographic activities in which they can be protagonists, **promoted their self-esteem** and made them feel part of their new environment; programme helped to promote **sharing personal experiences and raise awareness of refugees’ living situation**.


| examines | peace education concepts, assumptions and programmes for refugee populations | that are being conducted by international humanitarian agencies and investigate the lives of refugee youth (a primary peace education target group) to understand the violence they confront and their responses to it; Kakuma and Dadaab refugee camps in Kenya and Northern Uganda; promotes | refugee empowerment and self-sufficiency; successful in bridging cultural gaps; its practical orientation and objectives naturally and appropriately connect to the objectives and values inherent in refugee protection and education; problem-solving skills it teaches have the potential to support both peaceful refugee repatriation and stable resettlement; is popular with refugees as programmes were continued and sometimes even expanded by refugees themselves; is cost-effective scepticism about the programme is still widespread; despite wealth of youth activities and the availability of free education, many refugee youth in Kenya drop out of school and participate in few or no youth activities; young refugee men expressed tremendous frustration about their living situation, marriage opportunities are distant, tensions over limited resources and opportunities for employment or productive activities are high, drug addiction is linked to domestic violence; marginalised youth (mostly male) are involved in violent conflict; few female refugee youth are involved in the Peace Education Programme (PEP) or most other programmes; especially Sudanese girls are driven out of school in the higher grades, are married off early; but youth are more dynamic than elders and mix between cultures; workshops address the same group of refugees: apart from the primary school component, only those refugees who are already peaceful (and influential) tend to become involved in Peace Education, not those who are not peaceful; in Uganda, many male Sudanese refugee youth are mobile and make a connection between the availability of secondary school education in Uganda and the porous border between Uganda and Sudan, some use the education they received in Ugandan settlements to search for work either with international humanitarian agencies working in southern Sudan or with the army, some commute to the camps when food rations are handed out; again, frustration and idleness are common themes in their lives and the incidence of refugee youth suicide is increasing; for female youth, the connection between education and marriage was strong, they are exposed to harassment and rape, the best way for them to avoid an early marriage is to attend secondary school, fees are still prohibitive and some girls (and boys) consequently work as day labourers during school vacations to save money for school fees; when girls are not able to save enough money, the likelihood of early marriage for the girls dramatically increased; the weaknesses in peace education’s approach are considerable and are not being sufficiently addressed, necessary to examine peace education’s successes and shortcomings in more detail |

| targeting | refugee leaders and elites (mostly male and educated) for peace education might prove counter-productive as this may strengthen the existing power structure and contribute to the frustrations: training is a form of empowerment, the most vulnerable and violent must be targeted; limited participation of marginalised “Drop-out” youth in the programme limits the programme’s potential to transfer needed problem-solving skills to refugees who could benefit from the experience, peace education alone cannot solve their problems, jobs and productive activities are needed, but peace education can help along this way; more efforts need to be undertaken to translate materials into local languages, English cannot be the only language of instruction as this would limit access of marginalised groups; apply holistic community approach: incorporate parents and guardians into programme activities, and not only focus on their children; effective programmes need to be region-wide not community by community; for effective evaluation case studies could be developed to examine how people struggle to solve problems before and after they receive the training; increased involvement of refugee (and national) staff in evaluation.
improve the health of female adolescent refugees through peer education

HARP created a safe space and provided productive activities for refugee adolescents; participation in the project had changed the lives of girls in all three countries in positive ways, raising their self-esteem and expanding their knowledge of reproductive health; peer educators were found to be eager to convey their new knowledge; peer education component proved successful as guides, themselves refugees, could deliver a culturally appropriate curriculum in a language understood and relevant to the lives and realities of refugee girls; girl guides became a community resource by providing health information and promoting better sanitary conditions and environmental awareness; there was evidence of increased utilisation of health services by adolescents in the target communities; project raised community awareness of reproductive health issues and health services; involving community leaders and parents was critical to the project’s success;

HARP was less successful in reaching out-of-school girls due to very text-heavy and advanced curriculum and learning materials; this also led to varied levels of comprehension and awareness among targeted adolescents; HARP was designed as an international pilot project to be implemented in a variety of settings, but the local characteristics of each site made the ‘top-down’ design of such a project illogical at times; Egypt was found not to be an appropriate site due to different refugee contexts, however, the project still turned out well; two-year timeline was too short to document an impact on behavioural outcomes; there was an expectation by many leaders and some of the trainers that they should be paid for their participation; administrative complexity and long-distance management from overseas proved challenging.


(?) provides guidance on how to introduce and implement HIV/AIDS education in refugee programmes targeting youth; provide some ideas and practical inputs on how to approach the issue of HIV/AIDS in formal and non-formal refugee education programmes; addressed to humanitarian workers in refugee settings, especially UNHCR Community Service Officers, education personnel and the staff of implementing partners working on education related issues; (±) the lowest HIV prevalence is found in children between the ages of 5 and 14; this age group is therefore referred to as the ‘window of hope’; in working with refugee youth on HIV/AIDS education, programmes developed through consultation and consensus with the local community and those designed and implemented by and for youth (with adults as facilitators) have proven to work well; also, programmes which use participatory learning methods that allow youth to contribute actively with their own experiences and creativity; also, programmes that use culturally sensitive and accessible educational material (in terms of vocabulary, length and illustrations); HIV/AIDS education modules should be incorporated in both formal and non-formal refugee education programmes, bearing especially in mind that out-of school youths are even more vulnerable than those in school; programmes that not only transfer information, but also develop skills that will help youths to make informed decisions about their relationships and their sexual behaviour have likewise proven to be successful; life skills relevant to HIV/AIDS preventive behaviours include: self-awareness, decision making, assertiveness to resist peer pressure to use drugs or to have sex, and practical skills for condom use. These skills are best taught through rehearsal or role-play of real life situations; youth respond most effectively to peer-driven initiatives (as opposed to adult/authority-led ones) and to approaches that are non-judgemental, confidential, caring and creative and which encourage them to ask questions and make their own choices; programmes that do not work by contrast are those that do not allow the voices of youth to be heard, use resource materials that have not been adjusted to the local context and characteristics of the youth (age, language, culture, etc.), use medical vocabulary, focus only on the different modes of HIV transmission without developing important life skills or use a lecture-style methodology only;

(1) the goal of education about HIV/AIDS and Sexually Transmitted Infections (STIs) is to teach and promote behaviours that prevent the transmission of HIV/STIs and not merely increase knowledge about AIDS; programmes should increase knowledge, develop skills, promote positive and responsible attitudes, and support the motivation of the youth; as attitudes derive from beliefs, feelings and values, HIV/AIDS education should promote: positive attitudes towards delaying sex; personal responsibility; condom use as a means of protection; supportive, tolerant and compassionate attitudes towards people infected with HIV/AIDS; and sensible attitudes about substance abuse, multiple partners and violent and abusive relationships; it is recommended that non-formal education programmes and out-
of-school activities be used as the vehicle to ensure that the most vulnerable refugee youth are reached with life-saving HIV/AIDS education (non-formal programmes will even have certain comparative advantages to the formal school setting as they are more flexible and suitable for alternative ways of learning); peer education (also known as Friend-to-Friend education) is recommended as a suitable approach for youth in refugee situations as a cost-effective way: youth peer educators are better able to reach marginalised groups denied access to formal structures, youth may have better credibility than adults in sharing a common youth language.

UNICEF. (2004), Adolescent programming experiences during conflict and post-conflict - CASE STUDIES. New York: UNICEF.

(?)Youth Education and Development Programme (YEDP) providing holistic approach to learning and youth participation for out-of-school young people between 14 and 18; initiated in 1998 using sports and recreational activities as entry point; programme since expanded to focus primarily on non-formal learning and community development; (+) given the near absence of all forms of sports facilities in Somalia for over a decade, the early focus on sports generated interest and enthusiasm among youth groups and also helped build community support; leadership and organisational development (LOD) training workshop and non-formal education (NFE) curriculum provides out-of-school young people with basic literacy, numeracy and life skills; second chance for out-of-school youth: link between the NFE training and the school-based curriculum enables young people to move through the NFE modules at their own pace and then earn a certificate that will allow them either to continue with their education by enrolling in the formal system or, once they have mastered literacy and numeracy skills, to choose to pursue a vocation; NFE for girls in evenings: combination of efforts to accommodate the specific needs of female participants has resulted in a 54 per cent participation rate of girls; strengthened the country’s loosely organised youth groups and civil society organisations by providing young people with training and capacity-building and helping them identify their needs and plan activities that will advance their future: more than 200 such groups and civil society organisations across Somalia have been identified and are joining together in the YEDP programme; sporting events also present an opportunity to deliver messages of peace to a wide audience by, for example, staging dramas and parading with peace banners at soccer matches; the youth groups focused primarily on sports and cultural activities, they were on safe ground and had free and open discussions in the community, more difficult issues have arisen: several youth groups have taken a position on eliminating FGM, with young men and boys pledging that they will marry girls who have not been cut; youth groups have also prepared dramas and presentations on the need to raise awareness about and prevention of HIV/AIDS, against khat chewing and on the promotion of peaceful resolution of conflict and girls’ education; (-)challenging for youth groups as local traditions in Somalia do not place a value on young people’s opinions; by taking a comprehensive and holistic approach, the programme became too general to address specific questions raised by each of the youth groups.


(?)programme aims to empower vulnerable youth by providing them with knowledge of and access to good and sustainable agricultural practices and life-business skills.

(-)Youth in the occupied Palestinian territories face enormous challenges related to occupation, conflict, deep rural poverty, food insecurity and lack of extracurricular activities; in order to realise national development that will create a more peaceful Palestinian society, development of the Palestinian youth workforce is one of the most important priorities and challenges; Junior Farmer Field and Life Schools (JFFLS) programme empowers youth through self-esteem raising and life skills teaching and provides unique learning methodology and curriculum combining both agricultural and life-business skills including such areas as psycho-social protection, child labour prevention, property rights, health, nutrition, environmental awareness and agri-business skills; aiming at sustainability, the programme has taken a holistic approach in accompanying youth from JFFLS to Youth Farmers’ Associations (YFAs) and empowering local women: 1) local women’s associations deliver food to JFFLS students allowing them to improve food security of their own households and become further empowered economically; 2) at the end of the 8-month JFFLS cycle, all students are systematically enrolled in local youth clubs, local farmers’ cooperatives or women’s associations so that they receive further trainings (including greenhouse cultivation of vegetables, beekeeping and honey processing, livestock and cultivation of thyme and marketing skills) and gain profits out of their membership. (+) since 2008, 1180 youth directly benefited from this initiative, among them youth from selected refugee camps (in partnership with UNRWA); all youth had gained agricultural knowledge, felt extremely comfortable in pursuing a job in the agriculture sector and overall more confident in planning their life for the future; linkages between former JFFLS graduates with existing youth clubs, women’s associations and local farmers’ groups have proven to be key to ensure the continuation, replicability and sustainability of the activities undertaken; strong partnerships with ministries,
Youth Development Associations and local farmers’ cooperatives led to successful transition of youth into YFAs where they are trained after school hours, in some cases were given full membership with the cooperative society and gain their share of profits; small farms have been praised by involved ministries in being key in strengthening relationship between school and community.

W, X


Winder Trust, several African countries and UK, for over 20 years;
(?) develop the professional and leadership skills for communities affected by conflict or displacement; 600 students at undergraduate level in African universities; others at postgraduate level in the UK;
(=) former tertiary beneficiaries are working to rebuild several different countries and communities emerging from conflict in Eastern Africa and the Horn of Africa; they play key roles in political leadership, health sector, education, agriculture, university sector, and in leading civil society organisations; provide the local human resources to direct the investment of UN and bilateral aid programmes;
(?) gender imbalance (Windle Trust now working to improve girls’ opportunities to complete secondary education and reach university level).


(?) assess progress and evaluate impact of project in meeting specific goals related to combating child labour among target beneficiaries (vulnerable children/youth up to age 18, esp. orphans heading households of younger siblings, returned abducted children, girls forced into early marriage) through increasing access to and quality of formal basic, secondary and private vocational education and community awareness raising campaigns on child labour, importance of (girls’) education;
(+) an estimated 80-90% of beneficiaries who received vocational training are using the skills obtained in a productive fashion, most female participants have been successful in finding work; graduates attributed non-technical aspects of the training as having helped them to get a job after completion, e.g. discipline, punctuality, and attention to details;
project enabled nearly 6000 Northern Ugandan children to escape exploitative child labour, and trained almost 2000 teachers and educators in improved teaching techniques as well as special skills for helping traumatised children; In 2006, more than 90% of the ORACLE beneficiaries who began primary qualified for secondary school (national average 70%); school kits resulted in diminished rates of dropout, better discipline, and improved academic performance; sensitising teachers (male & female) about special needs for girl pupils led schools to arrange special rooms and provide hygiene and reproductive health information to encourage more girl enrolment; alternate education and remedial programmes helped especially child-mothers transition to other educational/vocational opportunities; youth leadership emerged out of children’s organisations; awareness raising led to greater sense of urgency and response by officials and community members to reintegrate children who had become victims of war; radio programme as effective tool for popular education and social communication on child protection: helped create acceptance for the fight against child labour and early marriages, built confidence of child participants; vocational courses too short and insufficient training for a life-long profession; more young women need to be encouraged to do teacher training to increase number of female teachers and ensure girls retention; VT teachers outsourced: higher control of private vocational education, more careful selection and advanced training of teachers needed; time-limited sponsorship creates dependency, negatively affects students who need more time in school; radio transmissions logistically not possible in all target regions; recognise the long-term needs and the short-term funding realities to create sustainable programmes; combine local knowledge with marketing expertise to ensure cost-effectiveness and vocational training leads to income generation; to see lasting results in policy development to combat child labour in Uganda requires a substantial commitment, such as a formal component of a project, recognise role of the project in overall existing government policy and be alert of relevant policy decisions; more coordination among NGOs and encouraging local civil society through capacity and institutional development training; more (participative) social research into child abuse issues; involve young people in project design, implementation, monitoring, and other opportunities designed to encourage leadership development.

Regional disparities; youth in extreme poverty display the worst employment outcomes: majority of youth in jeopardy are women and live in rural areas; important link between education achievement and labour market/poverty outcomes: lower-educated youth displaying a much higher risk of being unemployed and extreme poor at the same time; about €7 Mio are spent on youth employment programmes yearly, yet programme coverage remains low (in 2007 only about 6.3 percent of the pool of unemployed individuals in this age group benefited from Active Labour Market Programmes) and success of VET-related programmes is being undermined by sluggish growth in labour demand; VET-Programmes have limited coverage and generally serve less vulnerable sectors of the population;
Y, Z


A literature-based study follows a *rights-based approach* and adopts *post-structural theories* in exploring three main paradoxes around Higher Education in protracted refugee situations: *relief vs. development* aid; Higher Education in a *nation-state vs. non-state*; *victimisation vs. empowerment* of refugees; aims to inspire future research and discussion toward a global system of Refugee Higher Education;

Growing up in a refugee camp, many young people are eager and *have the time* to attain Higher Education but *lack the resources, opportunities and freedoms* their non-refugee peers enjoy as they transition into adulthood and look for meaningful ways to support themselves; 1) *relief vs. development*: long-term refugees are *seen as temporarily displaced* only which results in many of their *rights being denied*; dominant educational *discourse emphasises externalities* (benefits accruing to immediate and wider society) and thereby neglects the individual’s right to *Higher Education* from permeating into practice; in Thailand, *parallel service systems* have been developed; 2) *nation-state vs. non-state*: universities are perceived to be linked to nation-states, refugees are not part of the nation-state system; modern technology allows to *create virtual spaces beyond nation-states' borders*; in Thailand, the refugee community has expressed interest and taken first steps to establish a *camp-based Higher Education system*; challenges of politicisation of education; 3) *victimisation vs. empowerment*: *powerful narratives of refugees as dependent victims* have shaped reality in justifying mechanisms for international protection and *incapacitating* refugees; in Thailand, provision of Higher Education for refugees is *not through a demand-driven approach*; agencies’ *paternalistic tendencies*: individual self-realisation, potential to innovate and contribution to development are denied by restricting students’ freedom to make their own informed choices about subjects of study; through Higher Education, amongst others, narrative can be turned upside-down in *seeing* refugees as agents and allowing them to be agents of development;

Higher Education could be both a *means and an end to refugee empowerment*, but *cannot be a panacea* and would need to be accompanied by serious transformation of power dynamics in refugee situations: self-reliance relies on a *widening of spaces for the exercise of refugee agency*; educational opportunities must be made available to refugees *during* displacement/encampment, work towards a *global system of on-site Refugee Higher Education* meeting young refugees’ educational needs *during* displacement and enabling them to adapt their skills and knowledge once a durable solution has been found, we cannot afford to have refugees wait until a durable solution (repatriation, local integration, resettlement) is found; *avoid* establishment of *parallel service systems* and ensure *participation of local host community*; alternative *modes of delivery and accreditation systems* need to be explored: *distance education, university partnerships*; *alternative funding mechanisms* need to be explored: *remittances* and other support from the *diaspora*; *shifting funds from military spending* which would require enhanced evidence based *research and advocacy* on the potential benefits of Higher Education for long-term refugees (*qualitative research*); *quantitative research* is also needed: refugee Higher Education *demand and supply* (refugee tertiary gross enrolment ratio (GER)); ideal goal is for a *balanced and inclusive education system* that offers *multiple options for quality lifelong learning* in meeting the needs of *all learners* in an equitable manner, education that *enables refugees to become self-reliant*. 
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