

INEE/Education Cluster Webinar Summary Report

Adolescents & Youth Programming in Education in Emergencies

27 March 2012

1. Introduction

INEE's 2011-2013 Strategic Plan commits INEE to strengthening the knowledge, evidence base and capacity of education practitioners and key stakeholders in the field of education in emergencies. In fulfilling this mandate, INEE develops and disseminates resource materials and opportunities to help practitioners from UN agencies, NGOs, Ministries of Education, Education clusters, schools and universities understand innovative, cutting edge practices and provide a cross-cultural and cross-institutional forum where challenges can be discussed and good practices shared.

As part of this mandate, the INEE Adolescent and Youth Task Team (AYTT), in conjunction with the Education Cluster, organized a webinar to share experiences and good practices on mainstreaming adolescents and youth issues in education in emergencies and post-crisis recovery.

The webinar was moderated by Peter Transburg (INEE) and included presentations by Josh Chaffin (WRC), Brooke Breazeale (INEE AYTT) and Dr. Maria-Nieves Alvarez (GIZ).

Click the links below to access a recording of the 1-hour session by clicking on the links below:

- **Streaming recording link:**
<https://unicef200.webex.com/unicef200/ldr.php?AT=pb&SP=MC&rID=105719847&rKey=2b818fab69798b62>
- **Download recording link:**
<https://unicef200.webex.com/unicef200/lsr.php?AT=dw&SP=MC&rID=105719847&rKey=3bfeabcb53c3cd9b>

2. Participants Profile

Fourteen people participated in the live version of this webinar.

REGION	INEE MEMBER	CLUSTER COORDINATOR
Africa – 17%	Yes – 42%	Yes – 0%
Asia – 17%	No – 17%	No – 17%
Americas – 8%	No response -42%	No response – 42%
No response – 42%		

3. Presentations

Presentation 1: Education for Crisis-Affected Youth: A Review

Josh Chaffin, Women's Refugee Commission

This presentation offered an overview of literature on education programming for crisis-affected youth. The comprehensive but non-exhaustive review included research papers, programmatic evaluations and case studies. Its objectives were threefold:

- 1). To capture the impact of programs,
- 2). To explore salient themes, gaps and lessons learned, and
- 3). To build an evidence base for effective youth programming in crises.

Secondary & tertiary – This sector was neglected due to focus on basic education and yet lack of such opportunities affecting completion rates in primary schooling. The sector was plagued by various gaps, especially with regards to gender equity, a lack of inclusion of vulnerable groups and the lack of prioritization by either governments or donors. A few promising practices were identified such as distance education and innovative accreditation schemes.

TVET and livelihoods – Outdated curriculum as a major challenge, with salient gaps being lack of gender equity in access, low prestige and lack of linkage with labor markets. Labor market analysis and local ownership were identified as good practice.

Life skills, peace education and recreation – Important in rebuilding social cohesion and identified as primarily the only source of education for crisis-affected youth. However, portrayal of youth as a threat rather than positive actors reduces its effectiveness. Promising practices included involving youth as educators.

In conclusion, the review indicated the need for programming to focus on skill-building and synergy with labor markets and also ensure participation of all youth in programs to ensure equity and efficiency.

Presentation 2: [Adolescent & Youth Programming in Emergencies: A Training Module](#)

Brooke Breazeale, INEE

This presentation highlighted the need to focus on adolescents and youth issues in disaster and post-disaster contexts. To ensure that formal and non-formal education programming approach addresses the specific needs of young people across the continuum of disaster response and recovery efforts, the INEE Adolescents and Youth Task Team (AYTT), and other key stakeholders working with adolescents and youth issues, have developed a module to provide those working in the field of emergency response with access to the proper tools and guidance needed to address those needs.

The main objectives of the training module are:

- 1) To identify challenges and vulnerabilities specific to adolescents and youth in crisis and post-crisis situations as well as the ways in which they can make valuable contributions to their families, schools and communities.
- 2) To review good practices and specific recommendations for effective, quality programming for adolescents and youth.
- 3) To learn practical ways to promote meaningful participation for adolescents and youth in programming.

The module includes a 90 minute PowerPoint, a facilitator's guide and supplementary exercises and can be accessed at www.ineesite.org/training.

Presentation 3: [Strengthening Youth Participation in Emergencies](#)

Dr. Marie-Nieves Alvarez, GIZ

This presentation made the case for strengthening youth participation in emergency programming by outlining the unique capabilities that youth possess and can contribute in building social cohesion in crisis contexts. The presentation outlined a multi-level approach for capacity development for youth participation. This approach is founded on an understanding of two interrelated concepts that impact upon social cohesion in crisis situations:

- 1). Vulnerability as a multi-dimensional concept dependent upon the impact of crisis
- 2). Resilience as the ability of individuals and groups to cope with challenges, which in turn promotes social cohesion

Programming aimed at building resilience in the face of vulnerability can be universal, targeting specific at-risk groups or individuals. The presentation urged that policy frameworks should be developed, taking this multi-level approach and contextual needs into account. Furthermore, youth participation should be institutionalized to ensure best results, especially in the form of inter or intra-organizational networks.

The presentation concluded with emphasizing the need to actively involve youth in programming by providing opportunities for youth to voice their needs and concerns throughout the whole programming process. Links to various tools and guidance regarding youth participation in emergency contexts were also provided.

4. Discussion

The Q&A session after the presentations focused on the availability of tools and guidance documents. Participants were advised to consult the INEE Toolkit (www.ineesite.org/toolkit/) and the training page of the INEE website (www.ineesite.org/training) for access to a wide range of tools and materials. The documents are constantly updated and thus reflect current issues and developments.

There was also a discussion regarding the apparent disconnect between primary schooling and higher-level education provision which was highlighted in the first presentation. This disconnect is particularly evident in issues regarding the transition of youth to work yet higher levels such as TVET and higher education are still neglected. It was agreed that transition to work and income-growth approaches to education should be strengthened throughout the whole educational spectrum rather than simply focusing on the higher education, TVET and skills training. The presenter noted that research shows that income-growth approaches to education are much more effective when started earlier in childhood. An example of fostering positive saving behavior in children was given; since patterns of spending and saving are already established by adolescence, programming aimed at opening savings accounts for young children who then grow up learning to save. Various approaches are available in the field of income-growth education thus it is difficult to generalize and contextual requirements are paramount.

Another thread of discussion focused on the use of social media and online resources in INEE programming. The discussants elaborated on their own experiences in use of social media and online resources. For example a youth-led organization (Youth Alliance) in Pakistan raised funds and built support networks for IDPs through online social media after an earthquake in 2009. They agreed that there is a need to further explore their benefits but there also needs to be awareness of limitations in different contexts.

5. Reference Materials

[INEE Toolkit](#)

The INEE Toolkit provides access to a wide range of documents, research and guidance that is of interest to anyone involved in the field of education in Emergencies. The documents are constantly updated and thus reflect current issues and developments.

[Youth Participation in Development: A Guide for Development Agencies and Policymakers](#)

The Youth Participation Guide, developed by Student Partnership Worldwide & DFID, aims to help build and harness young people as assets. It has been developed through an innovative process led by young people, challenges negative stereotypes of youth and demonstrates how young people can positively contribute to development in four operational areas: organizational development, policy and planning, implementation, and M&E.

[INEE Thematic Issue Brief: Youth](#)

This brief summarizes the process of mainstreaming of youth in the INEE Minimum Standards Handbook.

[Framing Paper - Education and Opportunity: Post-Primary and Income Growth](#)

Authored by Joshua Chaffin with youth partner Stephen Gichohi, this paper considers the connections between post-primary education (PPE) for crisis-affected youth, and income growth interventions.

[Education for Livelihoods and Civic Participation in Post-Conflict Societies](#)

This paper argues that a holistic approach to technical and vocational education and training (TVET), which takes into account the human and social dimensions of training as well as the economic dimensions, is necessary if TVET is to be integrated into the reconstruction of societies as well as economies. The first half of this paper covers themes regarding TVET, livelihoods and civic participation. The second half introduces the education and training arrangements in Liberia, Uganda and southern Sudan.

[Youth Livelihoods Development Program Guide](#)

This guide from USAID provides a practical set of suggestions and reference materials to improve youth livelihood development practices and to expand programming.

[Tapping the Potential of Displaced Youth: Guidance for Non-Formal Education and Livelihoods Development Policy and Practice](#)

Youth have historically fallen through the cracks of humanitarian services and programming. This report from the Women's Refugee Commission synthesizes findings and recommendations from a multi-year (2008–2011), multi-country research and advocacy project, the Displaced Youth Initiative. The report offers guidance on enhancing non-formal education and livelihoods development opportunities for displaced youth.

[The Transition of Youth From School to Work: Policies and Practices](#)

This toolkit from UNESCO is an international review of issues and programs concerning transition from school to work and how vocational and technical education can facilitate this transition. It includes country-specific papers (Kenya, Korea, and South Africa) as well as regional contributions from Latin America and OECD countries.

This summary report was prepared by Joshua Eshuchi and the [INEE Adolescent and Youth Task Team](#).