Lost Opportunity: Education for out-of-school youth in emergency and protracted crisis settings

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Agenda

Welcome and introductions
David Kunyu, Data & Measurement Coordinator, INEE

NORCAP introduction to the report
Maria Sellevold, Thematic Manager for Education, NORCAP
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Report findings and recommendations
Marc Sommers, Team Leader and lead author for the study
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Youth Advisory Group member
Bayan Louis, Member of the Youth Advisory Group for the study
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Discussion/Q&A
David Kunyu
Lost Opportunity

Education for out-of-school youth in emergency and protracted crisis settings

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Context: #1

- One quarter of a billion of the world’s children and youth are out of school (258 million).
- Just under half are in crisis-affected countries (127 million).
- As emergency-affected children enter puberty and adolescence, their prospects for accessing education narrows or ends.
Context #2

• UNHCR: While youth form a majority of their “persons of concern” – they remain “invisible”

• Response (starting in 2022): Formed an informal “Core Group” to develop a concept note to write study about out-of-school youth

• **NORCAP**: decided to support it.
Methods #1

• **Focus:** *Certified* education

• **Youth:** 12-24 (to include adolescents)

• **Challenge:** Little documentation on out-of-school youth in emergencies & protracted crises

• **Approach:**
  - Document review
  - Interviews with 36 experts
Methods #2

- EiE Practitioners: 36%
- Donor Officials: 22%
- Youth & EiE Experts: 22%
- EiE Experts: 11%
- Youth with EiE Expertise: 9%
Methods #3

• Two sets of advisors for the study:
  ○ **Youth Advisory Group**
    (Youth leaders and youth experts)
  ○ **Core Group**
    (Education in Emergencies experts)
Findings #1: EiE = Primary School?

- Overwhelming focus on primary education in the EiE field.
- Lack of clarity on who youth are – or what (in educational terms) they seek.
Findings #2: Overlooked Youth

• Strikingly inadequate educational response to massive out-of-school youth cohorts.

• EiE professionals found to know little about those not in their schools, youth in particular.
Findings #3: Gender

- Girls’ education focuses on preadolescent girls
  - This often leaves pressing female youth challenges overlooked (sanitary napkins, daycare for unmarried mothers and young wives, etc.).

- Efforts to promote education for boys & male youth education are largely absent.
Findings #4: Class & Access

- EiE is mainly stationary, school-centred and rural-based – while many emergency-affected youth are in cities.

- Growing post-primary education emphasis on opportunities for comparatively privileged youth.
Findings #5: Programme Implications

• Nearly all certified education programmes for youth are generic and supply-oriented.

• 1 outcome: favouritism for comparably advantaged youth: “If there is a secondary school, then only youth with privileged status can access it.”
  – Youth expert
Findings #6: An Absence of Strategic Targeting

- As a result, vulnerable, out-of-school youth subgroups, such as:
  - Young wives and mothers,
  - Those with disabilities,
  - Members of excluded ethnic or religious groups,
  - Former members of armed groups,
  - Those dealing with substance and/or alcohol abuse – are rarely targeted for programme inclusion.
Policy Recommendations

1. Accept that the *status quo* is inadequate.

2. Take steps toward an adaptable, strategic response to the out-of-school youth challenge.

3. Target key youth subgroups.

Programme Recommendations

1. Provide substantially more emphasis and support for certified education for out-of-school youth.

2. Design youth-centred approaches
   • Which target groups will be the priority?
   • What do its members seek in terms of content, location, timeframe, etc.?

3. Apply a gender lens to all programmes (gender = female and male youth, LGBTQ+).