



**Women's Refugee Commission**  
Research. Rethink. Resolve.



# **Tapping the Potential of Displaced Youth**

Guidance for Nonformal Education and  
Livelihoods Development Policy and Practice

December 2011



WOMEN'S  
REFUGEE  
COMMISSION

## Research. Rethink. Resolve.

Since 1989, the Women's Refugee Commission has advocated for policies and programs to improve the lives of refugee and displaced women, children and young people, including those seeking asylum—bringing about lasting, measurable change.

The Women's Refugee Commission is legally part of the International Rescue Committee (IRC), a non-profit 501(c)(3) organization. It does not receive direct financial support from the IRC.

## Acknowledgments

This report was prepared by Jennifer Schulte based upon the work of the Women's Refugee Commission Youth program, led by Jenny Perlman Robinson from 2008-2010, with oversight by Dale Buscher. We appreciate the research assistance and support from Abigail Gacusana, Elizabeth Green, Ariel Higgins-Steele, Chantal LaParl-Green, Brittney Bailey, Kate Munro, Lindsay Thomas and Amal Al-Ashtal. Special thanks to our Youth Advisory Group members for their input and support. Thanks also to Dale Buscher, Jina Krause-Vilmar and Joshua Chaffin for their comments. The report was edited by Diana Quick and designed by Vincent Cheung. The Women's Refugee Commission is extremely grateful to all of the agencies, organizations and individuals interviewed throughout the course of the Displaced Youth Initiative between 2008 and 2011, in particular, the young women and men from Afghanistan, Bhutan, Democratic Republic of Congo, Guinea, Haiti, Iraq, Ivory Coast, Liberia, Myanmar (Burma), Sierra Leone, South Sudan, Thailand, Tibet and Uganda.

This research and report would not have been possible without generous support from Unbound Philanthropy and the Frankel Family Foundation.

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ISBN:1-58030-096-0

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## Glossary

**Academic skills:** range from basic numeracy and literacy to highly developed cognitive skills, including scientific, mathematical and analytical thinking skills. These skills may be acquired through formal, nonformal or home schooling.

**Life skills:** refer to “the range of skills that young people and adults need to navigate daily life and to be successful in their roles as family members, community members and workers. These skills include personal development and self-knowledge, leadership, health and general well-being, financial literacy, negotiation skills and interpersonal communication skills.”\*

**Livelihoods skills:** refer to the knowledge, attitudes and practices needed to build a livelihood. These include:\*\*

- *Work Readiness*, which refers to the specific work-related skills that young people and adults need to be successful as entry-level workers in any formal sector business or industry or in any informal sector livelihood. These skills are generally thought of as life skills with a strong work focus, and include health and safety at work; work habits and conduct; personal leadership; communicating with others; teamwork and collaboration at work; rights and responsibilities of workers and employers; and customer service.
- *Entrepreneurship*, which encompasses the range of skills that young people and adults need to be successful in starting and maintaining a small business or income-generating activity, such as recognizing and assessing personal fit for entrepreneurship; conducting market analyses; developing business plans; managing finances and staff; marketing; and ensuring long-term sustainability.
- *Technical Skills*, which include the wide range of skills that young people and adults need for specific occupations, industries or small businesses.

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\* USAID, EQUIP3. See <http://www.preparing4work.org/about/content-areas>.

\*\* Ibid.

## Executive Summary

Displaced youth have historically fallen through the cracks of humanitarian services and programming. Little guidance has existed to date on their needs to build skills for developing safe and dignified livelihoods, and to contribute to the recovery, peace and stability of their societies.

The Women's Refugee Commission's (WRC) Displaced Youth Initiative was a multiyear (2008–2011), multicountry advocacy research project that aimed to increase the scope, scale and effectiveness of education and livelihoods development programs for conflict-affected, displaced youth ages 15 to 24 who are out of school. The WRC met with hundreds of displaced young women and men in Jordan, Liberia, Sierra Leone, southern Sudan, Sudan (Darfur), Thailand, northern Uganda and the United States (Phoenix, Arizona, and New York, New York). We listened to them to learn what worked and what could have worked better to support their needs for education and skills-building to develop a livelihood for greater economic self-reliance. This synthesis report of findings and recommendations provides guidance for humanitarian policy and practice on youth education and livelihoods.

### Livelihoods Development

Throughout this report, the term “livelihoods development” refers to working with youth to remove barriers to earning a living in a safe, dignified manner. Barriers include illiteracy, interrupted education, gender inequities in access to programs and services and lack of access to financial services, among others. Livelihoods development programs equip conflict-affected, displaced, out-of-school young people with the attitudes, skills and experience they need to pursue a livelihood safely.

## Key Findings

Key findings and recommendations based on global desk research and field assessments include critical elements of successful education and livelihoods development programs working with displaced youth. In programs with these elements, youth were able to use their time spent in displacement more effectively to build skills for earning a living safely to restart their lives when displacement ended. Effective program strategies addressed gaps in services, barriers to program access and the evidence base on what works through one or more of the following:

- Youth were treated as a diverse population with unique needs (e.g., young women versus young men, in-school versus out-of-school, married versus unmarried, single youth household heads, child soldiers);
- A holistic package of services—basic literacy and numeracy, vocational training, work readiness and life skills;
- Nonformal education—second-chance programs, bridging programs and accelerated learning programs—to assist youth who have missed out on vital years of formal schooling to continue their academic learning;
- Education and training pathways that provide youth with the flexibility to pursue education and employment or self-employment at the same time;
- Program design that reflects current and emerging market demand;
- Links to the local labor market through job placement and apprenticeships;
- Training in transferable and entrepreneurial skills, such as financial literacy and marketing, and employability skills, such as time management and communication skills;
- Linkages to credit and savings products;
- Building social capital through peer support, mentorship, youth clubs, and girls' groups and associations;



- Special attention to increasing agricultural productivity in rural areas;
- Child care and flexible hours for training;
- Follow-up on graduates' progress after completion of training;
- Program monitoring and evaluation.

## Recommended Program Approaches

In order to increase education and livelihood skills-building opportunities for displaced youth, the humanitarian community and partners in government, civil society and the private sector should come together to:

- **Address service gaps:** This requires providing a comprehensive, holistic package of nonformal educational services. It also calls for training opportunities in academic skills, work-readiness, vocational, entrepreneurship and life skills that build upon young people's existing experience and facilitate access to markets. Displaced youth also need follow-up support to benefit from nonformal education and livelihood development programs after their completion.
- **Identify and remove barriers to access and create entry points in programs:** Key barriers and entry points identified through this initiative included:
  - increase youth participation and leadership opportunities;
  - cultivate strategic partnerships with government, civil society and the business community;
  - conduct market assessments and communicate market orientation of programs;
  - profile key segments of youth in need and plan specifically for them;
  - address normative gender roles and responsibilities that prevent young women's participation.

To accomplish these, we recommend the following. Displaced youth should be engaged to address policies related to camp management, local commu-

nity leadership and national or host-country policies to create a more enabling environment in which to pursue their education and livelihoods. This requires partnering with government, civil society and the private sector to open up opportunities for youth participation in policy and local leadership conversations. Cultivating strategic partnerships can extend positive outcomes of youth participation in education and livelihoods skills-building programs. Program planning assessments should profile diverse segments of displaced young women and men to understand their unique needs, strengths and assets, and to learn how to reach them effectively. This is essential for enabling different youth groups to have equitable access to programs. Programs should also conduct market assessments to ensure that skills-training programs can increase youth employability and lead to paid work. Displaced youth also need clear information about whether programs are market-oriented in order to weigh the potential benefits of participation. Finally, programs should take into account and design strategies to address normative gender roles and responsibilities that constrain program access, particularly for young women. These include addressing time and chore burdens and the need for childcare services.

- **Contribute to a global practice-based learning agenda on what works for displaced youth through program monitoring and evaluation:** To do this, programs should be resourced to invest in program planning data collection to better understand displaced youth populations and contexts to inform targeted program design. This is essential for reaching the segments of female and male youth populations that most need nonformal education and livelihoods development opportunities. Monitoring and evaluation plans should disaggregate data by sex and age. Monitoring systems should be designed to track whether targeting and implementation strategies actually reach diverse and hard-to-reach groups among displaced young women and men. Process and impact evaluations of holistic programs for displaced youth are needed to improve outcomes and inform the scale-up of market-based skills building programs to reach more displaced youth across the range of displacement contexts.

## Purpose

This guidance document represents the synthesis of findings and recommendations for the field from the Displaced Youth Initiative—a multiyear (2008–2011), multicountry research and advocacy project that aimed to increase the scope, scale and effectiveness of education and job-training programs for conflict-affected, displaced youth ages 15 to 24 who are out of school. Through desk research, field assessments and global advocacy, we investigated, documented and continue to promote the nonformal education programs and skills training that young people need to move their lives forward while they are displaced and when it is finally safe to return home or be resettled to another country. We studied the academic, life and livelihoods skills that prepare youth to become economically self-reliant young adults.

Objectives of the project were to:

- Raise donor and humanitarian awareness of the education and livelihoods development needs of young women and men in a variety of displaced and post-conflict settings;
- Promote more effective, comprehensive academic, life and livelihoods skills training programs for displaced youth that prepare them for employment during and after displacement;
- Increase donor commitment and funding for education and skills-training programs for displaced youth;
- Enhance the capacity of displaced youth to advocate for their own needs and participate in the design and implementation of programs and policies that affect them.

Key project activities were to:

- Identify and document existing services and gaps in education, life and vocational skills-training programming for displaced youth;
- Look at opportunities for refugee youth employment—including a review of market analysis—while displaced or after return or resettlement;

- Conduct participatory assessments with young people, including the establishment of a Youth Advisory Group to help inform and guide the project;
- Identify promising practice program components for young people who have gaps in their education;
- Share learning and practices within the humanitarian community;
- Advocate for funding for, and the inclusion of, effective youth programs in conflict and postconflict settings.

## Introduction

### Who Are “Youth” in Contexts of Conflict and Displacement?

Young people under the age of 25 now make up nearly half of the world’s population, and nine out of ten of them live in developing countries.<sup>3</sup> Developing countries, including many of the poorest among them, host four-fifths of the world’s 43.7 million people displaced by armed conflict worldwide.<sup>4</sup> Children and youth from countries affected by violence and displacement are three times more likely to be out of school than those in countries not recently affected by violence.<sup>5</sup> In conflict-affected and fragile states, 40 million children and youth are out of school—they make up over half of the 75 million out-of-school young people worldwide.<sup>6</sup> In 2009, nearly 81 million young men and women were unemployed globally, with young women in developing countries being disproportionately affected.<sup>7</sup> Youth unemployment has been identified as an indicator of national economic stress that correlates with armed conflict.<sup>8</sup>

Young people are often a majority of those displaced due to armed conflict. Displaced youth are diverse in terms of gender, age, ethnicity, marital status, whether they are from rural and urban backgrounds and whether they are in or out of school. They come from varied socioeconomic backgrounds. And, in situations of armed conflict, they may also be child soldiers, unaccompanied minors or youth heads-of-household. They are displaced to camps or settlements, whether in their own country or in another country. They also flee to urban areas and may not be formally recognized as either refugees or internally displaced persons.

Displacement due to armed conflict affects young women’s and men’s education and employment differently. Displaced young women and men often experience developmental gaps due to interruptions to their education and a lack of opportunities to build skills for developing safe, dignified livelihoods. As a result, the years youth spend in displacement are often wasted, which impedes

their future development and productivity. Displaced young women are put at higher risk of negative recovery outcomes when they have less decision-making power over critical life choices and less control over productive resources than young men.

### How Do Youth Education and Livelihoods Fit With Humanitarian Response, Recovery and Development?

Consultations with conflict-affected, displaced young women and men consistently confirmed that education and livelihoods are their top priorities. It cannot be emphasized enough that displaced youth need opportunities to complete secondary school and learn the skills they need to develop a livelihood. Without support for their education and opportunities to develop a livelihood, displaced young people are left idle and frustrated.

As many must work to survive, their livelihoods strategies often place them at risk, for example, when they work in informal petty trade on the streets in insecure areas. They may become involved in dangerous activities, putting not only themselves, but also their families and communities, at risk.

Displaced young people, both male and female, are vulnerable to recruitment into armed groups. They may resort to dangerous jobs to meet their own survival needs or to criminal activity or drug and alcohol abuse. Girls, and to a lesser extent boys, are vulnerable to sexual exploitation and abuse, with far-reaching effects on their physical and mental health. When their needs for safety and well-being go unmet, young people can become a source of future insecurity.

Postconflict countries have a 44 percent chance of reverting to conflict within five years.<sup>9</sup> Citizens in conflict-affected states consistently named unemployment as the primary driving force behind youth involvement in gangs and recruitment into rebel groups.<sup>10</sup> However, when provided with opportunities to develop skills and earn an income safely, youth can become a great resource for rebuilding their countries and promoting



long-term peace and security.

Programs that offer alternative pathways to education, as well as vocational, entrepreneurship and life skills are critical if young people are to grow, develop and rebuild their nations in peace and security. Programs that promote a positive approach to youth development focus on building multiple, mutually reinforcing personal strengths and livelihoods-related assets of young women and men. These assets include the following:<sup>11</sup>

- **human capital:** skills, knowledge, health and ability to work and adapt;
- **social capital:** social resources, including informal networks, membership in formalized groups and relationships of trust that facilitate cooperation;
- **natural capital:** natural resources, such as land, water, forests and fisheries;
- **physical capital:** basic infrastructure, such as roads; water and sanitation; schools; information, communication and technology; and producer goods (used to make consumer goods), including tools and equipment;
- **financial capital:** financial resources, including savings, credit, wages, pensions and remittances;
- **political capital:** the power and capacity to influence decisions.

Livelihood assets can be developed and accumulated, can erode from lack of use or collapse as a result of the trends, shocks and seasonal changes in the contexts in which young women and men live. The shocks of fleeing home and becoming displaced can also reduce these assets.

Policies, institutions and processes directly and indirectly affect development of displaced young women's and men's assets, which enables or constrains the extent to which they can and do build and use these assets productively. Displaced youth with multiple assets are likely to have more options with which to recover

and develop socially and economically. In conflict-affected displacement settings, however, youth often have lost assets through forced migration as they move into contexts where policies, institutions and processes constrain more than enable asset accumulation. In addition, assets—particularly physical and financial capital—can become liabilities in insecure contexts, placing youth at risk of exploitation or abuse.

Despite the great number of out-of-school young people, few programs exist to serve their education and livelihoods development needs. In addition to advocating for change in policies, institutions and processes affecting the education and livelihoods development of displaced youth, a simultaneous strategy of improving direct service program practices should be prioritized to address the vast need for immediate solutions.

### Do Youth Have a Right to Education and Work in Emergency Contexts?

The rights to education and work in displacement settings are universal human rights. They are also enabling rights that help ensure that conflict-affected, displaced young women and men can develop their potential and become fully contributing members of their societies both during displacement and upon integration into a host society, return or reintegration into their societies of origin, or resettlement to a refugee-receiving country. Creating opportunities for education and livelihoods development for displaced youth is the responsibility of ministries of education and labor, and local education and labor authorities, as well as multinational organizations, including United Nations bodies and international and national nongovernmental organizations. Where national and local host governments are unable or unwilling to uphold these responsibilities, civil society organizations and the private sector can work together to address the unmet education and livelihoods development needs of displaced young women and men and advocate for increasing their access to education and employment. Wider efforts to gradually expand national policy environments to uphold the rights of displaced

### International Legal Instruments Underpinning Guidance on Displaced Youth Education and Livelihoods Development

Universal Declaration of Human Rights (1948) (Articles 2, 26)

Fourth Geneva Convention (1949) (Articles 3, 24, 50) and Additional Protocol II (1977) (Article 4.3 (a))

Convention Relating to the Status of Refugees (1951) (Articles 3, 22)

International Covenant on Civil and Political Rights (1966) (Article 10)

International Covenant on Economic, Social and Cultural Rights (1966) (Articles 10, 11, 13)

Convention on the Elimination of All Forms of Discrimination against Women (1979) (Article 10, 14)

Convention on the Rights of the Child (1989) (Articles 3, 18, 19, 20, 22, 24, 27, 28, 32, 39)

Convention Relating to the Status of Refugees (Article 22)

Recommendation on Consent to Marriage—Principle II

youth to education and opportunities to develop safe, dignified livelihoods include granting the right to work. They also involve linking graduates of livelihoods training programs with work opportunities in the formal and informal economies. The right to work and integrating displaced youth in labor markets are necessary parts of creating an enabling environment in which they can achieve economic self-reliance.

### How Was This Guidance Developed?

This guidance for working with out-of-school displaced youth was developed through both field and desk research, including individual interviews, focus group dis-

cussions, analysis of available program evaluations and secondary data on populations and contexts, as well as a global scan of relevant nonformal education programs. The WRC Displaced Youth Initiative focused on out-of-school youth who were camp-based refugees, internally displaced, had returned home in postconflict settings or resettled to the U.S. The initiative also took an initial look into the issues that urban-based refugee youth face in Jordan. The WRC will be investigating in depth the specific livelihoods needs and constraints of urban-based displaced youth in a targeted advocacy research initiative in 2012.

For a more detailed description of the methodology, see Annex I, page 24.

### *Synthesis of Findings and Recommendations*

Through synthesizing the findings and recommendations from the desk and field research, we identified programs and approaches that work, gaps in services and recommendations for effective nonformal education and livelihoods development programs for displaced out-of-school youth. This guidance document pulls together the lessons learned from what works and from what is needed to help practitioners and policy makers address the gaps.

Guidance put forth here is not a step-by-step “how-to” manual for youth education and livelihoods development programming in displacement settings. Rather, it identifies priorities for addressing displaced young women’s and men’s education and livelihoods needs and current gaps in meeting those needs. It subsequently puts forward existing key program approaches. Finally, it calls for a purposeful, practice-based learning agenda to further contribute to the evidence base on what works in education and livelihoods development programming for displaced youth.

## When and Where Should This Guidance Be Used?

Findings and recommendations below are relevant for diverse displacement settings, including:

- Refugee camps and settlements (long-established and recently formed);
- Internal displacement camps and settlements;
- Urban contexts impacted by internally displaced and refugee youth;
- Early recovery return and reintegration contexts;
- Postconflict reconstruction and development contexts; and
- Third-country resettlement contexts.

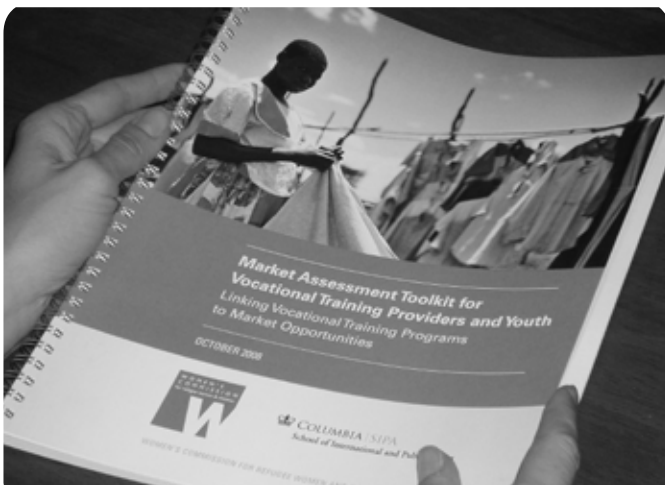
## Who Should Use This Guidance?

Guidance from this initiative helps provide technical knowledge and lessons learned to strengthen and create greater access for displaced young women and men to relevant, quality education and training opportunities, and safe, dignified livelihoods. It is designed for use by:

- Education and labor authorities at national and local levels;
- UN agencies;
- Multilateral and bilateral donor agencies;
- NGO and community-based organizations;
- Parent-teacher associations and youth peer networks;
- Education and livelihoods practitioners and consultants;
- Humanitarian and human rights advocates; and
- Researchers and program evaluators.<sup>12</sup>

## What Key Resources Are Needed to Strengthen the Education and Livelihood Capacities of Displaced Youth?

- Enabling policy environment;
- Donor investment;
- Political will and leadership in the humanitarian community;
- Capacity building of policy makers and practitioners;
- Community and parental engagement;
- Youth participation;
- Research, monitoring and evaluation.



The WRC and Columbia University produced a market assessment toolkit for vocational training providers and youth.

## Displaced Youth Initiative Findings and Recommended Program Approaches

### Findings

The education and livelihood skills-building needs of crisis-affected, displaced female and male youth have been largely unmet to date. Consultations with refugee and displaced youth, leaders and stakeholders highlighted both a severe lack of services and a lack of knowledge about appropriate program needs for this age cohort. Key findings are distilled here from the field assessments and global desk research to identify gaps in programming and provide grounding for recommended program approaches. Across displacement contexts, youth faced a widespread lack of opportunities for continuing their education and training, and a lack of adequate, dignified employment to stay safe and to support positive recovery and longer-term development outcomes.

### *Displaced Youth Need Access to Secondary Education*

Refugee and internally displaced young women and men largely lack access to secondary schooling that could help them build academic and life skills. For example, there were no secondary schools inside camps for internally displaced persons in Darfur, Sudan, at the time of our 2008 assessment. Where internally displaced youth could have attended secondary schools in nearby towns, they faced great challenges in securing transportation and funds for school fees. Refugee youth rarely have opportunities to attend host-country secondary or higher education institutions. No scholarships to attend postsecondary schools were reported in our field research, although the UN has arranged for some scholarships in partnership with donors in the past. Displaced youth in all contexts need opportunities to complete secondary school. Where youth do not have access to formal school, flexible nonformal education and employment-oriented training opportunities

should work to bridge the gap in academic, life and livelihoods skills training.<sup>13</sup>

### *Nonformal Education Programs Should Address Interruptions to Education, Help Youth Balance Learning and Earning, and Prepare Them for Likely Durable Solutions*

In the absence of formal schools, nonformal education and training programs that are learner-centered and employment-oriented should work toward helping displaced youth address interruptions to their formal education through building academic, life and livelihoods skills. Programs should also help youth balance their needs to earn an income while studying. Where displaced young women and men have opportunities to work, they must weigh the returns of working and balance learning with earning; they need support to help them do so safely and productively. Gender roles and responsibilities that disproportionately burden young women and adolescent girls with unpaid domestic work must also be addressed to enable them to pursue their education. Targeted program approaches are required to meet the needs of displaced young women and men to complete their education through catch-up classes, flexible schedules and accelerated and distance learning programs. Displaced youth also need education and training in life skills and transferable job-readiness skills that will prepare them for a durable solution to displacement, whether they are returning home, integrating into a host country or resettling to another country. Such programs might include:

- accelerated learning programs, which are structured for students to complete in less time than conventional programs, to attain certificates, diplomas or college degrees;
- bridging programs, which are education programs specifically designed to assist a student with an attained initial educational level (or preliminary level of licensure) to attend courses and achieve a terminal diploma or degree (or a higher level of licensure) in the same field of study and in less time than an entry-level student would require;





- second-chance programs that link “real world” learning to the job market; they are alternative education programs for students with significant barriers to success in traditional education settings.

### *Programs Must Work with Youth During Displacement and in Early Economic Recovery Periods*

Time spent in displacement camps and settlements has historically been seen as wasted years, from which youth have emerged frustrated and unskilled. As a result, many youth have faced marginalization and lacked opportunities for appropriate education and paid work during early economic recovery periods. In Sierra Leone, young people experienced interruptions in their education and a lack of safe work options even six years after the war had ended.<sup>14</sup> Greater investment and attention to displaced and returnee youth are needed, particularly to provide opportunities to re-enter formal school systems. Youth need catch-up classes for lost years of schooling and investments to retain them and improve their completion rates. Families of displaced youth also need safe, dignified opportunities to earn income to help keep their children in school. Youth, particularly those for whom formal schooling is not an option, also need vocational and entrepreneurship skills training that directly links with market demand.

### *Displaced Youth Need Opportunities to Develop Livelihood Skills and Access Employment*

Conflict-affected, displaced youth must often work to provide for their basic needs, often in unsafe situations. Our findings confirmed that displaced youth are economically active and contribute to multiple household livelihood strategies across displacement contexts, although paid work opportunities are particularly constrained in camp-based settings. Some camp-based young men living close to villages or towns in stable areas at times find work in manual labor, such as working in construction, transporting heavy loads of goods, herding animals or assisting in markets. Young women in camps near villages or towns sometimes work for low pay cleaning homes or washing laundry. Poorly



Young women and men participate in a construction project in Liberia.

paid manual labor in displacement settings often combines with high risks of exploitation and abuse of both young women and young men, although young women are particularly vulnerable to sexual exploitation in their workplaces.

Livelihood development programs are needed to enable displaced young people to build skills to earn more and steadier income in safer, non-exploitative ways. Livelihood skills-training programs should partner with financial services programs working to reach youth with needed safe savings, credit and other products to help them manage their personal finances and their businesses. Entrepreneurship training programs should work with civil society organizations and local business partners to develop microfranchising projects and to offer business development services. Linking graduates of livelihood skills-training programs with needed financial services, microfranchising projects and business development services can facilitate their livelihoods development beyond the life of a training program. Few programs were reported to provide youth with these services at the time of the field assessments.

#### **Microfranchising**

Microfranchising refers to business opportunities created for the poor by introducing scaled-down versions of business models found in franchises that are already successful.



Programs working most effectively with displaced youth offered one or more of the following:

- Comprehensive/holistic programming inclusive of basic education (whether provided through formal or nonformal schools), life skills, vocational training, entrepreneurship training and financial literacy using student-centered pedagogical approaches;
- Opportunities to build multiple assets (human capital, financial capital, social capital, physical capital, natural capital) simultaneously;
- Building of transferable skills applicable to likely durable solutions;
- Education, training and livelihood opportunities and job-specific transferable skills that link with real work opportunities, including through job placement and apprenticeships; and
- Sex- and age-disaggregated data to inform program planning and targeting strategies;
- Monitoring, evaluation and needed adjustments to the program design during and in subsequent implementations of a program approach.

Yet, across the hundreds of staff of local and international NGOs and UN agency stakeholders interviewed and program documents reviewed, only a small proportion of programs we learned about were found to explicitly target displaced youth in camp-based settings. Those that did focused mainly on education and less on livelihoods or a work-oriented approach to education. Investments to increase youth access to education, training and livelihood opportunities are required for them to develop multiple assets, to reach their potential and to contribute to the recovery and development of their families and communities. A greater number of “youth” programs were cited in postconflict contexts, such as Liberia, where national frameworks for action had led national and international partners to pay significantly more attention to working with returned youth to support national postconflict recovery and development.

## Recommended Program Approaches

Increasing opportunities for displaced young women and men requires working with them holistically to develop their assets, strengths and aspirations through finishing their education and developing safe, dignified livelihoods and greater self-reliance in their transitions to adulthood. The program approaches illustrated below that address the underserved education and livelihoods needs of displaced youth offer strategies to be adapted across different displacement contexts. Effective strategies to reach and serve the needs of diverse young women and men in displacement will:

- Address gaps in programs and services;
- Address barriers to access and create entry points;
- Through program monitoring and evaluation contribute to a global practice-based learning agenda on what works for displaced youth.

Examples used to illustrate these three strategies were synthesized from the field assessment findings and recommendations and a desk review of programs.



Computer classes are highly sought after.  
© Sophia Mwangi/The IRC

## Address Gaps in Programs and Services

Governments, UN agencies, NGOs and donors should expand the scope and scale of education and livelihood skills-building programs for young women and men displaced by conflict. Programs should be holistic, offered over a sufficient period of time for skills acquisition and should include the basic components of needed academic, life and livelihoods skills. To do this, programs for displaced youth should:

### 1. Provide a comprehensive, holistic package of nonformal education services

Building multiple, mutually reinforcing assets of young people (i.e., human capital, social capital, natural capital, physical capital, financial capital and political capital) requires a comprehensive, holistic package of formal education where available, as well as nonformal education and livelihood development programs. This package should include basic education and catch-up classes to address young women's and men's needs to build academic, life and livelihoods skills. Training curricula should include transferable skills, such as literacy, numeracy, financial literacy for personal and business money management, and entrepreneurship. Classes should also be offered in how to use information and communication technologies (ICTs), such as mobile phones, computers and the Internet. The Internet should be emphasized not only as a social communication tool, but as a resource for gathering needed education- and livelihoods-related information. Displaced youth in rural areas should be offered training in agricultural practices and natural resource management.

Holistic, nonformal education services are essential where formal school is unavailable to displaced youth or does not provide catch-up opportunities for those who have missed several years of schooling. Stakeholders in Sierra Leone suggested accelerated learning programs to condense the number of years required to address missed years of schooling.<sup>15</sup> Youth respondents and stakeholders across field assessment sites recommended second-chance educational opportunities to

### Program Example: The Centre for Development and Population Activities' (CEDPA) Better Life Options and Opportunities Model (BLOOM)

Holistic, nonformal education programs have been implemented and adapted in whole or in part since 1987 in India, Egypt, Nepal, Nigeria and South Africa, across diverse development and crisis-affected contexts. The program has reached hundreds of thousands of adolescent girls—and more recently boys, in some locations—with a combination of life skills, literacy and vocational training, support to enter and stay in school, leadership training and health awareness training. In Egypt, CEDPA's youth development work centers around the New Horizons project, through which CEDPA trains community leaders at local, regional and national levels to change harmful attitudes and inequitable gender roles affecting girls' education and livelihoods development. Key outcomes of CEDPA's programs include girls' improved, positive decision-making for strategic health and life planning, and community members' improved attitudes toward young women's and girls' development.

enable over-age and older working young women and men opportunities to re-enter and complete their formal schooling. Stakeholders across sites emphasized the need to recognize learners' achievements through certification—nationally, if possible—and to provide certificates of achievement.

Further, the Displaced Youth Initiative found that comprehensive services were needed for youth covering a continuum of programs and services from nonformal education, starting with academic and life skills, and building up to livelihood skills, including market-based vocational, entrepreneurship and transferable work-readiness training. Field research in Liberia and northern Uganda found that youth need to be trained in multiple skill sets because they are using multiple short-term livelihood strategies and often must rely on

different income sources to achieve a minimum level of income stability. For example, when providing training applicable for a trade or skills for wage employment, programs should also provide training in entrepreneurship skills.<sup>16</sup> Lessons from refugee resettlement contexts in the United States show that displaced youth need appropriate formal and nonformal education and transferable skills prior to resettlement in order to ensure successful education and employment transitions.<sup>17</sup> Basic skills in literacy, numeracy and relevant

### **Lessons Learned: Participants Responded to Student-centered Curricula Developed for the Local Context**

In the Junior Achievement Serbia<sup>19</sup> program, students said they liked the activities that were more interactive, a mixture of theory and practice, and applicable to business. Participants said they wished the curriculum were more relevant specifically to the Serbian economy, rather than the U.S. economy.

In the IDEJEN Haiti Out-of-School Youth program, participants said they liked role-playing, sharing life experiences and developing personal action plans. These reflected a shift away from the rote learning they were accustomed to, toward a more interactive experience.

Junior Farmer Field Schools in Mozambique encourage students to observe, draw conclusions, analyze livelihood and social problems and discuss the results with their peers, partly through theater and cultural methodologies. Facilitators develop activities using local material and crops to increase contextual relevance.

In Junior Farmer Field and Life Schools in the West Bank, preparing a cropping calendar was connected to the importance of setting goals and steps necessary to reach those goals. Harvesting crops together was used to encourage cooperation as a group. Lessons on pest control in agriculture sparked discussions on child protection.

languages, are essential not only for resettlement, but also often for returning home or remaining in host communities, particularly where youth migrate to urban areas in search of work.

WRC's assessment in southern Sudan found that youth training programs that achieved the best results followed common key strategies in programs that:<sup>18</sup>

- Set realistic expectations for the course by providing an overview at the start;
- Accepted students of all education backgrounds and accommodated lower literacy levels by providing supplemental literacy and numeracy classes;
- Forged relationships between youth and current and prospective employers to link them with jobs after the training.

In addition, based upon the field assessments and desk review, we found that nonformal education and livelihoods training programs work best for young people when they use student-centered, participatory pedagogical approaches.

## **2. Increase nonformal education, vocational and entrepreneurship training opportunities that build on existing skills and link with informal markets to facilitate access**

In situations where large numbers of youth are returning following displacement, local and national governments should take action to increase formal and nonformal education, as well as vocational and entrepreneurship training programs to match youth skills to market demand in order to facilitate market access and economic recovery. Adequate resources should be allocated for programs, including funding for instructors, supplies, equipment, facilities and infrastructure.

Livelihoods skills-building training, whether in vocational, entrepreneurship or transferable skills, should link training to informal labor markets, where most opportunities lie. As the engine of employment creation, local businesses must work with civil society and public

### Tool Example: Street Kids International, Business Toolkit<sup>21</sup> and Banking Toolkit<sup>22</sup>

The Business Toolkit and Banking Toolkit are essential guides for the implementation of Street Kids International's program with youth. The toolkits include: a) entrepreneurship and finance courses designed for frontline workers to use directly with street kids; and b) practical, interactive and participatory courses culminating in the development of business plans, personal goals, savings strategies and the identification of sources of capital. They are based on an animated story called "Speeds Choice," which tells the stories of five street youth earning a living on the streets. The toolkits are available on request from Street Kids International.

actors to ensure that displaced youth can play a role in the economic recovery and development of their communities and regions. Stakeholders interviewed in northern Uganda, for example, recognized that local businesses should look for opportunities to partner with vocational and entrepreneurship training programs, offering market information, productive assets and inputs, job placement and apprenticeships for graduates.<sup>23</sup>

Training programs should forge relationships in local labor markets to increase youth employment through job placement and apprenticeships. Programs can and should partner with local businesses, and enhance efforts to hire locally and procure locally made products.<sup>24</sup> Along the Thai-Burma border, stakeholders recommended that local manufacturing firms should be permitted to hire refugees, or even to operate in camps.<sup>25</sup> In southern Sudan, stakeholders recognized that young people should be trained in skills currently in demand in the business community and that providers should address negative perceptions of vocational training by showing that it will lead to real jobs.<sup>26</sup> Programs can also partner with government public works programs. In postconflict contexts, governments should design and implement public works programs to engage youth.<sup>27</sup> In Liberia, potential



"Martine (23), Emma (22) and Therese (25) revise their practical work as part of a course on electrical engineering at Yekepa vocational training school in Nimba country, northern Liberia, refurbished and newly supported by the IRC. The school also offers courses in agriculture and motor mechanics.

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public works programs identified in the field assessment included temporary, labor-intensive work in waste management, road construction and tree planting.<sup>28</sup>

Field assessments further found that in rural areas, special attention should be paid to increasing agricultural productivity for greater food security. For example, along the Thai-Burma border, stakeholders recommended that refugees should be allowed to lease land near the camps to cultivate food.<sup>29</sup> For contexts where the majority of youth come from rural backgrounds, such as in Liberia, agricultural productivity should be catalyzed through training, inputs, extension programs, and producer cooperatives, with the specific objective of increasing incomes and food security.<sup>30</sup>



### 3. Increase ongoing support to training program participants

Program graduates need ongoing support and opportunities to use their new knowledge. Continuing support to graduates increases positive program outcomes through advising, mentoring and creating opportunities for youth to use their new skills. Programs without ongoing support and follow-up seem to fail at connecting youth to livelihoods opportunities.

Youth working to advocate for their specific needs and to improve community well-being should be encouraged and supported following the completion of their training programs. For example, young displaced women and men in Darfur formed different kinds of groups within the camps. Some of these provided valuable community services, such as sharing information they had learned on water and sanitation and HIV prevention, or advocating for girls' access to education.<sup>31</sup> More can be done to foster youth participation and leadership in mobilizing to meet their own needs for greater knowledge, resources and developmental opportunities.

#### Lessons Learned: Ongoing Support Enhances Program Impacts

CEDPA's Better Life Options program set up alumnae clubs in order to offer graduates opportunities for collaboration and social networking. The program also helped students establish girls' collectives to encourage ongoing cooperation and learning.

IDEJEN recognized that graduates were having trouble transitioning from the program to finding jobs or further education opportunities, and instituted a six-month follow-up after training, called Livelihoods Accompaniment, offering mentoring and counseling services to graduates. For those seeking employment, IDEJEN works to locate internships in the private sector to build links to businesses in the community as well as to further develop youths' small-business/entrepreneurship skills. For those wishing to enter formal schooling, IDEJEN provides partial scholarships and school placement services.

### Address Barriers to Access and Create Entry Points

Addressing barriers and creating entry points in programs already working to reach displaced youth is a priority first-step strategy. Only a small percentage of programs serving displaced populations target youth ages 15 to 24 specifically, and, among these, few actively engage and retain young women, adolescent girls and other hard-to-reach groups. Few programs base their nonformal education and training content on a market assessment, decreasing the likelihood of graduates finding work. All nonformal education, vocational and entrepreneurship training programs should use pedagogical approaches that are student-centered and treat female and male students equitably in order to avoid creating barriers to their participation. Such barriers include a lack of:

- Youth engagement in camp-management policies and in local and national policies that affect them;
- Coordination with potential government, civil society or private sector partners;
- Program planning processes that profile diverse youth to ensure equitable program access;
- Market assessment to ensure that skills-training programs are market oriented;
- Information about education and livelihoods development opportunities; and
- Strategies to address traditional gender roles and responsibilities that constrain young women's capacities to build livelihoods assets.

To improve young women's and men's capacities to access and benefit from market-based, quality nonformal education and livelihood programs, planners must address barriers and create entry points. To do this, program planners should:





Youth participants of the Norwegian Refugee Council's Youth Education Pack program in Liberia practice the "Market Observation" exercise of the Market Assessment Toolkit of the Women's Refugee Commission and Columbia University (2008).

### 1. Engage youth to address camp-management, national or host-country policies to create a more enabling environment

The rights to education and to work should be enacted in refugee host countries to promote opportunities for completing secondary education and fostering economic self-sufficiency among displaced youth and adults. In Jordan, restrictions on Iraqi refugees' right to work and a lack of economic opportunities to develop self-reliance fostered dependency among youth while wasting their existing talents, skills and experience.<sup>32</sup>

Stakeholders across displacement contexts said that youth should be informed of and engaged directly in assessing national or host-country policies as relevant for their potential contributions to positive youth development. Methods have been developed to structure youth participation in dialogues about national policies, and these can be adapted for working with displaced youth. One example has been used in Ghana with youth-led and youth-serving organizations.

In Liberia, the WRC found that national frameworks for

action addressing policy and structural changes needed to engage youth in postconflict recovery and development were already under way.<sup>33</sup> These were linked to deliverables of the Poverty Reduction Strategy, the development agendas of each county and the UN Joint Programme on Youth Employment and Empowerment. At the time of the WRC field assessment in 2009, the Ministry of Youth and Sports had identified 65 partners working with youth and supporting hundreds of activities, including reforming Liberia's policy on technical and vocational education and training (TVET), the formulation of the National Youth Policy Action Plan and a system to coordinate information on labor market opportunities. Progress at this policy level, however, has been slow to manifest change for youth on the ground. In addition to policy change efforts, a simultaneous strategy of directly improving field practices for youth education and employment programs should be prioritized to address the vast unmet need for immediate solutions.

### 2. Partner with government, civil society and the private sector to increase youth participation and extend positive program outcomes

Partnerships through which youth can partner with government, civil society, and business community decision-making processes should be developed to enhance youth education and livelihoods outcomes for supporting economic recovery and development. Partnerships can extend and leverage positive program outcomes for youth beyond the life of a project and can contribute to wider recovery processes.

Program partnerships that leverage young women's and men's existing knowledge and skills can create synergies that emphasize their contributions, strengths and resources. Youth in turn can have a sense of ownership of the programs in which they participate, thereby increasing the likelihood that they will complete and benefit from a training course.

### 3. Conduct preliminary planning assessments that

### profile diverse young women and men to ensure equitable access to programs for different groups

Understanding the demographic structure and socioeconomic status of the 15- to 24-year-old population can help program planners articulate clear targeting strategies stratified by sex, age and socioeconomic status for nonformal education and livelihoods skills-building programs. Dedicated targeting strategies to promote the inclusion and active participation of diverse out-of-school young women and men are required to engage them, particularly those who are hard to reach. Diverse groups of displaced young women and men should be consulted directly in program planning processes. This enables program planners to learn about and develop strategies to address the needs of specific profiles of youth, such as out-of-school young women versus young men, married and unmarried, and those with and without dependent-care responsibilities. Married, out-of-school young women and adolescent girls may require targeted engagement. Young women and men with disabilities will require accommodations to al-

low for their participation.

Existing data should also be consulted to learn about youth populations of concern. For example, in internal displacement contexts such as South Sudan, census data, demographic and health survey data from the 2006 Sudan Household Health Survey, and available population-based studies should be analyzed for the 15- to 24-year-old age range, disaggregated by sex, ethnicity and socioeconomic status. This can help identify, for example, gender differences in educational attainment, age at first pregnancy, age at first marriage and the prevalence of harmful gender practices such as female genital cutting. Data can inform program planners of critical issues faced by specific segments of the youth population, such as violence against young women and girls. Programs can then identify the segments of the displaced youth population that most need academic, life and livelihood skills-building opportunities, and design dedicated programs to meet their specific needs.

#### **Lessons Learned: Partnerships Increase Sustainability Beyond Life of Project**

Some of the youth livelihood programs reviewed showed particular strengths in their partnerships with local NGOs and government agencies, as well as in connecting the program to the community. IDEJEN,<sup>34</sup> which works with out-of-school youth in Haiti, works directly through community-based organizations to implement its program and to develop youths' capacity through training and support. The program works to create "mutually reinforcing partnerships" with the Ministry of Education, the Ministry of Youth and Sports, local businesses and NGOs to place graduates in internships. IDEJEN identifies the community and participants' families as important stakeholders and includes these groups in the planning and design of the program to increase their sense of ownership and continued interest in it.

The Junior Farmer Field and Life Schools<sup>35</sup> in the West Bank/Gaza Strip partnered with government and nongovernment-affiliated youth groups, including women's cooperatives that were put in charge of preparing and distributing meals to the students during their lessons. These cooperatives also benefited from education in the nutrition, health and entrepreneurial skills that are central to the program.

Finally, the Centre for Development and Population Activities' (CEDPA)<sup>36</sup> Better Life Options<sup>37</sup> program aims to involve the community by organizing activities and conferences open to participants' families and others in the community. Graduates assume leadership positions in the community, such as becoming members of village-level clubs or groups, organizing/facilitating training camps, becoming community volunteers and sometimes even running their own training centers. Graduates represent the program and give back to their community, helping to show the program's value and increasing public support for the project.

Data from refugee registration, as well as program monitoring data from community services programs, water and sanitation programs and education services programs, can help programmers understand the different profiles of youth in a camp and target young women and men proportionately to their presence. For example, if 70 percent of 15- to 24-year-olds are female and 30 percent are male in a camp, programs should aim to recruit and retain a majority of females in their non-formal education programs building academic, life and livelihood skills.

Once a program is designed with a clear targeting strategy and relevant, quality content, program monitoring data should be disaggregated by sex, age, education level and socioeconomic status to track equity in program access. Among programs serving “youth” without specific targeting strategies and without disaggregated program monitoring data, none knew which young women or men were actually reached, who among them completed the program or whether or not those reached were the “youth” who most needed the program. In terms of reaching young women and adolescent girls, only programs with dedicated targeting strategies could say whether they had reached or retained them.

Disaggregated data can also enable program planners to devise targeting strategies to reach older female and male youth with nonformal education opportunities such as catch-up classes, high school equivalency programs, distance learning and certified skills-building courses.

Finally, program planning assessments should include young women and men with disabilities in order to incorporate needed accommodations in program design to eliminate barriers to their participation.<sup>38</sup>

#### **4. Conduct market assessments to ensure that livelihood skills-training programs can lead to paid work**

Nonformal education programs to build livelihood skills must include market analysis at each stage of programming in order to ensure that youth will gain relevant live-

#### **Lessons Learned: Clear Participant Targeting Based on Real Data**

Our review found that participant selection and recruitment processes were often unclear and unintentionally excluded or failed to engage or retain vulnerable groups, such as adolescent girls, the very poor and those who live far from youth training centers. Several programs provided no data on the numbers of female versus male participants, or which among them completed a program. Still, program reports that mentioned anecdotally that girls were completing the program at higher rates also noted that they were less likely to find economically viable opportunities in the community after the program than boys. One program in the West Bank mentioned that women represent 60 percent of the total population, but less than 50 percent of participants (260 girls vs. 280 boys), and did not address the gender discrepancy in the program outreach strategy. Future efforts should include outreach and retention strategies to ensure that young women or men who are not participating in programs for a range of reasons, including proximity to training centers and disproportionate unpaid domestic work burdens, can participate in and complete a training or livelihoods program. One possible solution could be to provide training through mobile educators who serve remote areas.

A few programs under review did explicitly target young women, but should also have consulted young men during program planning to assess gender differences in program access. While available data allowed for little comparison of gender differences in access across participant groups, there was no discussion of program dropout or completion rates, which would have enabled understanding of which young women and men the program actually served. Although anecdotal accounts of young women’s participation may be found throughout youth programs, few statistics exist to support claims that they were “well-represented” or “empowered.”

lihood skills that will lead to employment and income. Livelihood skills training should holistically include work-readiness, entrepreneurship and technical skills that are based upon market demand.

During WRC field assessments in northern Uganda, vocational training programs and participants requested current information on market realities and concrete recommendations on how to best connect trainees to

real jobs after graduation from the program.<sup>39</sup> Market assessments are required to identify labor and product sectors with high potential demand for young women and men workers. For vocational training, programs should conduct market assessment of the skills required for each trade. In the northern Ugandan context of return and recovery, community leaders and local businesses suggested coordinating market assessments and disseminating data through coordina-

### **Lessons Learned: Disaggregate Data by Sex, Age, Education Level and Socioeconomic Status**

Available data for programs reviewed were generally not disaggregated by sex and age. Therefore, little is actually known about girls' versus boys' participation and program completion rates, levels of educational attainment or socioeconomic status. If sex- and age-disaggregated information had been collected in program design phases, it would have been possible to identify which groups of young women and men needed dedicated targeting strategies. Baseline and endline sex- and age-disaggregated information could also have helped programs determine which young women and men actually participated, and which did not participate or complete the program. One program in Sierra Leone claimed to have trained over 45,000 youth, but without discussion of who these youth were in terms of gender, age, education level and socioeconomic background. It was therefore not possible to know which young women or men attended the training or who was not reached.

In contrast, one cross-sectoral youth project in the Democratic Republic of Congo was intentionally designed to recruit more females than males (60 females, 40 males) due to the issue of high female dropout rates in school. Program planning data were disaggregated by sex, age, education level and socioeconomic status, allowing planners to develop a proportionate targeting strategy. Also, as a result of collecting sex- and age-disaggregated baseline data at the program outset, program planners discovered from endline data that participants who had received the training had stronger businesses, but that they had originally come from wealthier families and had more in savings compared to those coming from less wealthy families. The training, therefore, actually may have unintentionally increased the poverty gap within the community. In addition, disaggregated data allowed program managers to discover a range of important differences in the profiles of youth reached, and their outcomes, such as:

- Participants with higher levels of education and female participants had more savings.
- Older participants earned more.
- Male youth earned \$40 more each month than female youth.
- Female youth participants had lower average levels of education.
- Female participants came from poorer households.

Disaggregated data is a powerful program planning and monitoring tool to identify and address barriers to program access. Segmenting participant groups according to gender, age and education level allows programs to better match the education level and program outreach strategies to participants' needs. In this way, data can be used to improve the overall effectiveness of youth education and livelihoods programs.

tion meetings and highlighted the need for central information management by a lead agency.<sup>40</sup> Youth and stakeholders in Darfur, Sudan, identified the need to incorporate youth self-assessment in all skills-building programs.<sup>41</sup> Displaced young women and men need decision-making tools to help them critically reflect on which training programs and job opportunities will best match their individual needs and skills, and to help them build livelihoods for their transition to adulthood.

### 5. Improve refugee youth access to information on nonformal education and livelihood opportunities to increase program participation

In Jordan, Iraqi refugee youth recommended improving communication to and information sharing within their communities about education and livelihoods programs and host-country policies that affect refugee rights to education and work.<sup>47</sup> For the Darfur context, it was

recommended that a systematic coordination method should be developed for the humanitarian community to learn about, discuss and respond to the specific education and employment needs of displaced young women and men.<sup>48</sup>

Displaced youth in several contexts recommended that information about education and employment services and related national policies should be shared with them and explained to them. Youth should be engaged in local and national processes to voice their needs and to ensure that services and policies respond to them.

To improve access to scholarships, grants and distance learning opportunities, respondents in the Thailand assessment recommended that host countries should allow Internet access and support greater mobile phone coverage and usage in and around camps to benefit refugees and local communities in accessing pricing and other important market information.<sup>49</sup>

#### **Tool Example: Women's Refugee Commission and Columbia University *Market Assessment Toolkit for Vocational Training Providers and Youth: Linking Vocational Training Programs to Market Opportunities***

In response to the need for market assessment tools, the WRC developed the *Market Assessment Toolkit for Vocational Training Providers and Youth: Linking Vocational Training Programs to Market Opportunities* with Columbia University.<sup>42</sup> The Market Assessment Toolkit (MAT) takes forward programmatically two critical findings that “vocational training is at the intersection of economic recovery, education and rehabilitation and reintegration,” and that “it is uniquely positioned to meet the demands of youth and broader goals of economic reconstruction in postconflict areas.”<sup>43</sup> The WRC field tested the toolkit in partnership with the Norwegian Refugee Council's Youth Education Pack in northern Uganda<sup>44</sup> and Liberia.<sup>45</sup> Market assessment findings helped vocational training providers learn what was needed to design relevant, market-oriented training. Key findings from the MAT field testing in northern Uganda that are relevant for other contexts include:<sup>46</sup>

- Youth need microcredit to remain self-employed after a training program ends, and the MAT can help them identify financial services institutions to approach for youth-friendly financial products.
- Vocational training providers need to diversify the job-specific and transferable job-readiness skills taught and rotate skills curricula every 6 to 24 months.
- Young women's participation in nontraditional sectors or livelihoods activities should be promoted so that they can access better-paying, higher-status jobs.
- Vocational training providers should incorporate training in entrepreneurship, farm management and agriculture.



## 6. Take into account gender roles and responsibilities that constrain program access

Traditional gender roles and responsibilities reduce young women's and girls' access to programs and services, as they increase time and labor burdens spent performing unpaid domestic tasks. This leaves little time or opportunity for them to pursue their developmental needs as adolescents and young adults through education, vocational training or recreational activities. Field research in Darfur found that low literacy levels, early and forced marriage and early pregnancy constrain young women from pursuing education and vocational training programs and from participating in youth groups and leadership structures.<sup>50</sup> Programs must respond pragmatically to young people's realities and needs, such as by providing child care and flexible hours for training sessions. In Darfur, young women respondents recommended that programs adopt flexible schedules to help them balance their participation with other responsibilities.<sup>51</sup> Accommodating traditional gender roles and relations, however, is not enough in the long term to transform the unequal relations of power that perpetuate displaced young women's more limited access to education and livelihoods development opportunities. Program strategies to transform inequitable gender roles and relations should engage young women and men and community leaders in reflecting on and challenging harmful and inequitable attitudes and social norms that prescribe what forms of education or work are considered socially acceptable for young women in their community.

A couple of ways to address gender roles and relations that constrain young women's access to livelihoods development include prioritizing training opportunities for them and training them as entrepreneurs. Entrepreneurship can create alternatives for young women to wage labor in weak markets and increase some control over the conditions of their own labor. Both young women and men should be trained in entrepreneurship skills as they often must combine self- and wage-employment. An example of a curriculum to train vulnerable young women in entrepreneurship skills is EMpower's "It's

Her Business: A Handbook for Preparing Young, At-risk Women to Become Entrepreneurs."<sup>52</sup> This program helps equip young women to address their own constraints to livelihoods development through targeted life and livelihood skills-building in work-readiness, entrepreneurship and technical skills.

## Contribute to a Global Practice-based Learning Agenda on What Works for Displaced Youth through Program Monitoring and Evaluation

In order to gather feedback on the quality and relevance of nonformal education, training and livelihoods-related programs, it is necessary to follow graduates' progress over an extended period after completion of training through longitudinal program monitoring. Monitoring progress post-training should consider the types of employment, income levels post-training and satisfaction of workers and employers, and should use feedback to improve curricula and course delivery.

Sex- and age-disaggregated data collected through preliminary planning assessments, including market assessments, and program monitoring and evaluation are required to address gender differences in access to programs and markets through verifying whether dedicated program targeting and market access strategies worked. Data from program monitoring can help identify adjustments to program design needed to address barriers to productive program participation. Monitoring allows program staff to correct inaccurate assumptions about who participates in a program and targeting strategies that have been successful. Monitoring also allows programs to identify which elements of a program or its delivery strategies should be redesigned to increase equitable participant access.

There have been too few program evaluations and process and impact evaluations of youth programs to date. Quantitative experimental and quasi-experimental evaluations were generally hard to find. There was a much higher prevalence of descriptive program sum-

### **Tool Example: EMpower, It's Her Business: A Handbook for Preparing Young, At-risk Women to Become Entrepreneurs<sup>53</sup>**

This handbook is a practical resource for organizations seeking to start or strengthen entrepreneurship programs for young, at-risk women. It outlines the essential components of successful entrepreneurship programs, discusses common challenges and considerations and provides other useful tips and resources. It addresses the following topics:

- Is an entrepreneurship program right for your organization?
- Alternative approaches to helping young women earn money
- Training issues
- Monitoring and evaluation
- Deciding what product or service to offer
- Marketing, branding and packaging
- Business plans
- Learning from and coping with challenges
- Financial literacy
- Fundamentals of finance for a beginning entrepreneur
- Capital, savings and credit

maries and background information than of analytical evaluations that explicitly discussed methodology and findings in addition to program implementation processes. For example, an evaluation of a youth education program in Burundi recognized that it was difficult to identify and interview youth who had dropped out of the program. Thus, effects of the program on dropouts were not assessed, while indicators of success were based on the number of participants initially enrolled.

A mix of quantitative and qualitative methods should be used in monitoring and evaluating youth education and livelihoods programs to understand not only what activities a program accomplished (e.g., number of trainers trained, number of male and female students who enrolled in and completed the program, aspects of the program deemed most successful by participants), but also which profiles of youth a program actually served and how program implementation affected outcomes for different groups.

A practice-based learning approach to monitoring and evaluation is needed to test implementation strategies to engage hard-to-reach displaced young women or

### **Lesson Learned: Program Flexibility and Adjustments Based on Program Monitoring Increases Potential Impact**

Flexible program designs increased the relevance and quality of projects for participants and helped maximize and retain their participation.

IDEJEN adapted a flexible time schedule for classes and training that included additional or special training sessions based on participants' interests. The program also offered make-up opportunities if participants were unable to attend a training session.

The CEDPA Better Life Options program enabled implementing NGOs to tailor the program to the local context. One NGO, Prerana,<sup>54</sup> which is located in the slums of Delhi, organizes training at community centers, where girls attend a six-month program of vocational skills, nonformal education and family life education. Staff run the main center, while alumnae of the program run subcenters.

Another organization, Bharatiya Grameen Mahila Sangh (BGMS),<sup>55</sup> used three different approaches to programming—a girls' collective, a village-based center approach and a residential program—to ensure that girls can continue to attend training programs near where they live.

men. The better their evaluations of holistic programs for displaced youth, the more program planners can scale up programs to reach more youth and scale out across different displacement contexts.

### **Lesson Learned: Mixed-method Evaluations Help Identify Recommendations and Show Impact**

CEDPA's Better Life Options program used qualitative interviews, case studies, focus groups, structured observation and quantitative surveys in order to assess impact and come up with recommendations for the program. This program also paid special attention to collecting information from all stakeholders (community leaders, female participants and facilitators).

Junior Farmer Field Schools in Mozambique also used quantitative surveys to gather information for the assessment. The assessment teams combined these with qualitative individual interviews with specific stakeholders, such as village chiefs, facilitators, youth facilitators, adolescent females, orphans and children vulnerable to HIV/AIDS. Interviewing a range of stakeholders helped researchers gain a more holistic picture of how a program affects the community, and how communities can also co-shape the program.

## **Conclusion**

Programming for education and livelihoods in humanitarian settings must focus on comprehensive, holistic services that build on existing skills and link with real market opportunities. Addressing gaps in service and barriers to program access and building the evidence base of what works are required steps in serving the immediate and future developmental needs of displaced young women and men. The international humanitarian and development communities need to support youth in seizing their time spent in displacement to equip themselves with market-ready, transferable skills for durable solutions—whether integration, return and reintegration, or resettlement abroad.

Youth-related issues increasingly have a “seat at the table” in policy discussions around education in emergencies, but there have been fewer targeted discussions around youth livelihoods development in displacement settings. Much more needs to be learned about how best to address displaced young women's and men's education and livelihood development needs. Key program approaches must be tested across more contexts and different displaced youth populations. Practitioners, policy makers and donors can benefit from youth-specific guidance, particularly around market-driven programming.

Relatively little evidence exists of what works. The humanitarian field needs a purposeful, interagency, practice-based learning agenda around displaced youth education and livelihood development to experiment with and innovate program strategies to reach large numbers of young people in emergencies, as well as in situations of return, reintegration and resettlement. At present, limited funding exists for youth-specific programs—and even less for programs that include a comprehensive package of academic, life and livelihood skills training. Good programs that do currently exist are not yet reaching large numbers of displaced young people and face challenges of scale. Fortunately, we now have a greater understanding of the necessary

program components, including market assessment, youth involvement and partnership with local businesses and governments. Program strategies identified here should be further piloted and evaluated for adaptation and replication in crisis-affected and early recovery settings.

## Annex I: Methodology

### How Was This Guidance Developed?

This guidance for working with out-of-school displaced youth was developed through both field and desk research, including individual interviews, focus group discussions, analysis of available program evaluations and secondary data on populations and contexts, as well as a global scan of relevant nonformal education programs. The WRC Displaced Youth Initiative focused on out-of-school youth who were camp-based refugees, internally displaced, those returned home in postconflict settings and resettled youth. The initiative also took an initial look into the issues that urban-based refugee youth face in the Jordan context. The WRC will be investigating in depth the specific livelihoods needs and constraints of urban-based displaced youth in a targeted advocacy research initiative in 2012.

### Field Assessments

The WRC Displaced Youth Initiative conducted nine field assessments in diverse displacement settings: internally displaced youth (Darfur, Sudan, and northern Uganda); returned internally displaced youth in rural and urban postconflict contexts (Liberia, Sierra Leone and southern Sudan); refugee youth in camps (Thai-Burma border<sup>56</sup>); refugee youth in an urban area (Iraqis in Jordan); and refugee youth who have resettled to the United States (Phoenix, Arizona, and New York City). The initiative also developed the *Market Assessment Toolkit for Vocational Training Providers and Youth* and conducted field testing of the toolkit in Liberia and northern Uganda.

In each of the locations, the WRC identified the skills, knowledge, goods and services that were in demand at the time. We looked into which occupations were most likely appropriate for displaced young men and women and what transferable skills were needed. We learned

from existing programs that prepared young people for employment or self-employment. Advocacy briefs with targeted recommendations to strengthen basic education, life skills and livelihoods development programs, link training graduates to paid work and improve policies for displaced young people were widely disseminated (reports listed below).

- Darfur, Sudan (2008). *Too Little for Too Few: Meeting the Needs of Youth in Darfur*.
- Sierra Leone (2008). *Country at a Crossroads: Challenges Facing Young People in Sierra Leone Six Years after the War*.
- Northern Uganda (2008). *Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda*.
- Liberia (2009). *Dreams Deferred: Educational and Skills-building Needs and Opportunities for Youth in Liberia*.
- Jordan (2009). *Living in Limbo: Iraqi Young Men and Women in Jordan*.
- Arizona, United States (2009). *Life in the Promised Land: Resettled Refugee Youth Struggle in the U.S.*
- Southern Sudan<sup>57</sup> (2010). *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*.
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### *Desk Research: Global Scan of Innovative Programs*

In addition to looking at programs in conflict-affected countries, the WRC engaged in global desk research to learn from U.S. programs working with at-risk youth, as well as from larger-scale programs in development settings, such as BRAC in Bangladesh<sup>58</sup> and Fundación Paraguaya.<sup>59</sup> Key approaches were documented and analyzed vis-à-vis lessons for the humanitarian community. This included learning about the impact, reach and sustainability of youth programs. For example, we asked: What can be learned from programs that reach tens of thousands of youth, such as BRAC and Youth-Build,<sup>60</sup> which could inform the scale-up of nonformal education programs for conflict-affected, displaced out-of-school young women and men?

The list of programs reviewed was by no means exhaustive. Rather, a list was compiled, primarily through documents available online and program staff contacts, to establish trends and key approaches identified in the field of nonformal education programming for out-of-school youth. Initially, graduate student researchers from Princeton University were tasked to conduct a mapping of youth programs in conflict and postconflict countries. With the use of this mapping as well as extensive review of relevant available academic articles and grey literature, the WRC identified over 50 youth programs<sup>61</sup> that provided nonformal education in academic, life and/or livelihood skills and were selected as promising by defined criteria.

For purposes of this research, promising nonformal education interventions for out-of-school youth provided sufficient evidence of lessons learned to effectively

inform a synthesis of key program approaches. Promising programs offered skills-building opportunities for youth through a holistic approach that addressed one or more core programmatic areas:

- **Academic skills:** range from basic numeracy and literacy to highly developed cognitive skills including scientific, mathematical and analytical thinking skills. These skills may be acquired through formal, non-formal or home schooling.
- **Life skills:** refers to “the range of skills that young people and adults need to navigate daily life and to be successful in their roles as family members, community members and workers. These skills include personal development and self-knowledge, leadership, health and general well-being, financial literacy, negotiation skills and interpersonal communication skills.”<sup>62</sup>
- **Livelihoods skills:** refers to the knowledge, attitudes and practices needed to build a livelihood. These include:<sup>63</sup>
  - *Work Readiness*, which refers to the specific work-related skills that young people and adults need to be successful as entry-level workers in any formal sector business or industry or in any informal sector livelihood. These skills are generally thought of as life skills with a strong work focus, and include health and safety at work; work habits and conduct; personal leadership; communicating with others; teamwork and collaboration at work; rights and responsibilities of workers and employers; and customer service.
  - *Entrepreneurship*, which encompasses the range of skills that young people and adults need to be successful in starting and maintaining a small business or income-generating activity, such as recognizing and assessing personal fit for entrepreneurship; conducting market analyses; developing business plans; managing finances and staff; marketing; and ensuring long-term sustainability.
  - *Technical Skills*, which include the wide range of

skills that young people and adults need for specific occupations, industries or small businesses.

Programs we reviewed utilized several key program approaches, listed below, to effectively deliver nonformal education, training and livelihoods development opportunities to youth. Key program approaches included:

- Partner coordination;
- Community engagement;
- Youth participation;
- Contextually relevant assessment approaches;
- Dedicated targeting strategies to reach young women;
- Market-based training based upon market assessment;
- Recognition of learners' achievements;
- Postgraduation follow-up and support;
- Sustainability (financial and ecological);
- Monitoring and evaluation.

A list of selected programs<sup>64</sup> and synthesis of lessons learned from the desk review inform this guidance document. The scope of programs reviewed in the scan encompassed those in developing and developed countries, including but not limited to conflict-affected countries. Displacement contexts considered related to armed conflict specifically. Populations reached in the programs reviewed included out-of-school young women and men, generally ages 15 to 24, with limited educational attainment.

### *Youth Participation*

A Youth Advisory Group, composed of 15 members, engaged with the WRC to give feedback to the initiative and conduct joint advocacy based upon their background and experience. Youth Advisors to the WRC are young women and men, ages 18 to 24, from the conflict-affected countries of Afghanistan, East

Timor, Kenya, Liberia, Nepal, Sierra Leone, Thailand and Uganda. Their involvement included reviewing the terms of reference and research questions prior to field assessments, giving feedback on drafts of advocacy briefs and engaging in technical discussions with Youth Program staff to inform the initiative's findings and recommendations.

## Annex II: Youth Programs

### Organization

#### Program Name

#### Location(s)

#### Description

### Bangladesh Rural Advancement Committee (BRAC)

Employment and Livelihood for Adolescents (ELA)

#### Bangladesh

The Employment and Livelihood for Adolescents (ELA) program combines livelihood and life-skills training with credit facilities to help improve the quality of life of rural adolescent girls and young women between the ages of 14 and 25. It was established as a means through which they could build savings habits to allow them to be self-supporting in the future. The program's target group is varied, with preference given to graduates of BRAC Education Programme schools. ELA village organizations consist of 20 to 30 members who obtain credit in order to operate income-generating activities either with the help of family members or on their own. The members invest their loans in tailoring, poultry, livestock, nursery, vegetable cultivation and other small businesses.

Social and Financial Empowerment of Adolescents (SOFEA)

#### Bangladesh, Tanzania, Uganda

The Social and Financial Empowerment of Adolescents (SOFEA) project is a BRAC initiative aimed at providing adolescent girls with financial and social support to enable them to empower themselves. It has six components designed to achieve its objectives through a holistic approach: a club that provides a safe place for girls aged 11 to 21 years to socialize; training in life skills that enable girls to acquire the necessary knowledge to make informed decisions; livelihood training for girls that enables them to learn the skills required for economic opportunities; training to equip girls with financial literacy; savings and credit facilities; and community sensitization to increase the community's feeling of ownership toward the club.

### Catholic Relief Services (CRS)

Education for All Project—Accelerated Learning Programs (and Community Learning Systems (CLS))

#### Afghanistan

The *Accelerated Learning Program* aims to offer basic educational opportunities to rural youth and women who have missed out on schooling due to war, poverty or cultural

constraints. It enables participants to compress one grade into six months or less. Younger students are helped to return to standard schools while older students learn the three Rs in the hope they will pass on knowledge to others as informal teachers. Once they have caught up, younger participants enter Afghanistan's formal education system.

The *Community Learning Systems (CLS)* was launched as a complementary scheme to address the needs of the older women who, on completion of the Accelerated Learning Program, are unable to go on to enroll in schools.

### Centre for Development and Population Activities (CEDPA)

The Better Life Options Program (BLO)

#### India, Nigeria

Through the Better Life Options program, CEDPA has worked for almost two decades with girls, boys and their parents to break down gender stereotypes and increase support for girls' education. The program builds practical life skills, such as literacy and vocational training, family life education and leadership training, to increase girls' self-esteem, confidence and self-worth.

### Peer Educators in Rural Nepal

#### Nepal

The peer education program addresses two issues that girls identified as critical to their well-being—HIV risk awareness and menstrual restrictions. It pairs girls from different castes and different educational levels in three districts of Nepal. The program seeks to increase peer educators' leadership and collective efficacy to inform peers and adults in the community about the effects these issues have on women and girls.

### Change for Children (CFCA)

#### Building Alternative Skills in Bolivia

#### Bolivia

The project targets 120 youth who either work in the mines of the Cerro Rico or are the children of miners to help develop skills with which they can build futures outside the mining industry. They are provided comprehensive technical training in the following professions (identified by a detailed market study as having high demand and providing stable employment): cooking and baking; electronics; car repair; tourism; and health and beauty.

#### Juventud y Empleo (JyE) or Dominican Republic's Youth Development Project

#### Dominican Republic

The Youth Development Project's current development objective is to support the Government of the Dominican Republic in improving the employability of poor, at-risk youth by building their work experience and life skills, and by expanding second-chance education programs to help them complete their formal education.

### Education Development Center (EDC)

#### Core Education Skills for Liberian Youth (CESLY)

#### Liberia

Core Education Skills for Liberian Youth (CESLY) is a two-year project that targets children and youth, ages 10 to 35, in six counties of Liberia. CESLY helps Liberian young people develop the skills and attitudes necessary to progress in the conventional academic system, progress with formal and nonformal livelihood training programs, find jobs or create their own employment, as well as maintain healthy lifestyles and participate in their communities.

#### Initiative Pour le Developpement des Jeunes en dehors du Milieu Scolaire (IDEJEN) or Haiti Out-Of-School Youth Initiative

#### Haiti

The USAID IDEJEN program, a cooperative agreement, specifically targets illiterate and unemployed youth, ages 15 to 24, drawn from

the slum areas around larger cities and towns that have been centers of political and social unrest. Participants receive intensive "catch-up" training in nonformal basic education coupled with hands-on technical training linked to opportunities in the local market. After a year of intensive training, participants enroll in a follow-up six-month accompaniment phase, where the local staff of the community-based organizations network IDEJEN link youth participants to employment opportunities (e.g., internships, jobs, small-business start-ups) or establish scholarships in local schools to take advantage of continuing education.

#### Cross-Sectoral Youth Project (CSY)

#### Agra, India; Rabat and Casablanca, Morocco; Bukavu, Democratic Republic of Congo

The Cross-Sectoral Youth (CSY) Project is a multicountry, USAID-funded initiative designed to increase youths' opportunities and capabilities in order to enable them to achieve successful livelihoods, lead healthy lifestyles and play positive roles in society. The CSY Project aims to place youth as a strategic priority within foreign assistance. It brings together sectors such as economic growth, health, democracy and governance, and the private sector in a cross-sectoral approach to youth development.

Prepara Ami ba Servisu (PAS) or Preparing Ourselves for Work Program

#### East Timor

Prepara Ami ba Servisu (PAS), which translates to “Preparing Ourselves for Work,” is a workforce preparation program in East Timor that assists rural youth (ages 16-30), many of whom dropped out of school and have few opportunities other than subsistence farming. These youth gain the skills and expertise needed to find self-employment or job opportunities and more promising futures.

#### Escuela Nueva Foundation

Escuela Nueva Learning Circles Program

#### Colombia

The Learning Circles™ program provides quality education to boys and girls between 6 and 15 years of age who have been displaced from their home and are not in school. Anchored in the Escuela Nueva-Escuela Activa learning model, the program addresses the specific needs and vulnerabilities of displaced children and children in emergencies.

#### FAO/UNJP

Junior Farmer Field and Life School (JFFLS)

#### Gaza Strip and West Bank

The JFFLS program, previously successful in several African countries, takes an innovative approach to em-

powering youth through self-esteem raising and life-skills teaching. Using the agricultural growing calendar as a model for life, youth learn agricultural skills while developing corresponding life lessons like goal-setting, the importance of personal space for growth and teamwork.

#### Forum for African Women Educationalists (FAWE)

Mothers' Clubs, Technical and Vocational Education and Training (TVET), Nonformal Education

Gambia, Liberia, Malawi, Zambia (Mothers' Clubs), Burkina Faso, Guinea, Kenya, Liberia (Nonformal Education), Burundi, Liberia, Sierra Leone (TVET)

*Mothers' Clubs* play an important role in encouraging increased access, retention and performance of girls in school. These groups track girls not attending school and link them to schools through guidance and counselling. They also facilitate study groups, tutoring lessons and mentoring programs for girls, thus contributing to their retention and performance.

The *technical and vocational education and training (TVET)* seeks not only to train out-of-school girls, including in careers traditionally reserved for males, but to equip teachers with gender-responsive pedagogy skills and to influence the integration of gender issues into TVET policies and

plans in each of the countries.

*Nonformal education* programs open doors to learning to women and girls who could otherwise not access formal education due to age, work schedules, financial difficulties, transportation, social constraints, illness or family responsibilities. Women beneficiaries in particular are equipped with literacy and other skills, tools and resources to support their children's learning and to practice gender equity among their children.

#### Fundación Paraguaya (FP)

San Francisco Agricultural School  
Paraguay

The Fundación Paraguaya's San Francisco Agricultural School provides a high-quality, relevant education, at virtually no cost to students, to prepare poor rural youth to overcome poverty. The school runs a number of on-campus rural enterprises, which generate enough income to cover 100 percent of the school's operating costs, including depreciation, and provide hands-on experience for students to acquire in-demand technical, entrepreneurial and financial skills they need to find good jobs or create their own small enterprises.

#### Gesellschaft für Technische Zusammenarbeit (GTZ)

Education for Social Cohesion



(ESC) and Disaster Risk Management/Psychosocial Care (DRM&PC)

#### Sri Lanka

Education for Social Cohesion and Disaster Risk Management/Psychosocial Care (ESC, DRM&PC) is a project carried out jointly by the Sri Lankan Ministry of Education (MOE) and the National Institute of Education (NIE) and the German Agency for Technical Cooperation (GTZ). The project supports the MOE, the NIE and the Basic Education Sector Unit in the Northeast Province in improving and expanding their range of services. The promotional components consist of policy advice and training of management and technical staff. Advisory services and training measures are provided in the following areas: promotion of Sinhala and Tamil as second national languages; educational opportunities for disadvantaged children; peace and value education; school-based disaster risk management (DRM) and psychosocial care (PC). The overall objective is: teachers and education authority staff are qualified, with regard to improved disaster prevention in schools, to provide psychosocial care for children affected by the tsunami disaster and to enable children and young people to live in peaceful and responsible coexistence in a multicultural and multiethnic society.

Urban Conflict Management Project (UCMP)

#### South Africa

The Urban Conflict Management Project (UCMP) is a project that aims to strengthen conflict management capacities in civil society, enabling communities to reduce crime. Through the project, the people in the community build structures offering services that complement those of the police and have a clear emphasis both on crime prevention and conflict mediation. At the same time, the project addresses two of the main causes of conflicts: unemployment and a future without prospects.

Basic Education for Youth in the Postconflict Situation

#### Sierra Leone

The project specifically addresses the practical conditions of life of more than 2,000 marginalized children and youth in Sierra Leone. It combines basic education with a general educational and prevocational component, on the one hand, and with social education for children and youth on the other. The general educational component of basic education for children comprises written language skills, basic mathematics-science, basic health and basic political education to foster peaceful coexistence and democratic values. The prevocational component for youth includes practical traineeships in local trades and crafts and productive activities.

Promotion of the Development Capacity of Youths and Young Adults (Promotion of Employ-

ment for Marginalized Youths)

#### Sierra Leone

The Employment Promotion Programme aims to improve the employment and income situation for young people in rural areas of Sierra Leone and has three components: decentralized economic planning, local economic development and needs-oriented qualification.

#### Harlem Children's Zone (HCZ)

Early Childhood Programs—The Baby College and The Three-Year-Old Journey

#### New York, U.S.A.

*The Baby College* offers a nine-week parenting workshop for expectant parents and those raising a child up to three years old. Among other lessons, the workshops promote reading to children and verbal discipline over corporal punishment.

*The Three-Year-Old Journey* works with parents of children who have won the HCZ Promise Academy charter school lottery. Held on Saturdays over several months, it teaches parents about their child's development, building language skills and parenting skills.

Elementary and Middle School Programs—Harlem Peacemakers and A Cut Above

#### New York, U.S.A.

*Harlem Peacemakers*, funded in

part by AmeriCorps, trains young people who are committed to making their neighborhoods safe for children and families. The agency has 86 Peacemakers working as teaching assistants in seven public schools, serving 2,500 students.

*A Cut Above* is an after-school program serving over 560 students in the critical and difficult middle-school years. Supporting students who are not in the Promise Academy charter schools, it provides academic help and leadership development, as well as high school and college preparation. Students participate in weekly discussions and activities around subjects such as lifetime decision-making, identifying values, communication and critical thinking, résumé-building and interview techniques, social etiquette, conflict resolution and community service, among others.

High School and After-school Programs—Employment & Technology Center and Learn to Earn

New York, U.S.A.

*The Employment and Technology Center (ETC)* teaches computer and job-related skills to teens and adults. It serves over 280 students and 90 percent of its 2008-09 high school seniors were accepted into college. ETC places at its helm the necessity to create an environment that compels youth to be active learners and designers of their environment.

*Learn to Earn* is an after-school

program that helps high school juniors and seniors improve their academic skills and prepares them for college and the job market. The program is a component of the New York City Department of Youth and Community Development (DYCD) Workforce Investment Act (WIA). Learn to Earn provides job readiness training and summer employment opportunities for high school juniors and seniors. Program participants attend life skills workshops that assist them with job readiness, conflict resolution, social development and financial planning. During the school year, the focus is on improving participants' academic standing and developing life skills, while during the summer months, the focus is on gaining summer employment.

### Hope and Homes for Children

Hope and Homes for Children—Sudan

#### Sudan

Hope and Homes for Children is committed to working with governments to close their institutions through a process called **Deinstitutionalization** by enabling children to return home to their families or into **alternative, family-based services**. In Sudan, Hope and Homes for Children provides family-based care for homeless children by temporarily placing them in safe and loving foster care in family-type homes. Working with the Sudanese government, UNICEF and Méde-

cins Sans Frontières, Hope and Homes for Children started closing the infamous Maygoma Institution, the region's largest institution for babies and the institution with the highest documented mortality rate.

### International Rescue Committee (IRC)

LEGACY Initiative

Ivory Coast, Guinea, Liberia, Sierra Leone

The LEGACY project is rooted in the principles of inclusion, participation and sustainability and reflects the reality of countries emerging from years of conflict that have devastated the countries' infrastructure and human capital. Over the course of the last two years—through partnerships with local groups, community-based organizations and government agencies—the project has improved local educational opportunities, bolstering national policies and focusing international attention on education in “fragile states.” The LEGACY pilots are reaching girls and others who have traditionally been excluded, improving girls' and boys' access to relevant, safe learning and livelihoods opportunities. The initiative strengthens community efforts to include all children—girls and boys, displaced and nondisplaced—in rebuilding their countries' peace, hope and prosperity.

## Legal Aid and Vocational Training for Afghan Refugees

### Pakistan

The program aims to facilitate the sustainable repatriation of Afghan refugees to contribute to the recovery of Afghanistan. The program selects young Afghans, male and female, and provides them with market-oriented training, linking them to internship and employment opportunities in Afghanistan. The intervention thereby proposes to increase the “pull” factors influencing Afghan refugees’ decisions to return to Afghanistan, promoting repatriation by providing a secure livelihood.

### International Youth Foundation

#### Education and Livelihood Skills Alliance (ELSA)

### Philippines

ELSA is one of the lead implementing initiatives of the Education Quality and Access for Learning and Livelihood Skills. The project provides learning and employment opportunities for at-risk children and youth living in the Autonomous Region of Muslim Mindanao and Central Mindanao in the Philippines. Comprised of five highly respected international and Philippine NGOs, the Alliance engages local communities to improve the educational outcomes of in-school and out-of-school children and youth. Among its activities, ELSA builds and repairs school classrooms and community learning

centers; strengthens the pedagogical competencies of teachers; enables out-of-school youth to access alternative, accredited learning programs; provides job opportunities for out-of-school youth; and promotes youth civic engagement and peacebuilding.

#### Bridge/T or Elima kwa Teknolojia (Education through Technology)

### Philippines, Tanzania

Leveraging the power of cell-phone technology, Bridge/T improves the quality of teacher instruction and increases primary school student achievement in math, science and life skills. After a successful launch in the Philippines under the name *text-2teach*, the Bridge/T model was adapted in Tanzania in 2007, known there as *Elima kwa Teknolojia* (Education through Technology). Through the program, teachers download video content using cellular phones, which are connected to TVs in their classrooms, allowing remote schools and communities to access a vast range of locally developed or adapted educational content. The videos, designed to enhance existing primary school curricula, are paired with learner-centered lesson plans.

#### Passport to Success (PTS)

Hungary, India, Mexico, Morocco, Pakistan, Philippines, Poland, Russia, Tanzania

Launched in 2004 with support from the GE Foundation, the Passport to Success (PTS) program equips

young people, ages 14 to 24, with a range of skills (e.g., confidence, teamwork, goal setting, time management) to help them stay in school, find employment and succeed in life. PTS targets youth who are either in school but at risk of dropping out or are out of school, out of work or working in dangerous environments.

#### Entra21

### Latin America & the Caribbean

Entra21 provides disadvantaged youth, ages 16-29, with employment training and job placement services so they can find decent jobs and increase their employability. The Entra21 model features comprehensive training in life and technical skills as dictated by the needs of the labor market, internships, job placement services and the active involvement of employers in program design and execution.

### Junior Achievement

#### JA You’re Hired! Workplace Skills Challenge

### Arizona, U.S.A.

JA You’re Hired! ensures a positive impact on the youth of Arizona by giving them an opportunity to learn and practice the skills they need to succeed in our global economy. **JA You’re Hired!** begins with a volunteer and teacher-led curriculum designed to build work-readiness skills that will be valued in the global job market. Then, a group of students from each participating

school is selected to attend the “JA You’re Hired! Challenge,” presented by the University of Phoenix.

### Mercy Corps

Skills and Knowledge for Youth Employment (SKYE) Program

### Niger

A comprehensive program that includes community service, life skills, market-driven vocational/entrepreneurship training and microfinance services.

### Norwegian Refugee Council (NRC)

Education Program and Youth Women’s Center(YWC)

### Lebanon

The NRC YWC provides computer training, Photoshop courses, English and Arabic literacy courses as well as sessions on social health awareness.

Youth Education Pack (YEP)

Sierra Leone, Burundi, Democratic Republic of Congo, Kenya (Dadaab Camps), Somalia, Sudan, Uganda, Cote d’Ivoire, Liberia, East Timor, Georgia

Through the Youth Education Pack project (YEP), NRC provides basic skills training, literacy and life skills to war- and conflict-affected youth who, due to displacement and lack of opportunities, have had little or

no schooling. The project’s main objective is to equip these youth with skills for sustainable livelihoods.

### Partners of the Americas

A Ganar/Vencer Program

Brazil, Ecuador, Uruguay, Colombia

A Ganar (Vencer in Brazil) is a youth workforce development program wrapped up in a soccer ball. By utilizing soccer and other team sports to help youth in Latin America, ages 16 to 24, find jobs, learn entrepreneurial skills or re-enter the formal education system, A Ganar combats the serious problem of youth unemployment.

### Plan International

Vietnamese Livelihood Advancement Business School or LABS program (also known as REACH program)

### Vietnam

The Livelihood Advancement Business School (LABS) runs free courses in skills such as Information Technology (IT), customer relations, sales and marketing and accountancy. It gives young people in particular the opportunity to learn a professional specialization to give them a brighter, more positive future.

### Population Council

Tap and Reposition Youth (TRY)

### Kenya

The objective of the Tap and Reposition Youth (TRY) program is to reduce adolescent girls’ vulnerabilities to adverse social and reproductive health outcomes by improving their livelihoods options. The program targets out-of-school girls and young women, aged 16 to 22, residing in low-income and slum areas of Nairobi. TRY uses a group-based microfinance model to provide credit, savings, business support and mentoring to program participants.

Action for Slum Dwellers’ Reproductive Health (ASRHA)

### India

ASRHA puts young women’s reproductive health issues at the center of a development approach that recognizes the competing needs of about 66,000 adolescent boys and girls (aged 10 to 19) and about 45,000 women (aged 20 to 49) in 143 slum areas. The principal activities of the ASRHA project include forming networks of adolescent peer educators and neighborhood community centers, implementing media center education campaigns, training public and private health care providers, building the capacity of local women’s and adolescents’ groups to manage health and development needs and establishing linkages with other NGOs

and community support groups.

### ProJoven

Programa de Capacitación  
Laboral Juvenil- ProJoven

Peru

ProJoven provides training and internship opportunities to young Peruvian workers from low-income families. Individuals who meet these specifications are selected through an accreditation process to participate in the program. The program was inspired by Chile Joven as a mechanism to provide training based on private provision of courses with the contents determined in a demand-driven fashion. Once selected, beneficiaries choose the training courses in which they want to enroll. ProJoven finances the training and provides a monthly stipend for trainees that covers transportation, meals and medical insurance.

### Pro Mujer

Youth Solidarity Group

Argentina, Mexico, Peru, Nicaragua,  
Bolivia

The Youth Solidarity Group consists of 4 to 6 young people who receive one week of specialized precredit training. Once the group completes its training and all loan applications are approved, the group is inserted into a Pro Mujer adult Communal Association (Village Bank) and functions within the existing Pro Mujer

branch infrastructure. This is done to ensure efficiency, since folding the youth solidarity group into a larger group allows loan officers to increase their client capacity and productivity; it also allows the youth to learn from older, more experienced participants. In return, the youth, who have had better access to education than many of their elders, bring these skills to the Communal Association.

### Project Baobab

Teaching Kenyan Youth  
Skills for Independence

Kenya

Project Baobab provides entrepreneurial education and grants to youth, especially young women, through a specialized life skills and business curriculum in Kenya, a country of 40 percent unemployment with 58 percent of the people living on less than \$2 a day. Upon graduation, students present their business plans and compete for a \$100 grant to fund their business idea.

### Refugee Education Trust (RET)

Secondary Education through  
Distance Learning (SEDL)

Chad

The project's aim is to make refugee adolescents and youth self-reliant and to empower them through completion of their secondary education, which enhances their knowledge and skills through learning and

protects them at one of the most critical ages of human development. Learning takes place through self-study, sharing of knowledge among students and through learning support from peer educators who lead students in subject discussions and sometimes do actual teaching drills.

### Servicio Nacional de Aprendizaje (SENA)

Jóvenes en Acción (JeA)

Colombia

Jóvenes en Acción is a program of job training (through courses and apprenticeship schemes) for urban unemployed youth. Young people between the ages of 18 and 25 receive a training allowance and vouchers, which they can use to enroll in a training course of their choice from a list of competitively selected providers. Job training lasts about three months and is followed by a three-month internship in a company or organization. Beneficiaries also receive a food and transportation allowance.

### Street Kids International (SKI)

Street Work Program

Bolivia, Haiti, Egypt, Tanzania,  
Ethiopia, Kenya, Poland, Nepal,  
Tajikistan, Kazakhstan

The Street Work Program empowers street kids to develop safe and productive ways to earn a living on the street through two trainings: the Street Business and Street Banking



Toolkits. Supporting toolkits include the Street Business Mentorship and Practice Business Toolkits, providing young people with the support and experience they need to start up and run a successful small business.

### Ujima Foundation

Ujima

Kenya

Ujima provides access to self-reliance for orphaned youngsters through training, coaching and mentorship. The training focuses on mindset, attitude and communication skills and includes three phases: the orientation phase, the skills centre phase and the job-hunting phase.

### UNICEF

Youth Education & Development Program (YEDP)

Somalia

UNICEF Somalia, through the youth education and development program (YEDP) is providing holistic development, learning and participation opportunities for out-of-school youth between the ages of 14 and 18 years. This program, initiated in 1999, uses sports and recreational/cultural activities as entry points. It places emphasis on strengthening the country's loosely organized youth groups through training and capacity building interventions aimed at turning them into organizationally focused, effective and efficient entities.

### World Vision/USAID

Youth Reintegration Training and Education for Peace (YRTEP)

Sierra Leone

The Youth Reintegration Training and Education for Peace (YRTEP) Program is a two-year, nationwide, nonformal education initiative for approximately 40,000 ex-combatant and non-combatant young adults, combining reintegration orientation and counseling, life-skills training, vocational counseling, agriculture skills development, civic education and functional literacy training. This program focuses simultaneously on reintegration of war-torn communities and remedial education for youth bypassed by schooling for nearly ten years. The program also includes a second track called Education for Nation-Building, a nationwide adult nonformal education initiative for public and private sector leaders.

### YouthBuild

YouthBuild International (YBI)

U.S.A., South Africa, Mexico, Guatemala, Haiti, Jamaica, Canada, Serbia/Bosnia, Scotland, Israel, Bangladesh, Vietnam, India, Sri Lanka, East Timor, China, Zambia, Indonesia, West Bank/Gaza

YouthBuild International is building a global network of organizations dedicated to reaching, inspiring, training and connecting young people to employment opportuni-

ties in both the formal and informal economic sectors. In YouthBuild programs, unemployed young people work to advance their basic education while learning jobs skills and building valued community assets such as housing, community centers, schools, playgrounds and essential environmental infrastructure. Emphasis is placed on leadership development, citizenship and community service, coupled with applied skills training focused on job preparation and self-employment through entrepreneurship.

## Annex III: Agencies Consulted

<u>Arizona (2009) <i>Life in the Promised Land: Resettled Refugee Youth Struggle in the U.S.</i></u>	Tumbleweed Center for Youth Development	United Methodist Committee on Relief
Arizona Call-A-Teen Youth Resources	United Nations High Commissioner for Refugees (UNHCR)	Vocational Institute of Mallit in North Darfur
Arizona Department of Economic Security	Washington High School	Zalingei Agricultural School
Arizona Department of Education, State Coordinator for Refugee Education	YMCA	<u>Jordan (2009) <i>Living in Limbo: Iraqi Young Men and Women in Jordan</i></u>
Catholic Charities Community Services	<u>Darfur, Sudan (2008) <i>Too Little for Too Few: Meeting the Needs of Youth in Darfur</i></u>	Al-Sunbela
Glendale High School	African Union/United Nations Hybrid Operation (UNAMID)	Amideast
International Rescue Committee (IRC)	Buram Industrial School	CARE International
Jewish Family and Children's Service	Da'en Industrial School	Ein El Basha Training Center
Lutheran Social Services of the Southwest	El Fasher Technical School	Entity Green Training
McCann Erickson	Geneina Technical School	European Commission Humanitarian Aid (ECHO)
Milum Textile Services	Kass Technical School	INJAZ—Junior Achievement
Phoenix College	Kebkabiya Technical School	International Relief and Development (IRD)
Phoenix Job Corps, U.S. Department of Labor	Market in Kalma Camp in South Darfur	IRC
Phoenix Workforce Connection	Ministry of Education	Jordan River Foundation
Pro's Ranch Markets	Mukjar Vocational Center in West Darfur	Jordanian Higher Council on Youth
Refugee and Immigrant Relief Center	Nyala Technical College	Mercy Corps
Refugee Resettlement Program	Practical Action	Middle East University
Refugee Works	The Ministry of Labour and Administration Reform	Ministry of Education
Sudan American Center in Arizona	Um Kaddada Technical School	Ministry of Planning and International Cooperation
The Episcopal Church, Office of Government Relations	United Nations Development Program (UNDP)	Noor Al-Hussein Foundation
		Questscope
		Refugees International

Relief International	Ministry of Education, Republic of Liberia	Child Fund Liberia
Save the Children—US	Ministry of Gender and Development, Republic of Liberia	Children's Assistance Program
United Nations Children's Fund (UNICEF)	Ministry of Youth and Sports, Republic of Liberia	Clinton HIV/AIDS Initiative
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Norwegian Refugee Council	Creative Associates International, Inc. (Voinjama and Monrovia)
UNHCR	NRC Youth Education Pack Center	Economic Empowerment of Adolescent Girls
Youth Society for Self-Development	Park Hotel	Federation of Liberian Youth
<u>Liberia (2010) <i>Piloting Training Tools in Liberia for Incorporating Market Assessments into Vocational Training Programs</i></u>	Rebuild Africa	International Labour Organization
4Real.com (Liberia)	Relief International	International Rescue Committee (Monrovia, Voinjama and Zorzor)
Action Aid	Salvation Army Vocational & Technical Training Center	Land o' Lakes International Development
Auto Care Center	Stop & Shop	Landmine Action
Carter Center in Liberia	Truth & Reconciliation Commission, Liberia	Liberia Community Investment Project
Children's Assistance Program	Tubman High School	Liberia Entrepreneurial & Economic Development, Inc.
City Builders	UNDP	Liberia Opportunities Industrialization Center
Columbia University	UNICEF	Lofa Educational and Agricultural Foundation
Community Empowerment Program	Wollo Welding Shop	Mercy Corps
Electronics Store	Women's Refugee Commission	Ministry of Agriculture, Republic of Liberia
High Tech Mechanical	Wonderful WEEP Group	Ministry of Education, Republic of Liberia
International Rescue Committee, Liberia	YMCA Liberia	Ministry of Finance, Aid Management Unit, Republic of Liberia
James A. A. Pierre Judicial Institute	<u>Liberia (2009) <i>Dreams Deferred: Educational and Skills-building Needs and Opportunities for Youth in Liberia</i></u>	Ministry of Finance, Bureau of Concessions, Republic of Liberia
Liberia Community Infrastructure Program	Africa Child Peacebuilding Initiative	Ministry of Gender and Development, Republic of Liberia
Masacro Auto Repair	CHF International	
Médecins sans Frontières		
Megastore		

Ministry of Internal Affairs, Republic of Liberia	Ellis Preparatory Academy in the Bronx	Ministry of Finance, Uganda
Ministry of Labour, Republic of Liberia	International Rescue Committee Manhattan Day and Night School	Ministry of Gender, Labour and Social Development, Uganda
Ministry of Planning and Economic Affairs, Republic of Liberia	Manhattan International High School	Ministry of Tourism, Trade and Industry, Uganda
Ministry of Youth and Sports, Republic of Liberia	New York State Office of Temporary and Disability Assistance	Ministry of Works, Uganda
Norwegian Refugee Council	NYC Department of Education	Northern Uganda Social Action Fund (NUSAF)
Open Society Initiative for West Africa	Office of Multiple Pathways to Graduation	Promotion of Employment Oriented Vocational and Technical Training (PEVOT)
Population Council	Sauti Yetu	Savings and Credit Cooperative Society (SACCO)
Soros Economic Development Fund	Women for Afghan Women	Uganda Association of Private Vocational Institutions (UGAPRIVI)
UNICEF	<u>Northern Uganda (2008) Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda</u>	United Nations Industrial Development Organization
United Nations Development Programme	Acholi Private Sector Development Company	U.S. Agency for International Development (USAID)
U.S. Agency for International Development (USAID)	Business and Technical Vocational Education Training (BTJET)	World Bank
Visions in Action	Business Information Center	<u>Sierra Leone (2008) Country at a Crossroads: Challenges Facing Young People in Sierra Leone Six Years after the War</u>
Woman Aid, Inc.	Directorate of Industrial Training	Brave Hearts
World Bank	Dunavant	Forum for African Women Educationalists (FAWE)
<u>New York, United States (2011) Finding Our Way: Resettled Refugee and Asylee Youth in New York City</u>	German Agency for Technical Cooperation (GTZ)	Inter-Agency Network for Education in Emergencies
African Refugee	Gulu University	IRC
Arab American Family Support Center	International Labor Organization (ILO)	Ministry of Education
Brooklyn International High School	Ministry of Agriculture, Animal Industries and Fisheries, Uganda	Norwegian Refugee Council
Bureau for Refugee and Immigrant Assistance	Ministry of Education and Sports, Uganda	Right To Play
CAMBA		
Century Dance Complex		

Save the Children Alliance	dan Ministry of Finance and Economic Planning	Western Bahr el Ghazal State Ministry of Education, Science and Technology
Search for Common Ground		
UNESCO	Government of Southern Sudan Ministry of Labour, Public Service and Human Resource Development (Ministry of Labour)	Western Bahr el Ghazal State Ministry of Labour
UNICEF		Western Bahr el Ghazal State Ministry of Social Welfare
<u>Southern Sudan (2010) <i>Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan</i></u>	International Labour Organization (ILO)	Western Bahr el Ghazal Youth Union
	International Organization for Migration (IOM)	Women for Women International
Africa Educational Trust (AET)	International Rescue Committee (IRC)	Women Help Themselves Society
Agency for Technical Cooperation and Development (ACTED)	Ireneo Dud VTC	<u>Thailand (2010) <i>Living in Limbo: Burma's Youth in Thailand See Few Opportunities to Use Education and Vocational Skills</i></u>
BRAC	Japan International Cooperation Agency (JICA)	Karen Youth Organization in Mae Sot
CHF International	Juba Technical School	Member of Vocational Training and Nonformal Education Center at a refugee camp in Mae Hong Son
Deutsche Gesellschaft fuer Technische Zusammenarbeit (GTZ)	Lakes State Ministry of Agriculture	Member of World Education's English Immersion Program in Umpium Mai refugee camp
Diocese of Rumbek	Lakes State Ministry of Culture, Youth and Sport	
Don Bosco Vocational Training Center in Wau	Lakes Youth Union	
Don Bosco VTC in Western Bahr el Ghazal	Malteser International	
Enfants du Monde Droits de l'Homme (EMDH)	Multi-Service Training Centre in Juba	<u>Uganda (2009) <i>Field Testing: Market Assessment Toolkit for Vocational Training Providers and Youth-Linking Vocational Training Programs to Market Opportunities in Northern Uganda</i></u>
Forum for African Women Educationalists (FAWE)	Oxfam	Columbia University
Government of Southern Sudan Ministry of Commerce	Plan International	Norwegian Refugee Council's Youth Education Pack
Government of Southern Sudan Ministry of Culture, Youth and Sport (Ministry of Culture)	Save the Children	
Government of Southern Sudan Ministry of Education, Science and Technology (Ministry of Education)	Save the Children VTC in Akot	
Government of Southern Sudan	Skills for Southern Sudan	
Ministry of Education, Science and Technology (Ministry of Education)	UNICEF	
	UNDP	
Government of Southern Sudan	War Child Holland	
Ministry of Education, Science and Technology (Ministry of Education)	Western Bahr el Ghazal State Ministry of Culture, Youth and Sport	



## Notes

<sup>1</sup> See [http://www.ineesite.org/post/know\\_updated\\_inee\\_minimum\\_standards\\_handbook/](http://www.ineesite.org/post/know_updated_inee_minimum_standards_handbook/).

<sup>2</sup> See <http://www.seepnetwork.org/minimum-standards-for-economic-recovery-pages-61.php>.

<sup>3</sup> World Bank (2007), *Population Issues in the 21st Century: The Role of the World Bank*, Washington, D.C.: World Bank, p. 6.

<sup>4</sup> UNHCR (2011), *60 Years and Still Counting, UNHCR Global Trends 2010*, Geneva: UNHCR, p. 3.

<sup>5</sup> World Bank (2011), *World Development Report: Conflict, Security, and Development*, Washington, D.C.: World Bank, p. 5.

<sup>6</sup> Save the Children (2009), *Last in Line, Last in School*, Westport, CT: Save the Children, p. vi.

<sup>7</sup> International Labor Organization (2010), *Global Employment Trends for Youth: Special Issue on the Impact of the Global Economic Crisis on Youth*, Geneva: ILO, p. 5.

<sup>8</sup> World Bank (2011), *World Development Report*, p. 78.

<sup>9</sup> P. Collier and N. Sambanis, eds. (2005), *Understanding Civil War: Evidence and Analysis. Volume I: Africa. Volume II: Europe and Central Asia and other regions*. Conflict Prevention and Reconstruction Unit, World Bank and Yale University.

<sup>10</sup> Ibid, p. 79.

<sup>11</sup> DFID (1999), *Sustainable Livelihoods Framework Guidance Sheets*, Department for International Development, London.

<sup>12</sup> Adapted from INEE (2010), *Minimum Standards for Education: Preparedness, Response and Recovery, Inter-Agency Network for Education in Emergencies*, The Sphere Project, New York: Inter-Agency Network on Education in Emergencies, p. 10.

<sup>13</sup> J. Chaffin (2010), *Education and Opportunity: Post-Pri-*

*mary and Income Growth*, New York: Interagency Network on Education in Emergencies (INEE).

<sup>14</sup> Women's Refugee Commission (2008), *Country at a Crossroads: Challenges Facing Young People in Sierra Leone Six Years after the War*, New York: Women's Refugee Commission, p. 1.

<sup>15</sup> Women's Refugee Commission (2008), *Sierra Leone*, p. 2.

<sup>16</sup> Women's Refugee Commission (2009), *Dreams Deferred: Educational and Skills-building Needs and Opportunities for Youth in Liberia*, New York: Women's Refugee Commission, p.1.

<sup>17</sup> Women's Refugee Commission (2009), *Life in the Promised Land: Resettled Refugee Youth Struggle in the U.S.*, New York: Women's Refugee Commission, p. 1; and Women's Refugee Commission (2011), *Finding Our Way: Resettled Refugee and Asylee Youth in New York City*, New York: Women's Refugee Commission, pp. 1-2.

<sup>18</sup> Women's Refugee Commission (2010), *Starting from Scratch: The Challenges of Including Youth in Rebuilding Southern Sudan*, New York: Women's Refugee Commission, p. 1.

<sup>19</sup> See <http://www.ja-serbia.org/en>.

<sup>20</sup> Women's Refugee Commission (2008), *Sierra Leone*, p. 2.

<sup>21</sup> Program and tools descriptions can be found at <http://www.preparing4work.org/content/street-business-toolkit-street-kids-international>.

<sup>22</sup> Ibid.

<sup>23</sup> Women's Refugee Commission (2008), *Youth and Sustainable Livelihoods: Linking Vocational Training Programs to Market Opportunities in Northern Uganda*, New York: Women's Refugee Commission, p. 18.

<sup>24</sup> Ibid, p. 25.

<sup>25</sup> Women's Refugee Commission (2010), *Living in Limbo:*

*Burma's Youth in Thailand See Few Opportunities to Use Education and Vocational Skills*, New York: Women's Refugee Commission, p. 7.

<sup>26</sup> Women's Refugee Commission (2010), *Southern Sudan*, p. 2.

<sup>27</sup> Women's Refugee Commission (2009), *Liberia*, p. 1.

<sup>28</sup> Ibid.

<sup>29</sup> Women's Refugee Commission (2010), *Thailand*, p. 7.

<sup>30</sup> Women's Refugee Commission (2009), *Liberia*, p. 5.

<sup>31</sup> Women's Refugee Commission (2008), *Too Little for Too Few: Meeting the Needs of Youth in Darfur*, New York: Women's Refugee Commission, p. 5.

<sup>32</sup> Women's Refugee Commission (2009), *Living in Limbo: Iraqi Young Men and Women in Jordan*, New York: Women's Refugee Commission, p. 4.

<sup>33</sup> Women's Refugee Commission (2009), *Liberia*, p. 4.

<sup>34</sup> See [http://idejen.eD.C..org/index.php?option=com\\_content&task=blogcategory&id=33&Itemid=82](http://idejen.eD.C..org/index.php?option=com_content&task=blogcategory&id=33&Itemid=82).

<sup>35</sup> See [http://www.fao.org/bestpractices/content/11/11\\_04\\_en.htm](http://www.fao.org/bestpractices/content/11/11_04_en.htm).

<sup>36</sup> See <http://www.cedpa.org/>.

<sup>37</sup> See <http://www.cedpa.org/section/whatwedo/education1>.

<sup>38</sup> The Women's Refugee Commission is currently conducting in-depth research, training and advocacy for the rights of displaced women, men, girls and boys who live with physical and mental functional impairments (disabilities).

<sup>39</sup> Women's Refugee Commission (2008), *Northern Uganda*, p. 1.

<sup>40</sup> Ibid, p. 25.

<sup>41</sup> Women's Refugee Commission (2008), *Darfur*, p. 2.

<sup>42</sup> Women's Refugee Commission and Columbia University

(2008), *Market Assessment Toolkit for Vocational Training Providers and Youth: Linking Vocational Training Programs to Market Opportunities*, New York: Women's Refugee Commission. See [www.womenscommission.org/docs/ug\\_ysl\\_toolkit.pdf](http://www.womenscommission.org/docs/ug_ysl_toolkit.pdf).

<sup>43</sup> Ibid.

<sup>44</sup> Women's Refugee Commission (2008), *Northern Uganda*.

<sup>45</sup> N. Gordon et al. (2010), *Piloting Training Tools in Liberia for Incorporating Market Assessments into Vocational Training Programs*, New York: Columbia University, School of International and Public Affairs.

<sup>46</sup> Women's Refugee Commission (2008), *Northern Uganda*, p. 2.

<sup>47</sup> Women's Refugee Commission (2009), *Jordan*, p. 1.

<sup>48</sup> Women's Refugee Commission (2008), *Darfur*, p. 2.

<sup>49</sup> Women's Refugee Commission (2010), *Thailand*, p. 6.

<sup>50</sup> Women's Refugee Commission (2008), *Darfur*, p. 6.

<sup>51</sup> Ibid, p. 2.

<sup>52</sup> EMpower (2010), *It's Her Business: A Handbook for Preparing Young, At-risk Women to Become Entrepreneurs*. The handbook can be found at [http://itsherbusiness.org/?page\\_id=72](http://itsherbusiness.org/?page_id=72).

<sup>53</sup> See <http://www.empowerweb.org/>.

<sup>54</sup> See <http://prerana.org/>.

<sup>55</sup> See <http://bgms.org.in/>.

<sup>56</sup> This term should not be interpreted as a political position or statement.

<sup>57</sup> This research took place, and the report was published, before southern Sudan became the independent state, South Sudan.

<sup>58</sup> See <http://www.brac.net/>.

<sup>59</sup> See <http://www.fundacionparaguaya.org.py/>.

<sup>60</sup> See <https://youthbuild.org/>.

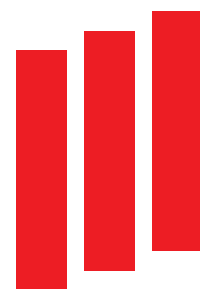
<sup>61</sup> See Annex I for list of programs reviewed.

<sup>62</sup> USAID, EQUIP3. See <http://www.preparing4work.org/about/content-areas>.

<sup>63</sup> Ibid.

<sup>64</sup> See Annex I for list of selected programs.





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