



INEE, MYAN, NRC, RET INTERNATIONAL

A Contribution to the Compact for Young People in Humanitarian Action

**Desk Review of Programming
Guidelines for Adolescents &
Youth in Emergencies:
Education, Health, Livelihoods &
Durable Solutions**

September 2017

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Executive Summary

Adolescents and youth as a distinct group are often overlooked during humanitarian crises, with their unique concerns and needs seldom prioritised. The Youth and Adolescents in Emergencies (YAE) Group was created in 2014 to advocate for increased funding and a more holistic and consistent response to, and engagement with, adolescents and youth in humanitarian emergencies, including those caught up in protracted crises. This project is originally an initiative of the YAE Group aiming to gather good practice examples of effective youth programming from humanitarian contexts.

Although guidelines on adolescent and youth programming have been developed there has been no systematic consolidation or compilation of these practical tools or any review of gaps in available guidelines for programming in the emergency context. To address these shortcomings, the authors have undertaken a desk review of existing guidelines covering the following domains: Education, Health, Livelihoods and Durable Solutions for young people in the following emergency phases/ contexts: Early Emergency, Protracted/acute crisis, Early Recovery and Development Nexus.

Acknowledgments

This resource is the result of an inter-agency collaboration, led by RET International, between the Inter-Agency Network for Education in Emergencies (INEE)'s Adolescents & Youth Task Team (AYTT), the Multicultural Youth Advocacy Network Australia (MYAN) and the Norwegian Refugee Council (NRC).

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INEE, the Inter-Agency Network for Education in Emergencies

INEE is a network of more than 12,000 individual members and 130 partner organisations in 170 countries. Its members are practitioners working for national and international NGOs and UN agencies, ministries of education and other government personnel, donors, students, teachers, and researchers who voluntarily join in work related to education in emergency contexts.

The INEE Adolescent and Youth Task Team (AYTT) is composed of committed individuals from UN agencies, international and national NGOs, practitioners, researchers and policy makers who work collaboratively on technical tasks to ensure a coordinated, global and evidence-based response to protect the educational rights and address the needs and aspirations of adolescents and youth affected by crisis.

For more information visit: <http://www.ineesite.org/en/task-teams/adolescents-and-youth>

MYAN Australia

The Multicultural Youth Advocacy Network (MYAN) is Australia's national body dealing with multicultural youth issues.

MYAN works in partnership with young people, government and the non-government sectors to promote the interests of young people from refugee and migrant backgrounds, and to support a targeted approach to addressing these in policy and service delivery.

MYAN engages in a range of policy, advocacy and capacity building activities to achieve its objectives. It also supports the development of young people's skills and networks to engage in advocacy and influence the national agenda. In doing so, MYAN aims to ensure that all young people from refugee and migrant backgrounds have access to the support and opportunities they need to become active citizens in Australian society.

For more information visit www.myan.org.au



NRC

The Norwegian Refugee Council (NRC) is an independent humanitarian organisation helping people forced to flee. In crises across 31 countries, NRC provides emergency and long-term assistance to millions of people every year. NRC promotes and defends displaced people's rights locally, nationally and on the world stage. NORCAP, NRC's expert deployment capacity, helps improve international and local ability to prevent, prepare for, respond to and recover from crises. NRC also runs the Internal Displacement Monitoring Centre in Geneva, a global leader in reporting on and advocating for people displaced within their own country.

Through NRC's youth programmes, young people affected by displacement are empowered to build a better future for themselves and their communities. NRC provides educational pathways that help youth cultivate their social, emotional and professional strengths in safe and protective spaces.

For more information visit www.nrc.no

Protecting Through Education



RET International

Through its unique mandate, RET seeks to bridge the gaps between humanitarian action and development through education.

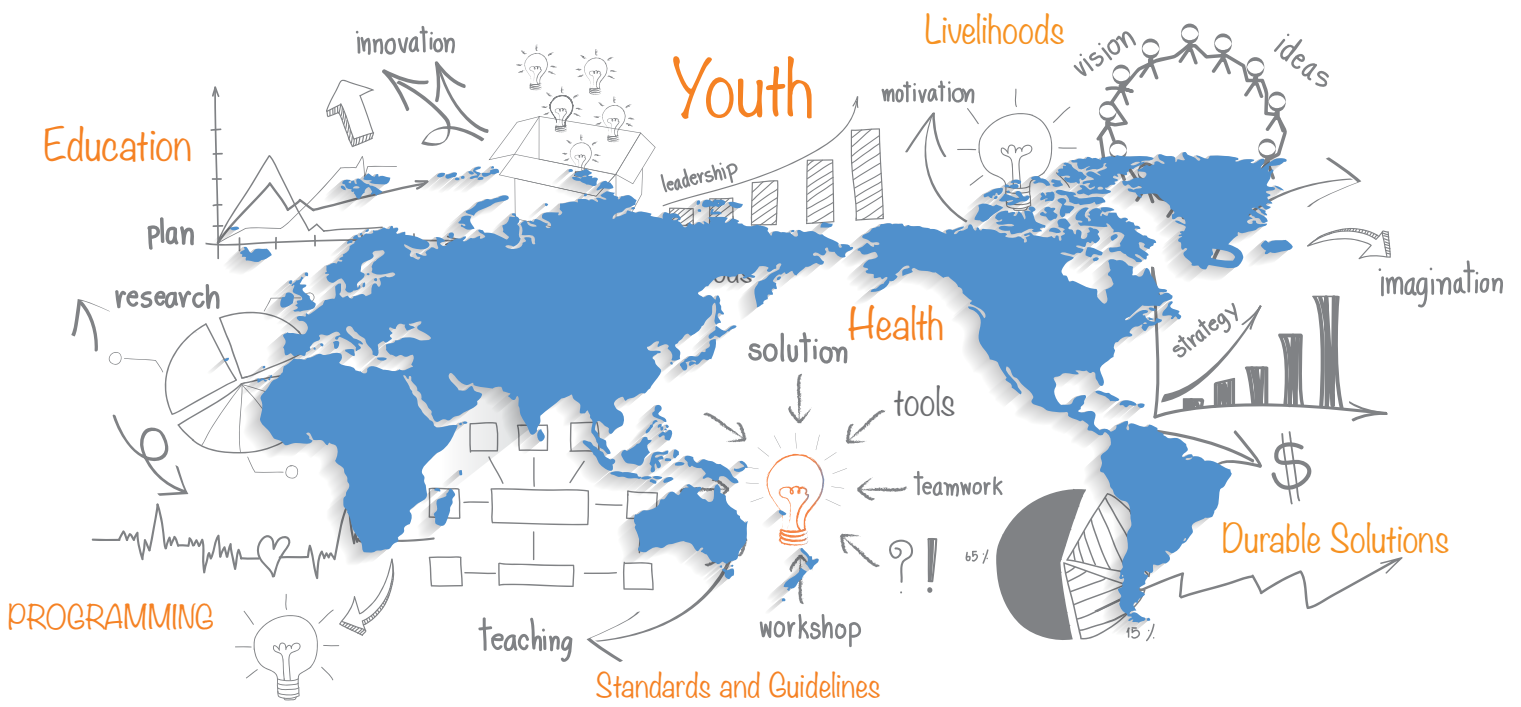
RET works in areas of conflict, crisis and instability in Africa, Asia, the Caribbean, the Middle East and Latin America. As a humanitarian organisation, the primary service RET provides is protection, with a focus on young people (with particular attention to young women) and education as the primary 'tool' to ensure their protection and resilience. RET has over 17 years of experience working with young people, their families and communities in crisis-affected settings, including disaster-related environments. Its core competencies are built on interventions covering: formal and non-formal basic and post primary education, including tertiary education; psychosocial support; legal and health counselling; educational personnel and protection staff training; gender-based violence (GBV) prevention and case management; livelihoods and self-reliance skills; youth civic empowerment; conflict prevention and mitigation; human rights, children's rights, women's rights, refugees' rights, and more.

For more information visit www.theRET.org



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Introduction

This desk review presents a brief expert assessment of the most relevant existing programming guidelines entirely or partially dedicated to addressing the needs, concerns and aspirations of adolescents and youth caught up in humanitarian crises, as determined by the authors and in compliance with strict selection criteria. The review is the result of a collaborative inter-agency undertaking by RET International, the Multicultural Youth Advocacy Network (MYAN Australia), the Norwegian Refugee Council (NRC) and the Adolescents and Youth Task Team (AYTT) of the Inter-Agency Network for Education in Emergencies (INEE). The review is a contribution to the goals of the Compact for Young People in Humanitarian Action and specifically contributes to Action 1 of the Compact¹, which aims to Promote and increase age- and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings (see Annex 3).

Overall elaboration of the review was guided by consideration of the following core question: “What are the existing relevant programming guidelines in relation to Education, Health, Livelihoods and Durable Solutions (repatriation, local reintegration and resettlement) for young people (aged 15-24)² in emergency contexts?”. The outcome is a comprehensive mapping of practical guidance and related tools for humanitarian practitioners and communities to coordinate, plan, implement, monitor and/or evaluate essential actions to meet youth needs and concerns in the aforementioned domains throughout the acute, protracted and early-recovery stages of an emergency and the early stages of development.

The aims of this paper are twofold: (i) to map and identify gaps in youth-specific programming guidelines to better respond to the needs and expectations of adolescents and young people in emergencies, and (ii) to inform practitioners and decision makers on already existing guidelines and tools that aim to improve ways of working for and with adolescents and youth in emergency contexts. The authors applied a strict and uniform methodology throughout the scoping, research and selection process. Each relevant document is summarised, with key findings presented, including an overview of gaps in the availability of guidance and tools.

Findings regarding existing guidelines on education show that while adolescents and youth are included they are very rarely the primary focus. The analysis also identified gaps in guidelines on post-secondary education and on the development nexus, which lack long-term planning on the education of young people affected by crisis. In the health domain, the sub-domain of mental and physical health is strongest in terms of available guidelines, while public health is the most underserved sub-domain although the strengthening of this sector is crucial for any sustainable health intervention. Furthermore, guidelines are found to be clearly lacking on the collection and analysis of youth sex- and age-disaggregated data. Analysis of guidelines on livelihoods finds a gap in documentation since 2013 on preparedness and for assessment purposes, despite the domain’s continuous transformation, and a need for more guidelines on ways to foster livelihoods for crisis-affected young people in urban contexts. The most significant gap identified by the review is the lack of stand-alone core guidance and frameworks specifically focused on the needs and concerns of young people in accessing durable solutions. This includes specific guidance or frameworks to ensure appropriate assessment occurs to identify and facilitate a durable solution for young people.

¹ Youth Compact (2017) Compact for Young People in Humanitarian Action <http://www.agendaforhumanity.org/initiatives/3829>.

² According to the UN definition of youth: <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-definition/>.



The review for all four domains (health, education, livelihoods and durable solutions) followed a uniform methodology as outlined below. It should be noted that the results exclude documents published in any language other than English, which was adopted as the working language for this exercise. Hence, regional specifications and local trends may not be reflected adequately. The exercise focused on guidelines freely available and mainly accessible online and the research exercise was conducted from October 2015 to the end of 2016.

The evidence delivered in the desk review responded to the following steps applied across all four domains³:

Mapping

Scoping

To identify potentially relevant documentation referring specifically to applicable recommendations, guidelines, standards and/or procedures for youth, a scoping matrix of sources was completed based on initial broad research utilising search engines, search criteria and word combinations as outlined in Annex 2.

Research

A uniform research approach was applied across all four domains using predefined keywords and multiple associated word combinations intended to serve as ‘magnets’ to capture relevant documentation via search engines such as Google Scholar and online sources such as ReliefWeb. Key experts in the respective domains were also consulted to look for relevant documents and research papers. The research was confined exclusively to publicly available information sources. It should be noted however that some organisations and programme staff may be using other potentially relevant materials which could not be accessed, either because they did not fall within the research parameters or were not publicly available.

³ Domain-specific search and selection criteria are outlined in the relevant domain-chapters.



Norwegian Refugee Council 2016 ©

Selection

Careful selection of the identified sources was conducted with an emphasis on those which offered depth of potential learning value. Additionally, the selection was strictly limited to:

- Guideline documents or documents with dedicated guideline chapters;
- Documents exclusively related to addressing youth and adolescent issues or that specifically did so as part of a larger document;
- Documents designed to address emergency/humanitarian situations (one or more of the four identified phases – i.e. acute, protracted, early recovery stages, or early development stages).

Analysis

Analysis of the selected documents was undertaken in order to understand the state of evidence and identify data gaps. Although not exhaustive, the selected documents were classified into standardised and well-defined sub-categories identified for each of the health, education, livelihoods and durable solutions domains. These sub-categories corresponded respectively to the following: phases of a humanitarian crisis (acute emergency, protracted/chronic crisis, early recovery, development nexus), or to the main purpose of the document (prevention/preparedness, assessment, planning or implementation). A document could be classified under more than one sub-category depending on its content. Such sub-categories were therefore not exclusive.

Analytical Dimensions & Variables

All documents selected in the present mapping exercise have been systematically classified based on a double entry table comprising two categories: Purpose and Phase of Emergency.

Purpose refers to the major end goal of the given guidelines and the reason for their creation.

Phase of Emergency refers to the particular context(s) in which the selected guidelines can be applied and best used by practitioners.

Purpose

Prevention/ Preparedness

This refers to (i) “arrangements to ensure that, should a situation occur, all necessary resources (e.g. financial, human, technical), expertise and services that may be required to cope with the effects of that situation can be mobilized rapidly and deployed (includes the issuing of effective early warnings and the temporary removal of people and property from threatened locations)”,⁴ and (ii) “activities designed to minimise loss of life and damage, to organise the temporary removal of people and property from a threatened location and facilitate timely and effective rescue, relief and rehabilitation”.⁵

Assessment

Assessment refers to the “collective updating and analysis of data pertaining to the population of concern (needs, capacities, resources, etc.), as well as the state of infrastructure and general socio-economic conditions in a given location/area”.⁶ It can be rapid or in-depth, and should include factors such as an evaluation or appraisal of a situation, and the inference of possible consequences concerning a particular object or process.⁷

Planning

A process that consists of determining the response and recovery strategies to be implemented during and after the advent of an emergency (based on different types of assessments); division of responsibilities to deliver the given response; the management structure required for implementing the response; and the resource management requirements.⁸

Implementation

The Collins English Dictionary defines implementation as “to carry out; put into action; perform”.⁹

Based on the planning phase, implementation is based on a specified set of activities designed to put into practice a project or programme of known dimensions. Accordingly, implementation processes are purposeful and are described in sufficient detail such that independent observers can detect the presence and strength of the “specific set of activities related to implementation. In addition, the activity or programme being implemented is described in sufficient detail so that independent observers can detect its presence and strength”.¹⁰

4 WHO (2008): Communicable Disease Alert and Response for Mass Gatherings: Key Considerations, p.10.

5 IASC ed.(2012): Operational Guidance for Coordinated Assessments in Humanitarian Crises, provisional version March 2012, p.36.

6 UNHCR (2006): UNHCR Master Glossary of Terms.

7 WHO Lexicon (2004): IPCS Risk Assessment Terminology.

8 WHO Lexicon (2002): Environmental Health in Emergencies and Disasters: A Practical Guide.

9 Collins English Dictionary, Harper Collins Publishers.

10 Implementation Defined. National Implementation Research Network, <http://nirn.fpg.unc.edu/learn-implementation/implementation-defined>.

Phase of Emergency

Acute Emergency

This category refers to guidelines for use in the initial stage of a crisis, when conflict or the emergency/crisis situation is still present, and immediately thereafter.

Protracted / Chronic Crisis

This category refers to crises that continue over a prolonged period of time affecting a large population and exposing it to disease, death and the disruption of livelihoods and basic services such as education, health, etc. It has been used to classify guidelines and materials that are relevant during temporary settlement in a country of first asylum or transit. This category overlaps quite significantly with early recovery, especially in protracted refugee situations.

Early Recovery¹¹

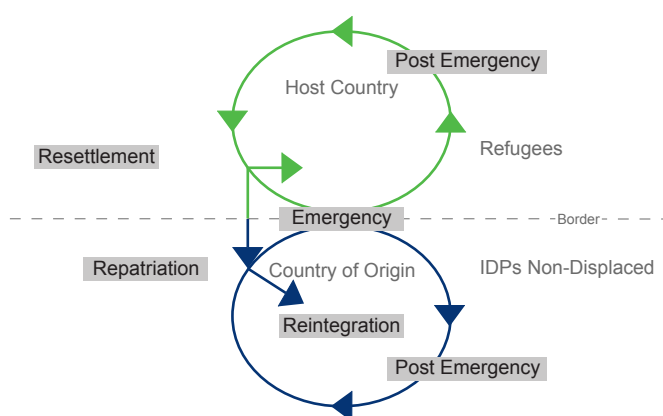
Defined as a multidimensional recovery process that begins in a humanitarian setting or that is related to a particular crisis, this category classifies guidelines relevant to displaced persons and crisis-affected populations who are engaged in the initial phases of seeking permanent solutions. This includes refugee status determination, engagement with resettlement and return options, local integration and other permanent solutions. Early recovery overlaps quite significantly with the development nexus category.

Development Nexus¹²

This category refers to the space, the bridge between humanitarian and development-oriented responses. It has been used to classify materials relevant to those displaced persons and crisis-affected populations that have obtained or been supported in the application of a durable solution. In a durable solution, including repatriation, local integration and resettlement, refugees “prepare to: 1) voluntary repatriate to their country of origin; 2) locally integrate in their host country; or 3) resettle in a third country.”¹³

Displaced persons’ cycle of displacement¹⁴

However, these emergency categories are not static and clear cut and some characteristics can be associated with more than one phase of emergency. In particular, these are Flight (Acute Emergency AND Protracted / Chronic Crisis), Displacement (Protracted / Chronic Crisis AND Early Recovery), and Refuge (Early Recovery AND Development Nexus). For this reason, some guidelines could be allocated to more than one phase of emergency.



11 According to the UNDP definition of Early Recovery: http://www.undp.org/content/undp/en/home/ourwork/crisispreventionandrecovery/focus_areas/early-recovery.html.
12 The humanitarian-development nexus refers to a gradual paradigm shift in emergency response and humanitarian action that recognises the need to respond to underlying vulnerabilities rather than merely shock-driven stresses. This shift acknowledges that in order to meet humanitarian needs more equitably and predictably humanitarian efforts must be able to respond to both 'shock-driven' events as well as slow-onset crises, requiring responses that can identify and address acute vulnerabilities and the needs of populations when they surface quickly, as well as finding sustainable solutions that address underlying causes. UNHCR maintains accountability for refugees from initial flight until durable solutions have been found. Some refugee responses have been underway for 20 years or more. UNHCR works with development actors to integrate refugees, returnees, stateless people and host communities into development programmes whether through the UNDAF, national plans or through specifically designed projects. Under the RCM, this aspect of UNHCR's work will be even stronger and development response planning. For more, see <http://www.unhcr.org/54f6cb129.pdf>.
13 UNHCR and UNAIDS (2005): UNAIDS Best Practice Collection, Geneva, p.14. <http://www.unhcr.org/4885959c2.pdf>.
14 *ibid.*

Methodological Limitations

Several limitations were encountered while carrying out this desk review. Firstly, the breakdown of categories such as acute emergencies, protracted/chronic crisis, early recovery and development nexus has proved to be a challenge when classifying the documents. Indeed, these categories are not mutually exclusive.

The concept of Linking Relief, Rehabilitation and Development (LRRD) was excluded from the development nexus. The desk review would have benefited from exploring how humanitarian and development agencies and local organisations are proposing to bridge the humanitarian-development divide in the context of adolescents and youth in emergencies. Yet, this is a very new domain of interest and although national and international stakeholders have in recent years indicated their willingness to work towards this end, there is still

very little programmatic literature on how to go about it. In particular, this means that there is a singular lack of guidelines on the humanitarian-development divide with a specific focus on youth issues.

Finally, while rigour was the intention, the methodology meant that potentially relevant documents were excluded. A complementary methodology was adopted in order to address this problem. Indeed, in order to enlarge access to relevant documentation, the authors worked on computers of different users for their online research. This helped minimise the risk of repeatedly obtaining the same results resulting from computer memorisation of the nature and patterns of online research conducted by the same individual users.

Several gaps in the education domain were identified. The first issue was that education in emergencies is often synonymous with children aged 12 and under. Guidelines and policy documents focusing primarily on adolescents and youth are sorely lacking. Additionally, when youth is the focus, the documents found tend to cover several domains instead of being centred on education. Another obstacle was the difficulty to find guidelines related to post-secondary education and civic/practical citizenship-related education. Moreover, a terminology problem arose regarding 'civic education': how can it be understood when applied to refugee contexts, even though refugees – like all human beings – should benefit from certain rights and be expected to respect the responsibilities associated with those rights? The gap in the literature covering the development nexus phase of humanitarian crises reflects the lack of long-term planning for post-emergency education responses. The acute emergency phase is also under-represented and lacks guidance beyond the policy and structural level.

As for the health domain, the public health category was the most under-represented, which impacts all sub-domains, particularly in the transitional period. Health interventions at this stage should support the transition from international actors to governmental and civil stakeholders, and therefore should focus on strengthening public health. Across all phases of emergencies, a specific gap remains regarding guidelines on prevention and preparedness, especially in the reproductive health sub-domain. Finally, the review identified a lack of sex- and age-disaggregated data collection and analysis reflecting perceptions and definitions of local realities, culture and beliefs. This is particularly problematic, since a wide range of health-related interventions (such as HIV prevention or the consequences of violence) are intrinsically



linked to age, gender and culture. Major challenges arise from the lack of sex- and age-disaggregated data collection and analysis reflecting perceptions and definitions of local realities, culture and beliefs. Although 'age' is recognised by the IASC as a cross-cutting issue it is given low priority and is not systematically addressed.¹⁵ Adolescents and youth are not a homogenous group and they experience many critical transitions: physical, psychological and social. Guidelines are usually not attentive to these differences and targeted strategies are required for sub-groups such as younger adolescent girls.

The first limitation encountered in the livelihoods section was related to definitions: Livelihoods is by definition more a developmental focus, while this desk review was focused on the humanitarian field. Many documents initially sourced dealt more with development issues rather than emergencies. Another limitation was the fact that the humanitarian field tends to view livelihoods as a domain, whereas it is in fact an approach and an evolving process that adapts to the surrounding conditions. As previously mentioned, the methodology called for a linear approach to focusing on phases of emergency instead of referencing a combination of context and situation. Such a linear approach is less suitable from a livelihoods perspective as it is the context – not the phase – that determines the type of assistance that is feasible.

The use of narrow search terms in the durable solutions section has had several consequences. It may have resulted in the exclusion of a range of materials regarding protection needs and the concerns of youth in the emergency context, because they do not specifically apply to the post-emergency context of durable solutions. While acknowledging this, however, we also note that the outcomes of how protection needs and concerns are addressed can impact access to durable solutions at a later stage. The search terms did not allow for capture of those youth in the emergency context who have been forcibly displaced and are unable to engage durable solutions as defined by UNHCR (e.g. undocumented migrants, those displaced due to climate change).

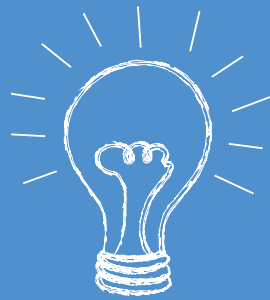
Some documents were excluded because even though they generally concern youth aged 15-18, they do not have a targeted approach to meeting the needs of the older adolescents. Moreover, these documents do not appear to propose a differential approach adapted to the age of young people, particularly with regard to 'adolescents' and are relevant/specific to children, child protection or child rights. The review of documents did not comment on whether tools or guidance that may not strictly comply with the research criteria could be relevant or applicable to forcibly displaced youth in the humanitarian context (e.g. materials for all age groups or for the non-emergency context).

Additionally, some documents were excluded because, while they may be broadly relevant to the youth cohort and durable solutions, they are not guidelines for programming. These included documents on programming related specifically to refugee and asylum-seeking youth, an area which could have been picked up in the other domains, but one which was not within the scope of this review.

The Task Team made the decision to focus the search on durable solutions rather than on the broader (UNHCR) protection sector. We determined that, had we used the term protection, we would have identified many documents relevant to the (large) field of child protection, but not to the UNHCR concept of protection and how young people are supported to access durable solutions.

15 Inter Agency Standing Committee (2005): Gender Handbook in Humanitarian Action. Women, Girls, Boys and Men: Different Needs – Equal Opportunities.





Findings

Education

Health

Livelihoods

Durable Solutions



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Far from being just a stock component of humanitarian relief, education is core to genuine psychosocial, and community development,¹⁶ individual resilience and self-reliance, and is an inalienable right of every person.

Education in Emergencies (EiE), the now widely recognised catch phrase for efforts to assure this right, today encompasses all activities that aim to secure and advance the education and learning opportunities of individuals and communities affected by natural disasters, forced displacement and conflicts throughout all their phases and duration.



Making the Case: Youth and Education

Education is a fundamental right for every child, and this includes all those under 18 years of age.¹⁷ Yet frequently in the humanitarian and development agenda, the 'right to education' is misinterpreted as the right of 'young children' (aged 12 and under) to a 'primary education'. In emergency and protracted crisis situations, adolescents and youth all too often fall through an education gap. This not only denies them their basic human right but also impacts on their psychosocial development and potentially limits their social and economic participation.¹⁸ Moreover, failure to provide adolescents and youth with access to a relevant education makes them vulnerable to a sense of hopelessness, to idleness and to harmful practices.¹⁹ Adequate and relevant learning programmes for adolescents and youth in emergency settings are vital for the sustainable and peaceful development of their communities.²⁰

16 Save the Children and the Norwegian Refugee Council (2014): Hear it From the Children: Why Education in Emergencies is Critical.
17 1948: The Universal Declaration of Human Rights, Art.26.
18 INEE (2010): Whole People, Holistic Approaches: Cross-Sectoral Action and Learning.
19 UNHCR (2001): Learning for a Future: Refugee Education in Developing Countries.
20 United Nations Population Fund (2013): UNFPA Strategy on Adolescents and Youth.

Sub-Domain Definitions

Formal Education

“Formal education includes all learning opportunities provided in a system of schools, colleges, universities, and other country recognised educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.”²¹

Alternative Education Programmes²²

“Alternative education is the overarching term that refers to all types of education programmes that are often not considered formal education programmes by agencies, governments, and donors. Often, but not exclusively, alternative education programmes are offered outside the auspices of the formal government and education system. Alternative education programmes include those offered to refugees and internally displaced by agencies and NGOs where they are not part of the country’s education system (that is, the programmes are not managed or controlled by the government of the host country). It also includes non-formal education programmes where the certification and validation of the learning is not automatically assured, ad hoc education or awareness programmes that respond to a specific perceived need; and short-term emergency education programmes that are considered bridging programmes (to a ‘real’ curriculum).”²³

Skills for Agency Development

This umbrella term describes skills which are typically considered as not specifically related to a particular task, academic discipline, or area of knowledge and that can be used in a wide variety of situations (e.g. organisational skills).²⁴ For the purpose of this paper, this category will include youth leadership and conscientiousness capabilities, rights’ awareness, communication, problem-solving and critical analytical skills aiming to help youth play a meaningful role in their communities. In emergency contexts adolescents and youth require learning opportunities, which will specifically address trauma, enhance their self-esteem and self-determination and provide them with the collaborative and teamwork skills to enable them to make a meaningful and positive contribution in their environments. Civic Education/Life Skills specifically allows young people to develop a sense of purpose and agency,²⁵ which is essential for a sustainable and peaceful future.

21 According to the INEE Toolkit (2010): http://toolkit.ineesite.org/term-bank/en/terms/formal_education.

22 Alternative education was chosen as a sub-domain, as it is an overarching term, which includes non-formal education.

23 According to the INEE Toolkit (2010): http://toolkit.ineesite.org/term-bank/en/terms/alternative_education.

24 http://toolkit.ineesite.org/term-bank/en/terms/transferrable_skills

25 <http://www.ineesite.org/en/discuss/cse-and-youth-week-1-introduction-the-role-of-youth-in-conflict>



Scoping, Research, Selection & Analysis

The Internet-based research following the adopted methodology for this desk review led to the initial listing of 96 documents. However, only four of them were selected as relevant to youth education in emergencies. Many of the documents were focused on children rather than youth and/or were outdated. Given the shortcomings of the original research, a complementary methodology was adopted. Using the four selected documents as a starting point, the research was broadened to include pre-existing literature reviews and bibliographies on the topic of adolescents and youth education in emergencies, which were found in the four originally selected documents. This approach resulted in the selection of four additional documents, bringing to eight the total number chosen for this review.

Findings

As demonstrated above, the research targeting the education domain revealed more gaps than guidelines. The vast majority of published material relating to education in emergencies relates specifically or implicitly to primary-school age learners, and formal primary school. Once the scope of the research was broadened, the results were more appropriate, but overall the research showed that while emergency guidelines on education include adolescents and youth only very few make this age group their focus. Other findings revealed that guidelines that do target youth tend to be cross-sectoral. It is therefore clear that there is a gap in published guidelines relating specifically to adolescents/youth and education.

Formal and alternative education domains are about equally represented in the selected documents, but transferable skills – meaning the multi-useable skills dynamic allowing young people to cope and adapt in today's constantly changing work environment – are less well represented. Almost nothing is mentioned however in the preparedness and assessment phases, which suggests a lack of awareness of the important role of this form of educational programming in emergency settings. This is also a clear gap in education for adolescents and youth who have completed formal secondary programmes, and wish to continue their academic education within an emergency context.

When using the matrix it is clear that the development nexus is not addressed in youth education guidelines and policy documents. This gap reflects the lack of longer-term planning for post-emergency education, and particularly for the adolescent and youth age groups who will play a central social and economic role within the post-emergency phase. The acute emergency phase is also lacking guidance beyond the policy and structural level. The protracted and chronic crisis / early recovery phases are the best addressed across the selected documents, and planning and implementation are also quite well documented.



List of Documents

For a better overview of the documents, a matrix can be found in Annex 1.1. It classifies each of the following publications based on the domains of education covered (formal education vs. alternative education, as well as skills for agency developments) as well as based on the phase of emergency concerned and the publication's purpose.

Ensuring Protection and Education in Emergencies: Lessons Learned from Youth and Adolescent Programming, 2010, Global Education Cluster

<http://bit.ly/2wmHWEI>

Phase of Emergency: Protracted/Chronic Crisis, Early Recovery

Purpose: Implementation

Summary: This document is a literature review of youth and adolescent programming in emergencies, and is thematically divided into the following sub-sections: adolescent and youth programming in emergencies, education-related programming, child protection-related programming, programming for adolescent girls, and programming around sexual health. While the lessons learned identified in this literature review can be applied to adolescents and youth, they cover either child protection or education in emergencies. Many of the documents adopt a cross-sectoral approach, and focus on armed conflict.

Objective: The objective is twofold: first, to identify the evidence on lessons learned and good practices of youth programming for child protection and education in emergencies; secondly, to fill the gap in the knowledge on youth and adolescent programming in emergencies.

Key Learning (guideline focus): Drawing on existing literature, lessons learned can be shared with cluster members or stakeholders engaged in adolescent and youth programming.

International Network for Education in Emergencies (INEE): Minimum Standards for Education: Preparedness, Response, Recovery 2010, INEE

<http://bit.ly/1sfuOIT>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis, Early Recovery

Purpose: Preparedness, Assessment, Planning, Implementation

Summary: This handbook aims to “enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services”. A total of 19 Minimum Standards were developed, covering a broad array of topics related to education in emergencies such as access, teaching and learning, teachers and other education personnel, and education policy. Alongside these Minimum Standards, this document presents key actions and guidance notes.

Objective: Ensure that stakeholders involved in emergency education preparedness, response and recovery meet the educational rights and needs of crisis-affected learners, and thus contribute to “building back stronger education systems in the recovery and development states”.

Key Learning (guideline focus): Various education stakeholders and organisations can use these Minimum Standards to strengthen education preparedness, response and recovery.

Education in Emergencies - A Resource ToolKit, 2006, United Nations International Children’s Emergency Fund / Regional Office for South Asia

<http://uni.cf/2vRIGlz>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis, Early Recovery

Purpose: Prevention/Preparedness, Assessment, Planning, Implementation

Summary: Initially developed for UNICEF officers, this ‘education in emergency capacity building package’ presents a set of tools intended to better prepare for and respond to emergencies. The materials included in the toolkit can be used 1) as a resource as part of education in emergencies training, or 2) as a guide for emergency preparedness, or 3) as a reference in the face of an emergency. Although this toolkit covers both children and adolescents, its content tends to be predominantly focused on primary school age groups. It is nonetheless still relevant for some issues such as teacher training, curriculum, formal and non-formal education, etc.

Objective: The numerous documents included in this toolkit (emergency preparedness and response checklists, thematic modules, varied resources such as annotated bibliographies, websites, list of organisations, etc.) are designed to assist education programme officers in identifying areas potentially requiring action.

Key Learning (guideline focus): The Education in Emergencies Toolkit enables users to connect the different levels of institutional policy making, programming and operations.

Disaster Risk Reduction in Education in Emergencies – A Guidance Note for Education Clusters and Sector Coordination Groups, 2012, Global Education Cluster

<http://bit.ly/2gXIVsO>

Phase of Emergency: Acute Emergency

Purpose: Prevention/Preparedness, Mitigation, Planning

Summary: This guidance note was developed by several members of the Global Education Cluster, and is based on the INEE Minimum Standards. It presents a series of strategies, recommendations and practical steps intended to help strengthen school safety and disaster risk reduction education. The guidelines developed in this document are not age-specific. The main focus is on the education domain's preparedness, assessment, planning and implementation strategies. Drawing on several case studies, these different strategies and practical actions are divided into three categories: national level, sub national level (i.e. regional, provincial or district) and school and community level. A toolkit accompanies this document, with additional case studies, strategies and recommendations to expand upon these strategies and steps to be taken. This document specifically recognises the need for implementation in both formal and non-formal settings.

Objective: Integrate and strengthen education on disaster risk reduction within a host government's emergency preparedness planning, and eventually bring DRR into the development agenda, thus contributing to the uninterrupted development of the country's education system.

Key Learning (guideline focus): Using specific case studies, this document lays out a wide variety of disaster risk reduction options available at all levels of society, applicable before or during an emergency.

Alternative Education, Filling the Gaps in Emergency and Post-Conflict Situations, 2009, Centre for British Teachers, International Institute for Educational Planning

<http://bit.ly/2ffARQh>

Phase of Emergency: Protracted/Chronic Crisis

Purpose: Assessment, Planning, Implementation

Summary: This policy brief by the International Institute for Education Planning and CfBT Education Trust develops knowledge on specific intervention strategies and methods that could be used to improve access to quality education for all. It reviews some of the different types of alternative education programmes, and offers strategies to implement these projects. The research focuses specifically on alternative access programmes and alternative curriculum provision for children, adolescents and youth.

Objective: Contribute to the process of developing knowledge, and addressing the increasing need for evidence-based education responses in situations affected by fragility and conflict. It is addressed to agencies and government authorities.

Key Learning (guideline focus): Through various case studies and recommendations, this document proves that long-term, sustained support is required to inspire sustainable change.

State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict, 2013, USAID

<http://bit.ly/2w5cXBs>

Phase of Emergency: Protracted/Chronic Crisis, Early Recovery

Purpose: Planning, Implementation

Summary: This report intends to identify research priorities for donors with a significant interest in youth programming so as to provide information about gaps in the research and opportunities for collaboration. Commissioned by USAID's Office of Education in the Bureau for Economic Growth, Education and the Environment, it provides a summary of the latest research on youth education in crisis- and conflict-affected settings. A framework was developed through a review of 33 studies, numerous interviews with key stakeholders and a sample of the relevant literature. This framework is used to analyse the research findings and investigate the impact of interventions focused on youth.

Objective: Develop a youth-focused research and evaluation agenda, in order to help design future youth education programmes in crisis situations. Use this knowledge to coordinate with other donors, governments, practitioners and youth stakeholders to build up an evidence base regarding what works in youth education in crisis settings.

Key Learning (guideline focus): Holistic programming is required to achieve youth education in crisis settings. Even though measurement and data collection are particularly difficult in these environments, having a set of solid tools to measure important outcomes (educational aptitude, assets and life skills, etc.) would be beneficial.

EiE Harmonized Training Package, Module 17, Adolescents and Youth Programming in Education in Emergencies, 2012, INEE, Inter-Agency Standing Committee Education Cluster

<http://bit.ly/1R8Ae5N>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis, Early Recovery

Purpose: Planning, Implementation

Summary: Module 17 is part of the INEE-Education Cluster Education in Emergencies harmonised training package, which combines materials from the original INEE Minimum Standards, IIEP and the Front Line Responders training packages. This particular module includes a 90-minute training session comprising activities and materials relating to education programming and adolescent and youth issues in emergency contexts.

Objective: Train participants on how to identify challenges and vulnerabilities specific to youth and adolescents in crisis situations, review good practices and recommendations for quality programming and learn practical ways to promote youth and adolescent participation.

Key Learning (guideline focus): Highlights the importance of prioritising adolescents and youth programming in education in emergencies (both in formal and non-formal settings), while integrating the specific needs of female adolescents and youth and adolescent and youth with disabilities.

Taking Learning Further. A Research Paper on Refugee Access to Higher Education, 2008, ZOA Refugee Care Thailand

<http://bit.ly/2vS9B0K>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis

Purpose: Assessment, Planning, Implementation

Summary: This research paper reviews ways to develop refugees' access to higher education and refers to ZOA Refugee Care Thailand's programme as an example of step-by-step guidance on how to implement a higher education programme for refugee youth. These steps include: supporting learners to gain accredited education, making sure that the programme is inclusive, sustainable and benefits the refugee education system and ensuring that implementation support is present at all levels. Although this document is very relevant, it is nonetheless somewhat limited both by its Thailand-specific-contextualised approach and the Thailand-specific experience and expertise of the NGO that produced it.

Objective: Guide educational stakeholders towards an appropriate system by reviewing options for and implications of implementing a higher education programme for refugee youth.

Key Learning (guideline focus): During emergencies, the development of guiding strategies for higher education programme implementation is needed.

The Adolescent Kit - An Initiative of UNICEF's Adolescent Development and Participation (ADAP) Section, 2016

<http://bit.ly/2w4qOrT>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis

Purpose: Implementation

Summary: The Adolescent Kit for Expression and Innovation is a package of guidance, tools and supplies to reach and engage adolescents (ages 10-18) affected by conflict and emergencies. Together with colleagues, partners and adolescents around the world, ADAP gathered lessons learned in order to design the kit. It further analysed the needs, aspirations and behaviours of adolescents and facilitators in low-resource and humanitarian-action environments through a series of tailored activities for adolescents in these settings before finalising the package. The kit provides facilitators' guides and printable materials.

Objective: Support positive outcomes for adolescents, specifically with respect to their psychosocial wellbeing, acquisition of life skills and positive and active engagement in their communities.

Key Learning (guideline focus): The Adolescent Kit provides a coherent approach to working with adolescents in humanitarian situations that can be integrated into existing UNICEF and partner programmes, or introduced as a stand-alone initiative.



Norwegian Refugee Council 2017 ©

This desk review is based on the following working definition of health: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease.”²⁶ It encompasses diseases (including HIV/AIDS, Sexually Transmittable Infections (STIs), and malaria), disabilities, mental, psychosocial, physical and reproductive health issues, and others related to the health system. Further, mental and psychosocial dimensions include any kind of violence that undermines individual psychological stability, such as Gender-Based Violence (GBV).²⁷ It is acknowledged that factors increasing the risk of disease that should also be addressed in any emergency response include: unfamiliar environment, poverty, insecurity, overcrowding, inadequate quantities and quality of water, poor environmental sanitation, inadequate shelter, and inadequate food supply. However, the scope and purpose of this exercise does not include a review of information on existing youth and adolescents’ guidelines concerning those factors.



Health

Making the Case: Youth and Health

Adolescents and youth have tremendous resilience and capacities to support the recovery of their communities. Yet, they are at a critical juncture in their lives as they transition from childhood to adulthood: Youth require health interventions/services adapted to their age, gender and cultural background in order to protect and strengthen their mental and physical wellbeing.

During emergencies and in post-conflict settings, adolescents and young people face increased vulnerabilities resulting from the breakdown of social and cultural systems, exposure to violence and chaos, personal traumas such as the loss of family members and protection mechanisms, the disruption of schools and friendships, and the absence of role models. In such environments, youth also risk heightened exposure to a variety of threats to their health. These relate to the absence of basic information, for instance on sexual and reproductive health, the

²⁶ Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948. Available at: <http://www.who.int/about/definition/en/print.html>.

²⁷ Based on WHO Lexicon (2009): <http://apps.who.int/thelexicon/entry.php?newsearch>.

disruption of health services, or the lack of financial means or ability to procure or access them. Youth are also more exposed to early sexual initiation, unwanted pregnancy leading to unsafe abortion or teen parenthood, the contraction of sexually transmitted infections such as HIV, substance abuse, gender-based violence, including family violence, sexual violence (rape, sex slaves, bush wives, survival sex, child brides), or harmful practices (trafficking, early marriage), and boredom.²⁸

Sub-Domain Definitions

Disease: A definite pathological process having a characteristic set of signs and symptoms. It may affect the whole body or any of its parts, and its aetiology, pathology, and prognosis may be known or unknown.²⁹

Mental & Physical Health including Disabilities: Mental and physical health are defined as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”³⁰ Conversely, disabilities “may involve physical impairment, sensorial impairment, cognitive or intellectual impairment, mental disorder (also known as psychiatric disability) or various types of chronic diseases”.³¹

Public Health: “The science and art of preventing disease, prolonging life and promoting health through the organized efforts of the society. The public health approach can be applied to a population of just a handful of people or to the whole human population. Public health pays special attention to the environmental and social determinants of health, and focuses on improving health through society-wide measures aimed at reducing health risks.”³²

Sexual & Reproductive Health:³³ “Good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so. To maintain one’s sexual and reproductive health, people need access to accurate information and the safe, effective affordable and acceptable contraception method of their choice. They must be informed and empowered to protect themselves from sexually transmitted infections. And when they decide to have children, women must have access to services that can help them have a fit pregnancy, safe delivery and healthy baby. Every individual has the right to make their own choices about their sexual and reproductive health.”³⁴

Scoping, Research, Selection & Analysis

The Internet-based research conducted in accordance with the methodology outlined earlier led to the initial listing of 92 documents. Out of those, 11 were considered relevant based on two criteria: first, they must be youth-centred. The initial research unearthed many documents which did not focus on young people. For example, those with only a short chapter on youth were not considered relevant. Secondly, particularly in the health domain, numerous documents were more akin to medical studies with implications for humanitarian responses rather than guidelines.

28 UNFPA (2012): Adolescents and Young People in Emergency and Transition Situations https://www.humanitarianresponse.info/system/files/documents/files/Adolescents%20%20Young%20People%20in%20Humanitarian%20Settings%20Gencap_0.ppt.

29 Miller-Keane (2003): Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health.

30 WHO Lexicon (2009): <http://apps.who.int/lexicon/entry.php?newsearch>.

31 *ibid.*

32 *ibid.*

33 This terminology has been chosen as the UN General Assembly’s Sustainable Development Goals proclaimed in September 2015 include several goals and targets related to “Sexual and Reproductive Health”- <https://sustainabledevelopment.un.org/>.

34 <http://www.unfpa.org/sexual-reproductive-health>.

Findings

Only one guideline is applicable for the sub-system of Public Health (Planning in Early Emergencies). Various guidelines are applicable for the two sub-systems of Diseases and Sexual & Reproductive Health, which have respectively 14 and 16 entries in total, although the latter has more areas for which no guideline is applicable (empty fields). Mental and Physical Health or Disabilities has 13 entries.³⁵ With regard to the purpose of the guideline, Planning across the sub-domains contains 20 entries in total, followed by Implementation (12), and Assessment (9). The least developed domain is Prevention/Preparedness (3 entries). Lastly, there is no clear pattern regarding the phase of emergency. For example, four guidelines relate to Acute Emergencies in the sub-domain Diseases, seven to Reproductive Health, five to Mental and Physical Health or Disabilities, and none to Public Health, while they are scattered across different purposes.

Overall, the analysis identified a significant lack of relevant guidelines in the health domain despite their potentially key role in the prevention of disease, mental and physical health disorders or disabilities, and reproductive health issues throughout all phases of an emergency situation.³⁶ Yet, public health was found to be the most underserved sub-category in this mapping exercise. Although various publications are available on strengthening public health emergency preparedness,³⁷ youth-centred guidelines on relevant programming in this domain still need to be developed together with capacity building programmes for the provision of appropriate public health services for adolescents and youth. This has a potential impact on all four sub-domains: The “Early Recovery” and “Development Nexus” phases of emergency response are typically characterised by wide-scale community reconstruction and the reintegration of returnees into communities and societies. In order to minimise ongoing risks by supporting longer-term prevention strategies and bolstering youth resilience in conflict-affected regions, it is crucial that interventions during these phases promote the transition of actions away from international actors to government and civil society.

Across all phases of an emergency, a specific gap remains with regard to guidelines for prevention/preparedness in the sub-domain of reproductive health. Guidance is also missing for the implementation of youth-friendly interventions addressing diseases across all phases except the development nexus. Lastly, it is interesting to note that most guidelines / toolkits applicable to adolescents and youth in emergencies can be found in the sexual & reproductive health sub-domain, whereas documents in the other sub-domains consist of a mix of policy documents, background papers and toolkits.

As mentioned above, the guidelines are strongest in the field of providing support for intervention planning, and consequently primarily address practitioners in coordination and management positions.

35 Although not included in this analysis as the guidelines are only available in Spanish, the desk review has identified several other guidelines directed at inclusive interventions for children and youth with disabilities. Those are, for example:

1) Recomendaciones para docentes y técnicos en el apoyo a adolescentes y jóvenes con discapacidad en situaciones de emergencia o desastre. https://issuu.com/retinternational/docs/ofda_folleto_docentes_y_t_cnicos.

2) Recomendaciones para cuidadores y cuidadoras en el apoyo a adolescentes y jóvenes con discapacidad en situaciones de emergencia o desastre. https://issuu.com/retinternational/docs/ofda_folleto_cuidadores_y_cuidadora.

3) Recomendaciones para apoyar a adolescentes y jóvenes con discapacidad en situaciones de emergencia o desastres. https://issuu.com/retinternational/docs/ofda_brochure_b_sico_comunidad.

36 For example, Managing Gender-based Violence Programmes in Emergencies (2012): UNFPA, <http://www.unfpa.org/publications/managing-gender-based-violence-programmes-emergencies>.

37 For example, Strengthening health-system emergency preparedness. Toolkit for assessing health-system capacity for crisis management (2012), World Health Organisation, <http://www.euro.who.int/en/publications/abstracts/strengthening-health-system-emergency-preparedness.-toolkit-for-assessing-health-system-capacity-for-crisis-management.-part-1.-user-manual-2012>

List of Documents

For a better overview of the documents, a matrix can be found in Annex 1.2. It classifies each of the following publications based on the domains of health covered (Diseases, Mental and Physical Health or Disabilities, Public Health and Sexual and Reproductive Health), as well as based on the phase of emergency it concerns and the publication's purpose.

Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings, 2010, Inter-agency Working Group on Reproductive Health in Crises

<http://bit.ly/1DPPqvC>

Phase of Emergency: Acute Emergency, Protracted/ Chronic Crisis

Purpose: Planning, Implementation

Summary: This field manual aims at setting standards for reproductive health interventions in humanitarian contexts. Even if not exclusively directed at youth and applicable to reproductive health programming for people of all ages, a full chapter is dedicated to adolescents (Chapter 4: Adolescent Reproductive Health) and notes that "adolescent reproductive health remains a relevant theme cutting across the other chapters". The manual offers an integral methodology on how to deal with reproductive health issues in an emergency situation, including examples and templates. It contains principles and technical content on a wide range of reproductive health topics and reflects on their application in humanitarian settings to support delivery of quality reproductive health services.

Objective: To provide guidance for reproductive health emergency response.

Key Learning (guideline focus): Address in particular practitioners such as reproductive health officers, programme managers and service providers.

Adolescent Sexual and Reproductive Health Toolkit for Humanitarian Settings, A Companion to the Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings, 2009, United Nations Population Fund, Save the Children

<http://bit.ly/2wnhx9n>

Phase of Emergency: Acute Emergency, Protracted/ Chronic Crisis,

Purpose: Assessment, Planning, Implementation

Summary: The UNFPA/Save the Children companion toolkit builds upon and complements the Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings by solely focusing on adolescents. Similarly to the field manual, the companion toolkit provides user-friendly tools for assessing the impact of a crisis on adolescents, implementing an adolescent-tailored Minimum Initial Service Package, and ensuring access of adolescents to those services.

Objective: Ensure that sexual and reproductive health interventions put in place both during and after a crisis are responsive to the unique needs of adolescents.

Key Learning (Guideline Focus): Guidelines should target humanitarian programme managers and healthcare providers to assess, plan, and implement reproductive health-related interventions.

Caring for Child Survivors of Sexual Abuse, 2012, International Rescue Committee, UNICEF

<http://uni.cf/2y2Ycws>

Phase of Emergency: Acute Emergency, Protracted/ Chronic Crisis, Early Recovery, Development Nexus

Purpose: Implementation

Summary: The document offers “best practices guidance on caring for child (and youth) survivors in humanitarian settings” and contains guidelines focusing on knowledge, attitudes and skills required for the provision of health and psychosocial services for GBV and /or child protection staff delivering case management services. It also offers guidance for service provider coordination across health, child protection, GBV and other areas.

Objective: “To enable and empower staff in humanitarian aid contexts to provide high quality care to children and families affected by sexual abuse.” The guidelines are designed to give care and response to children and youth below 18 and are exclusively designated to treat victims of sexual abuse.

Key Learning (Guideline Focus): Can be implemented only by agencies that have already or that have the capacity to put in place a larger GBV prevention management system.

HIV/AIDS Prevention and Care among Especially Vulnerable Young People: A Framework for Action, 2004, Peter Aggleton, Elaine Chase and Kim Rivers

<http://bit.ly/2xXu1ps>

Phase of Emergency: Early Recovery, Development Nexus

Purpose: Prevention/Preparedness, Planning

Summary: The document summarises what currently is known about HIV/AIDS prevention among young people, with an emphasis on contexts of special vulnerability, and provides a framework for better understanding the inter-relationship between principles for success, and the priority field in which these might be applied. It also identifies priority areas in which research needs to be conducted or synthesised so as to lay the foundations for a more effective response.

Objective: Although it is not a guideline, the purpose of the 'Framework for Action' is to provide paths towards good practice for prevention and preparedness against HIV/AIDS.

Key Learning (Guideline Focus): The document brings together relevant scientific information on what has been learned about HIV/AIDS prevention targeting young people and progress achieved to date. However, while the framework is well documented on the principles to respect when taking action to mitigate risk and foster HIV/AIDS prevention among young people, it appears to make only suggestions rather than firm recommendations.

Rapid Assessment and Response (RAR): Adaptation Guide for Work with Especially Vulnerable Young People, 2004, Anne Malcolm, Peter Aggleton for World Health Organization

<http://bit.ly/2vS2Fk9>

Phase of Emergency: Acute Emergency, Protracted/ Chronic Crisis, Early Recovery, Development Nexus

Purpose: Prevention/Preparedness, Assessment

Summary: This document presents RAR measures that have been developed to assess complex health issues and behaviour within a short time frame (i.e. emergency), and applies them to particularly vulnerable young people.

Objective: Provide guidance on how to conduct rapid assessments and design interventions that effectively reduce the transmission and impact of HIV/AIDS among young people.

Key Learning (Guideline Focus): Focusing on HIV/AIDS, these guidelines target policy makers and programme planners deciding on how to proceed with conducting an RAR operation; researchers seeking specific tools on how to work with young people; and community-based organisations that wish to develop responses to issues affecting young people in their communities.

**Set of Brief Action
Plans on Different
Youth Issues, Women's
Refugee Commission
(WRC)**

<http://bit.ly/2wn0GUp>

Phase of Emergency: Acute Emergency

Purpose: Planning

Summary: This document is a set of brief leaflets on issues concerning youth. It is structured around critical themes, each one presented under the same scheme: Issues and Trends, Promising Practices, Learning from Experience and Take Action. The themes are: Adolescents and Youth Education in Emergencies, Young People's Livelihoods, Reproductive Health for Young People, HIV/AIDS and Young People, GBV against Young People, and Adolescent-headed Households.

Objective: Provide clear guidance on how to best respond to the basic needs of youth in an emergency and include a strong gender focus.

Key Learning (Guideline Focus): There is no explanation on the contexts, and no clear guidance on how to implement the actions prescribed.

**Adolescents in
Emergencies, 2010,
Helen Cahill, Sally
Beadle, Johanna Mitch,
Julia Coffey, Jessica
Crofts**

<http://bit.ly/2wX2uoQ>

Phase of Emergency: Early Recovery

Purpose: Planning

Summary: This background paper draws on a range of literature to emphasise adolescents' unique experiences of emergencies, subsequent programming needs, and guiding frameworks to inform future programming work. Amongst others, the paper focuses on mental health and mental illness, and sexual and reproductive health.

Objective: Recommendations are organised according to theme, the vulnerabilities of adolescents and recommended approaches.

Key Learning (Guideline Focus): Particularly useful is a grid analysing the strengths and weaknesses of youth in emergencies by summarising the vulnerabilities of adolescents and recommended approaches organised around key themes such as mental and psychosocial health or reproductive health.

**Partnership Defined
Quality for Youth. A
Process Manual for
Improving Reproductive
Health Services
through Pouth-Provider
Collaboration, 2008,
Save the Children**

<http://bit.ly/1uOKYMd>

Phase of Emergency: Acute Emergency, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: The 'Partnership Define Quality for Youth (PDQ-Y)' is an approach for improving the quality and accessibility of services whereby young people are involved in defining, implementing, and monitoring the quality improvement process. The PDQ-Y process involves youth, health care providers, and other stakeholders working together to overcome the inadequacies of health services for youth. It was adapted from the PDQ process to increase the utilisation and quality of health services for youth.

Objective: This manual was designed to be a resource and guide for planning quality improvement activities through partnership activities involving health providers and youth requiring health services.

Key Learning (Guideline Focus): The manual is designed for project managers, youth leaders, health service managers, and facilitating agencies. It offers a framework to plan programmes that will mobilise health workers, youth and communities to work toward better service quality and availability for young people.

**Including Adolescent
Girls with Disabilities
in Humanitarian
Programmes:
Principles and
Guidelines 2015, WRC**

<http://bit.ly/2xiFnXY>

Phase of Emergency: Early Recovery, Development Nexus

Purpose: Planning

Summary: This short document presents five principles and guidelines for programming targeting adolescent girls with disabilities in emergencies. The five principles are 1) Prioritise girls with disabilities' right to participation and inclusion; 2) See the girls first, not her disability; 3) Don't make assumptions 4) Identify and value all contributions; 5) Work with families and caregivers. Each of these principles is explained and illustrated by a short excerpt of an interview with different disabled girls. Then, the guidelines are: 1) Profile diversity among adolescent girls in a crisis-affected community; 2) Outreach is critical; 3) Put girls at the centre of programme decision-making; 4) Make safe spaces 'safe' for girls; 5) Identify mentors with disabilities.

Objective: The document is very short, thus rather aims at providing inputs for reflection and further investigation on specific topics as identified above.

Key Learning (Guideline Focus): The guidelines are interesting for everyone working with young female adolescents in humanitarian settings.

Guidance brief on HIV Interventions for Young People in Humanitarian Emergencies, 2008, Inter-Agency Task Team on HIV and Young People

<http://bit.ly/2xiFEtY>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis, Early Recovery

Purpose: Planning

Summary: This series of seven Guidance Briefs provides information for UN staff, governments, donors and civil society on the actions needed to respond effectively to HIV among young people. The briefs include the topics HIV Interventions for Most-at-Risk Young People, HIV Interventions for Young People in Humanitarian Emergencies, Community-based HIV Interventions for Young People, HIV Interventions for Young People in the Education Domain, HIV Interventions for Young People in the Workplace, and HIV Interventions in the Health Domain for Young People.

Objective: The purpose of these briefs is to help decision makers understand what needs to be implemented, based on the latest global evidence on effective interventions for young people.

Key Learning (Guideline Focus): The documents intend to serve as guidance mainly for UN Country Teams and UN Theme Groups who work with governments, development partners, and civil society on effective HIV interventions for young people in humanitarian emergencies.

GBV against Children and Youth with Disabilities, a Toolkit for Child Protection Actors, 2016, Child Fund and WRC

<http://bit.ly/2jqceVF>

Phase of Emergency: Protracted/Chronic Crisis, Early Recovery, Development Nexus

Purpose: Assessment, Planning

Summary: The toolkit consists of principles and guidelines for the inclusion of children and youth with disabilities in GBV programming; capacity development tools for staff on disability inclusion in GBV programming; and child-and youth participatory tools to collect information about the GBV concerns of children with disabilities.

Objective: Provide participatory tools that can be used by relevant actors to reflect on and address the capacity development needs of staff on disability inclusion; identify the GBV prevention and response needs of children and youth with disabilities; and foster their participation in both planning and implementation of activities to prevent and reduce the risk of violence.

Key Learning (Guideline Focus): This toolkit was developed for a wide range of actors engaged in child protection, GBV prevention and response, and youth engagement programmes in both development and humanitarian contexts.

**Adolescent Sexual
and Reproductive
Health Programmes in
Humanitarian Settings,
An In-depth Look at
Family Planning Services,
2012, Women's Refugee
Council, Save the
Children, UNHCR, UNFPA**

<http://bit.ly/2kwge2z>

Phase of Emergency: Acute Emergency, Protracted/ Chronic Crisis, Early Recovery

Purpose: Planning, Implementation

Summary: Although Adolescents' Sexual and Reproductive Health (ASRH) is receiving increased attention in development and humanitarian contexts, there is little documentation of progress to date in humanitarian settings, or of programmes that effectively integrate ASRH services, including family planning for adolescents and youth. To address this gap, the Women's Refugee Council and Save the Children undertook a year-long exercise to map existing ASRH programmes implemented since 2009 and document good practices, in order to inform ASRH service provision in humanitarian settings.

Objective: To identify effective practices for the delivery of ASRH services, including family planning components; highlight current strengths and humanitarian response gaps in ASRH programming; provide recommendations.

Key Learning (Guideline Focus): Intended for those working on ASRH in crises, this document can also be used as a resource for sexual and reproductive health managers considering an expansion of their services to adolescents and who are seeking more practical tips to implement ASRH interventions in emergencies.



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While livelihoods have been depicted in various ways, one of the most enduring is the sustainable livelihood framework from the UK's Department for International Development (DFID), heavily influenced by Robert Chambers and Gordon Conway: A livelihood is comprised of "the capabilities, assets (including both material and social resources) and activities required for a means of living."³⁸ The livelihood strategies that displaced households develop to secure a means of living depend on how they can utilise their livelihood assets, respond to the vulnerabilities they face in an unstable context, and the policies, institutions and processes that have an effect on their lives and livelihoods. The outcomes that households achieve with their strategies are a result of all these factors, either enhancing or restricting their livelihood options.³⁹ It is important to note that the term 'livelihoods' is not per se referred to as a sector, but rather as an approach within and between sectors. Livelihood recovery is an evolving process. As the United Nations Development Programme (UNDP) explains: "Livelihood recovery is also a building process that takes place in a very dynamic environment. Livelihood strategies must be able to adapt or change altogether as the surrounding conditions change."⁴⁰ UNDP adds that assistance across all sectors also directly and indirectly affects livelihood recovery, either enabling or impeding it.



Livelihoods

Making the case: Youth and Livelihoods

Young people in conflict-affected and fragile environments face additional burdens as they try to enter the workplace. The vast majority of economic activity in fragile states falls within the informal sector, where most young people work. In these unstable environments, institutions are generally weak, jobs are scarce and young people often face the risks of crime, violence and poverty. Youth are often feared or stereotyped within their society and left feeling disregarded and excluded. Their limited access to resources and employment can lead

³⁸ Chambers and Conway, (1991); Retrieved from: <https://www.ids.ac.uk/files/Dp296.pdf>.

³⁹ Chambers and Conway: www.fao.org/docrep/003/x9371e/x9371e22.htm.

⁴⁰ UNDP. Retrieved from: http://www.unisdr.org/files/16771_16771guidancenoteonrecoveryliveliho.pdf.

to further frustration.⁴¹ These negative perceptions and barriers to participation hold youth back and ignore their potential to become self-reliant, stimulate economies and contribute positively to their societies.

In many countries, against the backdrop of long-standing structural issues and unaddressed chronic poverty, rapid urbanisation is giving rise to normalised daily violence and low-level armed conflict in densely populated slums. A sizeable minority of the people confronted with these conditions are refugee adolescents and youth aged 15-24⁴². Protection and livelihoods are closely intertwined and the pursuit of a livelihood can be risky. Host government policy often makes it illegal for refugees and asylum seekers to work or to own property or businesses. Even in situations where refugees can legally work, access to decent employment continues to be a huge obstacle.⁴³

The World Bank and the World Health Organization estimate that people with disabilities represent approximately 15% of the global population.⁴⁴ Of this population, 82% live in developing countries and 20% live in extreme poverty.⁴⁵ Young people with disabilities are particularly vulnerable in terms of employment, and their rights and interests should be given special attention, starting with their active participation and assuming of responsibilities. Young women with disabilities face discrimination on two levels as a result of being both disabled and female, more likely to be poor and excluded from education, and unemployed.⁴⁶

The youth jobs challenge in conflict-affected and fragile contexts is threefold: 1) preparing youth for work, 2) creating jobs, and 3) boosting the productivity of more informal activities in which youth are engaged.⁴⁷ Youth also face a number of chronic instability factors that are not necessarily present in more politically stable contexts. Therefore, this review argues that the conventional livelihoods framework normally used in politically stable contexts be expanded to incorporate the concept of vulnerability. This is important as greater attention must be given to power and wealth dimensions and how these relationships change over time.⁴⁸

When it comes to youth skills development, Technical and Vocational Education and Training (TVET) is believed to provide benefits such as improved earnings and employment opportunities,⁴⁹ which, while being important for economies small and large, some criticize as a narrow approach driven by the concept of educational development in mere economic terms. For this reason, under the sub-domain of self-reliance, this review was expanded to include available guidance on sustainable livelihoods as well as on transferable skills development.

Sub-Domain Definitions

Within the scope of livelihoods for young people two natural sub-domains are Technical and Vocational Education and Training and Self-reliance. In addition to these two, an emerging theme of 'diversity' presented itself during the analysis and fell within the defined criteria for selection. For this review the addition of the diversity theme includes guidance inclusive of various youth sub-groups.

Technical and Vocational Education and Training (TVET): This training relates to the development of expertise for jobs that require knowledge of specific skills and can be comprised of formal, non-formal and informal learning to access the labour market.⁵⁰ It is designed mainly to provide trainees with practical skills, know-how and understanding necessary for direct entry into a particular occupation or trade (or class of occupations or trades). Young women and men acquire knowledge and skills from basic to advanced levels across a wide range of work settings and in diverse socio-economic contexts. Successful completion of such programmes can lead to a labour market-relevant vocational qualification recognised by the national authorities (e.g. ministry of

41 Although youth unemployment by itself is not a mechanistic cause of violence and unrest, it can be a contributing factor, especially in cases where governance and voice function poorly and where people feel injustice and inequity. Conversely, having a job can contribute to empowerment, belonging and social cohesion.

42 Women's Refugee Commission (2013): Economic Empowerment of Urban Refugee Youth.

43 UNHCR (2011): Promoting Livelihoods and Self-Reliance.

44 World Health Organization and the World Bank (2011): World Report on Disability.

45 Ibid.

46 Handicap International (2011): Inclusive employment, Policy Paper.

47 S4YE (2015): Towards Solutions for Youth Employment.

48 ODI (2013): Livelihoods, Chronic Conflict & Humanitarian Response: A Synthesis of Current Practice, Working Paper 182.

49 Hoeckel, K. (2008): Costs and Benefits in Vocation Education and Training.

50 Global Monitoring Report (2012): Youth and Skills: Putting Education to Work.

education, employers' associations).⁵¹ Another core technical area of skills development for youth is increased engagement and performance in the agricultural sector which supports young farmers to improve their skills in the entire value chain from field to agri-business and more often includes the use of new technologies.

Self-Reliance skills programmes: Self-reliance is the ability of an individual, household or community to meet essential needs and enjoy social and economic rights in a sustainable manner and with dignity.⁵² Documentation relevant to urban contexts was found to be the most prominent under this sub-domain. The definition of 'urban' varies from country to country, and, with periodic reclassification, can also vary within a country over time.⁵³ In an urban environment, self-reliance is closely linked to personal skills and professional capacities and to the capability to access economic opportunities and adapt to changing contexts. According to UNHCR all these resources permit refugees and displaced people to build strong social, economic and cultural ties with their host communities and to contribute to the economy and to development.

Diversity-led livelihood perspectives: Diversity emphasises equity in access and participation and responds positively to the individual needs and competencies of all people. Across all sectors and the wider community, it actively works to ensure that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside his/her peers.⁵⁴ This sub-domain thus refers to guidance on how to consider the specificities of certain youth groups in the provision of livelihood training, services and opportunities for making a living.

Scoping, Research, Selection, Analysis

The initial step was carried out in two phases. Phase I consisted of wide research using the scoping methodology as guidance, key words and search engines as suggested. It included operational guidelines, toolkits, documentation and reports on lessons learned from emergency and humanitarian contexts. This phase also included scoping documentation that was either youth-specific or that centred on youth and/or adolescents within its subsections/chapters. At this stage the study perceived livelihoods strictly as a sector. Phase II extended the research to include the full range of phases (acute, chronic and early recovery) and also opened up scope within the development field. After brief consultation with livelihoods experts in-house, the phase moved away from perceiving livelihoods as a sector but expanded it to be also viewed as an approach (ultimately within and between sectors). Although more of a generic approach (i.e. not overtly youth-specific) it was felt that including discourse on sustainable livelihoods approaches in general would ensure that important information relative to discussing youth and livelihoods would strengthen understanding and narrow knowledge gaps around this issue.

The first set of documents identified were narrowed down to 25 ranging from displacement to development contexts. Criteria used for refining selection at this stage: 1) Youth specific, 2) important considerations and 3) generic but applicable. This resulted in 14 documents being categorised as 'youth-specific', 7 as 'important considerations' and 4 as 'generic but applicable'. Finally, it was decided to focus only on criteria 1, i.e. youth-specific, where the final set of documents was narrowed to 19. These are made up of 4 best practice documents, 1 toolkit, 12 guidance-type documents and 2 guiding principles. A review of the larger and initial 25 documents was conducted by three NRC staff members with expertise and interest in youth issues and livelihoods. The final 19 documents were then reviewed for a second time.

51 INEE Term Bank: http://toolkit.ineesite.org/term-bank/en/terms/technical_and_vocational_education_and_training.

52 UNHCR (2011): Promoting Livelihoods and Self-reliance, Operational Guidance on Refugee Protection and Solutions in Urban Areas.

53 An urban area can be defined by one or more of the following: administrative criteria or political boundaries (e.g., area within the jurisdiction of a municipality or town committee), a threshold population size (where the minimum for an urban settlement is typically in the region of 2,000 people, although this varies globally between 200 and 50,000), population density, economic function (e.g., where a significant majority of the population is not primarily engaged in agriculture, or where there is surplus employment) or the presence of urban characteristics (e.g., paved streets, electric lighting, sewerage).

54 INEE Term Bank: <http://toolkit.ineesite.org/term-bank/en/terms/inclusion>.

Findings

The first concern to be highlighted from this review of livelihoods is that the documentation is quite out of date with the majority falling between the years 2008-2013. As the livelihoods sector is changing at a rapid pace, today we see more focus on employment and non-traditional areas within the humanitarian field such as economic empowerment and resilience. The 2015 documentation introduced to the review takes this discussion into account.

The second concern at this preliminary phase appears to be a lack of guidance documentation on prevention and for assessment purposes. It appears and is not abnormal that documentation for TVET exists within the context of early recovery and within the development nexus. However, it is unclear how activities in the acute and post-conflict phases are geared towards ensuring swift continuity or preparedness for more stable phases where guidance does exist.

Although guidance on self-reliance strategies exists in all phases excluding acute emergencies, it could be worth mentioning that activities set up for and with youth when conflict strikes could benefit from guidance with a livelihoods perspective for preparedness for the phases that follow. For the purposes of this review the term 'sustainable livelihoods' has been merged under that of self-reliance. At this preliminary stage there appears to be no self-reliance guidance specifically developed for youth.

Available guidance under the theme of diversity appears to focus on GBV and young people living with disabilities. While there is a plethora of toolkits, principles, best practice and guidance related to general livelihoods and disabilities, there appears to be a deficit of documentation dealing specifically with adolescents and young people living with disabilities in emergency settings. What does exist is older documentation from the late 1990s set mostly in developing country contexts.

There appears to be very little documentation available on young people in urban contexts. In fact, the sole document included (2013) states that it fills a major knowledge gap on programming for refugee and asylum-seeking youth living in cities. It goes on to note that literature on urban refugee youth livelihoods at the time was weak and fragmented, with few rigorous impact evaluations.

According to an Overseas Development Institute (ODI) working paper from 2003, which synthesised current practice, while tools and approaches existed for livelihoods in situations of chronic conflict, there have been difficulties in integrating household livelihood strategies with broader political and economic contexts. It is to be determined whether this remains the case 13 years on. The paper adds that tools in the past have lacked the ability to predict the impact of specific conflict-related shocks or interventions on livelihoods, particularly in moving from analysis to identifying appropriate interventions. This is partly because the predictive tools available have emerged from conflict and political analysis, not from livelihoods analysis.

List of Documents

For a better overview of the documents, a matrix can be found in Annex 1.3. It classifies each of the following publications based on three analytical categories, namely Technical and Vocational Skills and Training, Self-Reliance Skills Programme, and Diversity-led Livelihood Perspectives. It also classifies them based on the phase of emergency concerned and on the publication's purpose.

Youth and Sustainable Livelihoods: Linking Vocational Training Opportunities to Market Opportunities in Northern Uganda, 2008, WRC

<http://bit.ly/2xuNTEz>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: Vocational training (VT) is at the intersection of economic recovery, education and rehabilitation and reintegration, being uniquely positioned to meet the demands of youth and broader goals of economic reconstruction in post-conflict situations. Youth consistently expect that participation in VT will increase their capacity to find employment or self-employment opportunities and achieve greater self-reliance. However, field research in northern Uganda found that VT programmes have a variety of objectives, ranging from training youth to master a level of skill competency to psychosocial rehabilitation and protection. Programmes differ in length and comprehensiveness of training, the complementary skill courses offered, funding sources and the populations they target.

Objective: The document addresses the disconnect between participants' expectations and programme objectives whereby the results frequently lead to disappointment and frustration for the youth participants. Youth, programme managers and donors agree that continuing to teach the same few skills across the region is leading to labour supply saturation in some industries, causing the prices for goods and services to decrease. VT tends not to be innovative in its core skills offering and fails to respond to dynamic markets. As a result, youth are often unable to find jobs.

Key Learning (guideline focus): Provides concrete recommendations for programming at each stage of the VT cycle, including best practice and lessons learned. Guides VT programmes and youth participants through a market assessment and self-assessment to integrate market information into programme design and create links between VT and the private sector.

Market Assessment Toolkit for Vocational Training Providers and Youth, 2013, WRC

<http://bit.ly/2f3oQkd>

Phase of Emergency: Acute Emergency, Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Assessment, Planning

Summary: The three-part Market Assessment Toolkit for Vocational Training (VT) Providers and Youth is a combination of resources, questionnaires and activities to assist VT programmes and youth to gather information on market demand and translate it into programming that responds to a dynamic business environment and youth needs. Part 1, the Market Assessment Toolkit for VT Providers; offers an understanding of dynamic market conditions and sources of potential employment growth within the community and surrounding areas. Part 2, the Analysis Guide, facilitates the translation of information gathered during the market analysis into more effective programming. Finally, Part 3 the Market Interaction Toolkit for Youth, helps youth become active participants in determining which vocation best matches their skills and needs. It guides youth through a self-assessment and encourages them to evaluate local market realities in order to make a skill and livelihood selection.

Objective: To provide a roadmap for VT providers, youth participants and other local and international actors. Increased access to information will guide service providers in a demand-drive approach, matching youth's interests, skills and available resources to market opportunities for employment and self-employment. The toolkit ultimately aims to help youth in VT programmes to find employment/self-employment.

Key Learning: The toolkit acts as a tool to incorporate market demand into programming which has the potential to meet youths' needs for education and sustainable livelihoods while supporting a broader strategy of economic reconstruction and social restoration. Many of the tools have multiple purposes and all rely on using a combination of desk research and interviews with key actors. While the toolkit was developed for the northern Uganda context, it can be adapted for use in many areas.

A Double-Edged Sword: Livelihoods in Emergencies Guidance and Tools for Improved Programming, 2014, WRC

<http://bit.ly/2vS7CcG>

Phase of Emergency: Acute Emergency, Chronic/Protracted Crises, Early Recovery

Purpose: Assessment, Planning, Implementation

Summary: During emergencies, women, girls, boys and men draw on their assets while navigating a complex landscape of changing power dynamics, unequal access to resources and information, and threats of violence and displacement. Assets in emergency contexts are a double-edged sword: they can help people overcome crises but can also quickly turn into liabilities, increasing vulnerability to GBV and insecurity. Women, girls, boys and men experience these dynamics differently, and their risks of violence are unique. When effective, livelihood programmes can seed longer-term recovery while saving lives. However, as emergencies are characterised by a spike in insecurity, sexual violence, exploitation and abuse, humanitarian practitioners can unintentionally contribute to increased exposure to these dangers due to poor response planning; the urgency to "do something" can compromise the imperative to "do no harm". It is therefore critical that from the very early days of an emergency, gender dynamics are understood, GBV risks are assessed and measures taken to reduce vulnerability to threats for women, girls, boys and men. The report presents findings from a year-long research project on current practices through field assessments in the Democratic Republic of Congo and the Philippines, a literature review and expert interviews.

Objective: This guidance aims to increase sensitivity and understanding of design, implementation and evaluations of livelihoods programming to consider beneficiaries' risk of harm, increased vulnerabilities and possible exposures to threats and violence. The report also offers a draft tool, the Cohort Livelihoods and Risk Analysis (CLARA), for further field testing and research. This draft tool seeks to include an analysis of different risks for individuals in livelihood assessments and programme design.

Key Learning: Risk analysis is provided across the programme cycle. The guidance has a strong GBV lens. The draft CLARA tool can be useful during livelihood assessments and programme design.

Economic Empowerment of Urban Refugee Youth: Guiding Principles, 2013, WRC

<http://bit.ly/2h6dP1Z>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning

Summary: In many countries in the Global South, rapid urbanisation is giving rise to normalised daily violence and low-level armed conflict in densely populated slums. Refugees aged 15-24 make up a sizeable minority of the people coping with these conditions. The urban context presents unique barriers to the economic success of displaced young women and men, but also some significant advantages.

Objective: This document fills a major knowledge gap of and programming for refugee youth living in cities. Literature on urban refugee youth livelihoods was noted as very weak and fragmented, with few rigorous impact evaluations. The Women's Refugee Commission has developed these guiding principles for building an enabling environment for urban refugee youth livelihoods, based on research in Cairo, Nairobi and Panama City.

Key Learning: The report gives recommendations on how humanitarian actors and governments can more effectively help young women and men to create pathways to secure employment, find opportunities for learning and earning, build social capital, and stay in or return to school.

Towards Solutions for Youth Employment: A Baseline Report, 2015, Solutions for Youth Employment (S4YE)

<http://bit.ly/1WRrSkp>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: Today we have a record 1.8 billion young people on the planet, with approximately 85% living in developing and emerging economies and in fragile states. While roughly a third of today's youth – most of them women – are not in employment, education or training, a billion more young people will enter the job market over the next decade. The challenge to provide employment opportunities for this number of diverse young people is enormous, and it is easy to be overwhelmed simply by its scale. The report shows that the current responses to youth employment issues are disproportionate and disjointed, and all too often ill informed. It also notes that for the first time there is clear evidence that investments in youth employment pay off and furthermore shows which types of interventions are beginning to achieve the greatest impacts.

Objective: To explore how S4YE can find and advance solutions to the challenges of getting all youth into productive work.

Key Learning: This baseline report depicts how to develop innovative solutions through practical research and active engagement with public, private and civil stakeholders to enable solutions for all youth at scale. Chapter 6 Youth Employment in Conflict-Affected and Fragile Environments explores issues such as creating jobs in these contexts. It also challenges and discusses the tension associated with youth unemployment and instability and offers lessons learned and programme examples of promoting agency in self-employment.

Section: Introduction. Sustainable Livelihoods Guidance Sheets (SLAs), 1999, Department For International Development (DFID)

<http://bit.ly/1ucuqLO>

Phase of Emergency: Chronic/Protracted Crises/Early Recovery, Development Nexus

Purpose: Planning, Implementation*

Summary: This section of the Guidance Sheets was developed over a period of several months by the Sustainable Rural Livelihoods Advisory Committee and builds on earlier work by the Institute of Development Studies (among others). It provides an introduction to the framework itself. The individual components of the framework are described in more detail in the subsequent sheets in this section. Practical questions and challenges regarding implementation of the approach are covered from Section 3 onward. This widely used tool provides a snapshot framework of possible entry points to inform programme design and outlines relationships between three critical factors to livelihoods – assets, structures and norms – and drivers and vulnerability.

Objective: The framework is centred on people. It does not work in a linear manner and does not try to present a model of reality. Its aim is to help stakeholders with different perspectives to engage in structured and coherent debate about the many factors that affect livelihoods, their relative importance and the way in which they interact. This, in turn, should help in the identification of appropriate entry points for support of livelihoods.

Key Learning: The SLAs have two key components. The first is a framework for analysis and approach that helps in understanding the complexities of the context. This is a useful analytical tool to improve understanding of livelihoods but is not recommended for the purpose of planning new activities. Rather, it helps practitioners identify areas of strength and weakness and explains why that is so. The second component is a set of principles to guide planning and implementation. It provides a checklist of important issues and explains the links between them. In addition, it draws attention to core influences and processes and emphasises the multiple interactions between the various factors which affect livelihoods.

*Note that Part 1 of the SLAs is useful for analysis (not covered in this review), while only part 2 is for planning and implementation.

Youth and Agriculture: Key Challenges and Concrete Solutions, 2014, Food and Agriculture Organization, Total Community Action and International Fund for Agricultural Development

<http://bit.ly/1qDDZqO>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning

Summary: Rural youth are the future of food security. Yet around the world, few young people see a future for themselves in agriculture or rural areas. Rural youth face many hurdles in trying to earn a livelihood. Pressure on arable land is high in many parts of the world, making it difficult to start a farm. Youth often lack access to credit, and many other productive resources necessary for agriculture. While most of the world's food is produced by (ageing) smallholder farmers in developing countries, older farmers are less likely to adopt the new technologies needed to sustainably increase agricultural productivity, and ultimately feed the growing world population while protecting the environment. Hence, we need to re-engage youth in agriculture. This publication provides real life examples of how this can be done. It shows how tailor-made educational programmes (such as the Junior Farmer Field and Life Schools approach) can provide rural youth with the skills and insights needed to engage in farming and adopt environmentally friendly production methods. In recognition of the agricultural sector's potential to serve as a source of livelihood opportunities for rural youth, a joint MJARC/FAO/IFAD project on Facilitating Access of Rural Youth to Agricultural Activities was carried out in 2011 to assess the challenges and opportunities with respect to increasing rural youth's participation in the sector. Over the course of the project, six principal challenges were identified. For each challenge, this publication presents a series of relevant case studies that serve as examples of how this challenge may be overcome.

Objective: Provide development practitioners, youth leaders, youth associations, producers' organisations and policy makers' insights into possible solutions to overcome the six principal identified challenges to increasing youth's involvement in the agricultural sector and ultimately engaging the significant untapped potential of this sizeable and growing demographic in this domain.

Key Learning: This guidance document is practical in that it provides real life case studies and examples from developing and more advanced economies. While its focus is not humanitarian contexts, it nonetheless provides valuable food for thought. All six key challenges indicated are documented and for each one there are seven to nine case studies illustrating how they can be addressed. Many of the initiatives reported originate from the young people themselves.

Measuring Success of Youth Livelihood Interventions: A Practical Guide to Monitoring and Evaluation, 2012, Global Partnership for Youth Employment (GPYE)

<http://bit.ly/2p4co3w>

Phase of Emergency: Chronic/Protracted Crises/Early Recovery/Development Nexus

Purpose: Assessment

Summary: Programmes to actively support young people's employment prospects have existed for decades in industrialised countries but are relatively new in developing nations. In a broad sense, youth livelihood interventions support young people's means to earn a living, and include training, public service, youth entrepreneurship, and financial services. More narrowly, many practitioners define youth livelihood programmes as activities targeting particularly vulnerable and marginalised groups in the informal economy, with a specific focus on self-employment. This guide adopts the broader definitions and includes workforce development for the formal sector and is an introductory guide for practitioners with no – or very limited – knowledge about impact evaluation or quantitative research methods, but who nonetheless care about demonstrating the true results of their work. It speaks to programme managers and local monitoring and evaluation officers across all types of organisations active in the youth livelihood field: local and international NGOs, local and national government officials, and bilateral and multilateral donors.

Objective: To equip readers with a basic set of concepts and tools needed to make informed decisions about how to best evaluate their programmes. The guide seeks to provide a clear understanding of the variety of evaluation options available and the considerations that will allow practitioners to choose the most appropriate one based on learning objectives and operational context. It also describes how to manage an impact evaluation if it is the assessment method of choice. The overarching goal is to strengthen the foundation of sound programming and policy making by increasing the number of quality evaluations in the youth livelihood field, thereby facilitating the scale-up and replication of successful interventions.

Key Learning: The guide addresses the monitoring and evaluation of youth livelihood interventions, with a specific focus on impact evaluation. It differs from existing works in three major ways by: 1) directly applying the concepts of monitoring and evaluation (M&E) and impact evaluation in particular to the youth livelihoods sector, and presenting real life examples, testimonies, indicators and practical challenges; 2) seeking a balance between practical toolkits emphasising general M&E and other publications focusing specifically on impact evaluation, and 3) explicitly targeting practitioners in the youth livelihoods field who do not have prior knowledge in research methods and evaluation and who demand a succinct, yet comprehensive illustration of M&E and how it applies to their everyday work. In contrast to other work available, the manual is designed to give a more concise and youth-specific presentation of the respective contents.

Community-Based Rehabilitation Guidelines: Livelihoods Component, 2010, WHO

<http://bit.ly/2xXMemR>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: People with disabilities in low-income countries are affected by the same factors that cause poverty for others, but also face added disadvantages. Children with disabilities face barriers to education, youth with disabilities face barriers to training, and adults with disabilities face barriers to decent work. Most damaging of all, families and communities may think that people with disabilities are incapable of learning skills and working.

Objective: By encouraging and facilitating work by women and men with disabilities, community-based rehabilitation (CBR) programmes can help individuals and their families secure the necessities of life and improve their economic and social situations. The guide hopes that by taking into consideration the needs and views of people with disabilities and making provision for their inclusion in national poverty reduction and other development programmes, opportunities for education, skills acquisition and work can be provided for them and their families.

Key Learning: This guide was included as it has a disabilities lens that gives an overview of how to encourage and facilitate work by young women and men through CBR programmes that can help individuals and their families secure the necessities of life and improve their economic and social situations. It provides case studies and examples, breaks down definitions and offers suggestions.

Framing Paper 1: Education and Opportunity: Post-Primary and Income Growth, 2010, INEE, WRC

<http://bit.ly/2feBn0T>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning

Summary: This framing paper considers connections between post-primary education for crisis-affected youth and income growth interventions. Given that post-primary education is seen to have largely failed to reach adolescent girls and boys and youth in the developing world and that thinking on development issues is now shifting towards labour market-centred approaches, the paper reviews the current state of thought in the field, clarifies a number of often-confused terms and seeks to better define the niche in income growth work for the education sector.

Objective: Employment and self-employment must become central to the mission of schools and non-formal education programmes. Tackling the livelihood needs of crisis-affected adolescents and youth will require governments, donors and implementing agencies to create seamless pathways to education and subsequently to the workplace.

Key Learning: The paper discusses challenges to taking income growth programming for crisis-affected youth to scale, and includes lessons learned and recommendations along three pillars of broadening opportunities, increasing capabilities and providing a second chance.

Youth Livelihoods Development Programme Guide, 2008, United States Agency for International Development (USAID)

<http://bit.ly/2h1kV4o>

Phase of Emergency: Early Recovery/Development Nexus

Purpose: Planning & Implementation

Summary: For several decades international agencies have been supporting education and training programmes that prepare youth for the workforce and higher levels of education. Programmes are based on the assumption that the private sector is growing and has jobs for qualified applicants. But suppose jobs are scarce and employers are reluctant to invest where literacy rates are low? In response to this dilemma, USAID and other donor agencies have become increasingly interested in supplementing workforce development strategies with what is called 'livelihood development', especially for young people aged 15-24 from marginalised backgrounds.

Objective: This guide is set within the overall context of youth development programming. While it enunciates a fairly detailed set of principles for designing youth livelihood development programmes, it does not claim to replicate all the 'how to' steps of such programming, such as identifying goals and objectives or establishing a strong M&E system to assess their attainment. Similarly, the guide assumes there are programming elements that are essential for any successful youth development initiative, including youth livelihood development.

Key Learning: This guide provides a conceptual framework for youth livelihood programmes and includes resources for designing effective livelihood strategies.

Youth: A Guidance Note Designing Programmes that Improve Young Rural Peoples' Lives, 2013, IFAD

<http://bit.ly/2f3dfBJ>

Phase of Emergency: Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: Awareness is growing of the importance of young people to the future of rural communities. In recent years the number of projects targeting young rural people has grown, but more needs to be done. These initiatives can be expanded by developing more systematic approaches to integrating youth issues into rural development projects and programmes.

Objective: Target youth in rural development initiatives more effectively by bringing together knowledge generated from: youth involvement in projects supported by IFAD and its partners; youth-centred events (such as IFAD's 2011 Governing Council and the 2012 Farmers' Forum); consultations with young rural people (such as workshops with aspiring young rural entrepreneurs in Cartagena, Colombia and Cotonou, Benin); research on rural youth livelihoods (such as the IFAD/ILO study Promoting decent and productive employment of young people in rural areas: A review of strategies and programmes); and lessons learned from work by partner organisations (such as the evaluation of youth employment programmes by the World Bank and International Finance Corporation).

Key Learning: This 'guidance note' outlines steps that may be taken at the pre-design and design stages to develop programmes and projects that benefit young rural women and men (sections 1 and 2), as well as specific programme/project activities for young rural people (section 3). The programmes/projects are outlined according to theme, with suitable resources and examples of best practice provided for each. A list of rural youth resources is provided in section 4, while section 5 gives some recent examples of good practice from IFAD projects.

Lifelong Technical and Vocational Skills Development for Sustainable Socio-economic Growth in Africa, 2012, Association for the Development of Education in Africa

<http://bit.ly/2wX9z9e>

Phase of Emergency: Early Recovery/Development Nexus

Purpose: Planning

Summary: This paper was prepared for the triennial meeting of the Association for the Development of Education in Africa (ADEA) held in Ouagadougou, Burkina Faso in 2012. The focus of the meeting was the promotion of skills in national development, organised under the overall theme Promoting Critical Knowledge, Skills and Qualifications for Sustainable Development in Africa: How to Design and Implement an Effective Response by Education and Training Systems. Over the past decade, many African countries have embarked on wide-ranging policy reforms and initiatives to revitalise their technical and vocational development (TVSD) systems. Governments have become increasingly aware of the critical role that technical and vocational skills can play in enhancing labour productivity and economic growth. More importantly, the acquisition of employable skills by youth is recognised as a key response to youth unemployment.

Objective: To highlight the shift in choice of terminology from 'Technical and Vocational Education and Training' (TVET) to 'Technical and Vocational Skills Development' (TVSD), key challenges and outstanding issues in the field.

Key Learning: The paper is a synthesis of the current dynamics, policies and TVSD practices in Africa, based on a review and analysis of some 30 case studies and other contributions commissioned for the 2012 ADEA meeting. These include papers on country and transnational case studies, successful innovations, partnerships and promising TVSD practices. This report also highlights lessons learned, key challenges and TVET to TVSD policy reform. Part 1 discusses the critical role of skills in national socio-economic development, the current context of TVSD in Africa and the shift in choice of terminology from TVET to TVSD. Part 2 considers the conditions for lifelong TVSD for sustainable socio-economic growth, based on an analytical review of the case studies, agency reports and current TVET/TVSD dynamics in Africa, and international best practice. Part 3 highlights main findings, key challenges and outstanding issues, and key messages emanating from the various presentations, debates and discussions held during the Ouagadougou meeting.

Workforce Connections: Key 'Soft Skills' that Foster Youth Workforce Success: Toward a Consensus Across Fields, 2015, FHI360

<http://bit.ly/2xiGCGC>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: 'Soft skills' are centrally important for human capital development and workforce success. A growing evidence base shows that these qualities rival academic or technical skills in their ability to predict employment and earnings, among other outcomes. As the workplace has modernised around the world, the demand for such skills has increased over the past 20 years. Nevertheless, a soft skills gap is noted by many employers worldwide, who report that job candidates lack the soft skills needed to fill available positions. Unfortunately, there is not a clear consensus about which soft skills are most critical for workforce success. This confusion obstructs knowledge development and guidance for future investments in youth workforce development programmes. Recommendations emerge from a multi-faceted study that includes an extensive review of research as well as broad stakeholder input. Authors reviewed more than 380 resources from around the world and examined the relationship between soft skills and key workforce outcomes, including employment, performance on the job, wages and entrepreneurial success.

Objective: This white paper helps bring clarity to the field by recommending a research-based set of key soft skills that increase youth (ages 15-29) success prospects in the workforce.

Key Learning: The report helps bring clarity to the field by identifying social skills, communication, 'higher-order thinking' (including problem solving, critical thinking, and decision-making), self-control and 'positive self-concept' as five critical skills that increase the chances of youth (ages 15-29) success in the workforce.

Guiding Principles for International Youth Development, 2013, Alliance for International Youth Development (AIYD) and Inter Action

<http://bit.ly/2wZ8Erc>

Phase of Emergency: Chronic/Protracted Crises/Early Recovery/ Development Nexus

Purpose: Planning, Implementation

Summary: These Guiding Principles are the result of a collaborative effort by members of the Alliance for International Youth Development (AIYD) and reflect AIYD's collective voice on effective practices for positive youth development across the sectors where it works. AIYD notes that no single organisation can achieve the underlying goals of these guiding principles, stressing that positive youth development by definition means that communities – entire societal systems – must work together to include young people and create a continuum of services and opportunities that enable them to grow into successful adults.

Objective: The purpose of these guiding principles is two-fold. First, to establish a shared framework that better enables communities to critically reflect on the work of youth development practitioners and organizations; and secondly (and equally important), to advance the youth development sector by actively sharing knowledge, strategies and resources that support greater youth inclusion within, and across, development programmes and policies.

Key Learning: The Guiding Principles are thematically divided into the following categories: Cross-Cutting Principles (e.g. gender, conflict, disability), Youth Engagement, Youth and Learning, Youth and Economic Opportunity and Youth and Health. In section IV titled Youth & Economic Opportunity various principles are outlined as well as a list of recommended resources.

Inclusive Employment: How to Develop Projects which Promote the Employment of People with Disabilities and other Vulnerable Populations, 2011, Handicap International

<http://bit.ly/2wYerwn>

Phase of Emergency: Acute Emergencies, Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning

Summary: This policy document is intended as a guide to the different approaches and reference tools used by Handicap International. The aim is to promote consistency in the practices of the various programmes working on inclusive employment, while taking into account the different contexts in which they operate.

Objective: The sharing of best practice.

Key Learning: The paper provides examples and lessons learned from various country contexts relevant to crisis-affected countries and contains a section specific to youth.

Empowered and Safe: Economic Strengthening for Girls in Emergencies, 2015, WRC

<http://bit.ly/2gZjp6v>

Phase of Emergency: Acute Emergencies, Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning, implementation

Summary: While the humanitarian field generally agrees that preventing GBV requires comprehensive strategies to address the multiple causes and drivers of violence, little is known about the economic dimension of girls' GBV risks. Few programmes have focused on economic strengthening for girls in emergencies, despite the clear relationship between economic insecurity and some forms of GBV and the fact that girls themselves consistently identify livelihoods as a top priority. However, a small number of programmes in humanitarian and development settings have begun to explore strategies to help girls build their livelihood capabilities along with other assets.

Objective: Explore the efficacy of and capture evidence from economic strengthening interventions in reducing girl's risk of GBV; generate insights to promote good practice and innovative programming; and inform development of tools for protecting adolescent girls from GBV through integrated economic strengthening interventions in emergencies.

Key Learning: These programmes offer important lessons for future initiatives seeking to engage and empower adolescent girls and reduce their risk of GBV in emergency contexts. They also point to another important benefit: including an economic component encouraging girls' participation in programmes. This review is one of three resources developed to foster awareness of economic insecurity as a GBV risk factor for girls in emergencies, and to highlight the potential role of economic strengthening in mitigating that risk as a component of comprehensive prevention programming.

Prospects Learning Paper #3, Complex Paths: Supporting Mixed Livelihoods in Liberia, 2016, Mercy Corps

<http://bit.ly/2xXmrLL>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Planning and Implementation

Summary: Prospects is a youth empowerment programme implemented by Mercy Corps and funded by the Swedish Embassy in Liberia and Chevron and seeks to equip young Liberians with the skills, information and opportunities to find meaningful and sustainable employment or self-employment. Prospects combines direct service delivery with efforts to stimulate positive systemic changes in terms of youths' role in the labour and job hiring markets.

Objective: Defines mixed livelihoods and describes implications for programming and implementers, monitoring and evaluation staff, donors and others.

Key Learning: This learning paper defines livelihood strategy concepts such as 'portfolios of work' and 'mixed livelihoods', describes implications for programming and for implementers, M&E, donors and others.

Getting Started! Running a Junior Farmer Field Life School, 2003, FAO

<http://bit.ly/2f39nka>

Phase of Emergency: Chronic/Protracted Crises, Early Recovery, Development Nexus

Purpose: Assessment, Planning, Implementation

Summary: Junior Farmer Field and Life Schools (JFFLS) were developed by the UN Food and Agriculture Organisation (FAO) and partners to improve young peoples' agricultural and life skills for livelihood support and food security. This manual provides a guide to setting up, operating and sustaining an agricultural and life skills participatory training programme for vulnerable young people (ages 12-18) living in situations of food insecurity. It provides a practical guide to empowering adolescents, child-headed households and youth caregivers toward long-term food security through the transfer of both traditional and modern agricultural skills. Another feature is life skills training addressing issues such as HIV/AIDS awareness and prevention, gender sensitivity, child protection, psychosocial support, nutrition education and business skills. The manual is a useful and comprehensive guidance tool for implementation of the experiential learning approach, whereby young people learn through observing, drawing conclusions and making informed decisions. The manual was developed to assist technical officers and facilitators in providing support to specific target groups on selected agricultural and life topics, practices and skills. The JFFLS approach is an adaptation of successful practices for developing knowledge and life skills among farmers in difficult circumstances such as Farmer Field Schools and Farmer Life Schools, adapted to local cultures and designed for young people. Strategic partnership is one of the strengths of this multi-sectoral approach. JFFLS seeks to improve the livelihoods of vulnerable boys and girls and provide them with opportunities for the future, while minimising the risk of them adopting negative coping behaviours. The knowledge and skills not only empower young people economically, but also help them to become responsible citizens with positive values regarding gender and human rights.

Objective: Improve young peoples' agricultural and life skills for livelihood support and food security through an after school training programme aimed at empowering rural youth and providing them with employment and livelihood options. Young people thereby earn and acquire agricultural, life and entrepreneurial skills through discussions, observation, role plays and experimentation.

Key Learning: The JFFLS approach is an adaptation of successful practices for developing knowledge and life skills among farmers in difficult circumstances such as Farmer Field Schools and Farmer Life Schools, adapted to local cultures and designed for young people. Strategic partnership is one of the strengths of this multi-sectoral approach: FAO provides the basic information and tools to undertake sustainable agricultural practices and provides training on areas such as gender roles and equality, the rights of young people, and good nutrition. WFP may support children in a school feeding programme and/or through Food for Work and Food for Training, while UNICEF provides technical expertise and learning materials in the areas of life skills and child protection.



Photo shared and copyright of the Multicultural Youth Advocacy Network (Australia)

Durable solutions⁵⁵, as defined by UNHCR,⁵⁶ include resettlement, voluntary repatriation and local integration. These solutions are the ultimate goal of protection, where those populations of concern to UNHCR (including asylum seekers, refugees and internally displaced populations) no longer have protection needs. They typically signal the end point in a long journey to safety for those seeking protection.⁵⁷ The term protection is used here with reference to the UNHCR definition, and refers to activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of international human rights, refugee and humanitarian law.⁵⁸

Durable Solutions

Resettlement is the organised movement or transfer of refugees from an asylum country to another state that has agreed to admit them and ultimately grant them permanent settlement.⁵⁹

Local integration occurs when refugees acquire rights similar to those enjoyed by the citizens of the country in which they have sought refuge. As a durable solution, it has been argued that local integration only occurs once a refugee gains citizenship. However, a broader multi-dimensional definition recognises the reality of local integration by acknowledging that it is equally a legal process (whereby refugees attain a wider range of rights in the host state that does not necessarily result in naturalisation), an economic process (of establishing sustainable livelihoods and a standard of living comparable to the host community), and a social and cultural process (of adaptation and acceptance that enables the refugees to contribute to the social life of the host country and live without fear of discrimination).⁶⁰

55 It is important to note that while 'protection' was originally adopted as the title for this section, during the course of scoping it was identified that this term may lead to some confusion. This is because protection has a much broader meaning in other contexts, e.g. the broader child protection space, as well as the right to physical, legal and material protection. Durable Solutions was selected because it provides a narrower scope - protection as it relates to those working with asylum seekers, refugees and IDPs.

56 As the principal international agency charged with protecting the rights of refugees, forcibly displaced communities and stateless people, UNHCR provide important leadership and guidance.

57 "UNHCR's international protection function, as derived from its Statutes and the 1951 Convention relating to the Status of Refugees, has evolved steadily over the past five decades. It began almost as a surrogate for consular and diplomatic protection and has now expanded to include ensuring the basic rights of refugees and their physical safety and security." This definition encompasses a different understanding of protection than is utilised in the traditional humanitarian sector – where protection "encompasses all activities aimed at ensuring full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law". From Reach Out Refugee Protection Training Project (2005): Defining Refugee Protection. Available from <http://www.unhcr.org/4371d8362.pdf>, pp. 38-39. See also, UNHCR 2010) Agenda for Protection: review and way forward. <http://www.refworld.org/docid/4cc971932.html>.

58 UNHCR & IRC (2011): Field handbook for the implementation of the UNHCR BID Guidelines.

59 <https://www.rescue.org/sites/default/files/document/1209/earlysolutionplanningreport.pdf>.

60 <http://www.unhcr.org/486cc99f2.pdf>, p. 1.

Return/ repatriation refers to the return of a refugee to their home country. While repatriation may be voluntary or involuntary (and some states engage in forced return), only voluntary repatriation is recognised as the durable solution. Voluntary repatriation refers to the free and voluntary return to one's country of origin in safety and dignity, and encompasses the restoration of national protection (to obviate the need for international protection) and, through the reintegration process, the ability to maintain sustainable livelihoods, access basic services and fully reintegrate into communities and countries of origin. Involuntary repatriation (also, forced repatriation or forced return) refers to the return of refugees to their home country (or potentially a previous country of transit) against their will.⁶¹

Durable solutions refer to sustainable, long-term outcomes for those who have been forcibly displaced and seek safe refuge. A durable solution is achieved when a displaced person no longer gets any specific assistance or when s/he does not have protection needs that are linked to their forced displacement, and can enjoy their human rights without discrimination on account of their displacement.⁶²

Making the Case: Youth and Durable Solutions

More than 65 million people were reported as forcibly displaced worldwide in 2016, including 22.5 million refugees, the highest figure ever recorded.⁶³ In the last five years, the age profile of people seeking protection internationally has shifted, with increasing numbers of children and young people fleeing conflict and violence around the world.⁶⁴ Protracted conflicts in places like Syria and South Sudan are forcibly displacing large numbers of young people who not only have short-term protection needs, but are increasingly in need of long term, permanent outcomes as a result of their displacement.

Forcibly displaced persons with protection needs and concerns are considered by UNHCR as 'populations of concern'. This definition includes "various groups of people including refugees, asylum-seekers, internally displaced persons (IDPs) protected/assisted by UNHCR, stateless persons and returnees (returned refugees and IDPs)" who have been or previously were (in the case of returnees) forcibly displaced as a result of persecution, conflict, generalised violence or human rights violations, and who do not yet have a durable solution to their protection needs.

On the journey towards a durable solution young people typically will move through stages where they may access various programmes and support to address their protection needs and concerns and where they may be assessed for an appropriate durable solution. Determining the 'best interests' is an important part of assessing and facilitating durable solutions for those under 18. In the context of durable solutions for children and adolescents (including young people aged 15-17), UNHCR and UNICEF define durable solutions as a "sustainable solution that ensures that any child/adolescent on the move is able to develop into adulthood, in a safe and secure environment which will meet his or her needs and assert his or her rights as defined by the CRC [Convention on the Rights of the Child] and will not put the child/adolescent at risk of persecution or serious harm. Because the durable solution will have fundamental long-term consequences for children on the move, it must consider the child's/adolescent's views and wishes and any decisions must be in their best interests. A durable solution also ultimately allows the child/adolescent to acquire, or to re-acquire, the full protection of a state".⁶⁵

Young people who have been forcibly displaced face particular vulnerabilities due to their age, developmental stage, the role they commonly play in supporting family, and the long-term implications of forced migration (including health, social and economic participation, separation from family). They also have particular strengths

61 <http://www.unhcr.org/ke/durable-solutions>.

62 IASC (2010): IASC Framework on Durable Solutions for Internally Displaced Persons. Available from www.brookings.edu/research/iasc-framework-on-durable-solutions-for-internally-displaced-persons-2/, (English version), p.5.

63 <http://www.unhcr.org/globaltrends2016/>.

64 Amid the massive increase in the number of refugees seeking safety, UNICEF has estimated that between 2010 and 2015 the number of child refugees jumped roughly 75%. In 2015, more than 51% of the world's refugees were under the age of 18, up from 41% in 2014. In this same year, just 2.2% of cases were submitted for those children and young people identified as particularly at risk by the UNHCR, while only 0.7% of departed.

65 http://www.irishrefugeecouncil.ie/wp-content/uploads/2015/11/international_reportammended.pdf, p.9 Citing: Safe and Sound, p 22: <http://www.refworld.org/docid/5423da264.html>. (Insertions underlined were revisions to the definition provided by input from stakeholders and the project itself).

and capabilities. Young people should be recognized as a distinct group with particular concerns, needs and capabilities in the context of seeking, being assessed for and accessing durable solutions. Youth-specific approaches and models of support are required to ensure young people's needs are appropriately assessed and solutions adequately facilitated or accessed based on their "best interests".

To adequately address young people's needs and concerns in relation to accessing durable solutions, targeted identification and support should occur at the emergency and post-conflict/crisis stages of displacement. This is because young people's status under international refugee and related laws and claims for protection (e.g. as an individual or member of a family group) may impact upon their eligibility for a durable solution, while their particular life stage and protection needs and concerns may influence their assessment and preparation for particular durable solution options. Identifying young people as a group with particular protection needs and concerns during all stages of displacement should facilitate effective, targeted support and programming related to their assessment and planning for and engagement of durable solutions. The focus was on considering what is available to support young people to access durable solutions – what guidelines or policies are in place to guide those undertaking assessments and making decisions about an appropriate durable solution for a young person.

Best Interest Determinations (BIDs) are an important tool for determining durable solutions for those aged under 18.

Scoping, Research, Selection & Analysis

The Internet-based research undertaken according to the agreed methodology and original research terms led to an initial list of more than 90 documents. These documents were first analysed for their relevance to young people in the 15-24 age group that most closely reflected key terms of the scoping - resettlement, integration, repatriation. These were then refined further according to their relevance to the emergency or crisis setting. This resulted in the selection of 16 documents meeting the criteria. These documents included:

- Save the Children (2001): Youth: Care and Protection of Children in Emergencies: A Field Guide
- ICRC (2004): Inter-agency Guiding Principles on Unaccompanied and Separated Children
- UNHCR (2007): Regional Guidelines for Special Protection in Cases of the Repatriation of Child Victims of Trafficking
- UNHCR (2014): Resettlement Handbook: Chapter. 5 - Protection Considerations, and the Identification of Resettlement Needs
- UNHCR (2002): Refugee Resettlement: Chapter 3.3 - Investing in the Future: Refugee Children and Young People
- UNHCR & Save the Children (1999): ARC Resource: A Training and Capacity-Building Initiative On Behalf of Refugee Children and Adolescents
- UNHCR (2010): Study of the Office of the United Nations High Commissioner for Human Rights on Challenges and Best Practices in the Implementation of the International Framework for the Protection of the Rights of the Child in the Context of Migration
- UNHCR (2008): Guidelines on Determining the Best Interests of the Child
- UNHCR IRC (2011): BIDs
- UNHCR UNICEF (2014): Safe and Sound: What States Can do to Ensure Respect for the Best Interests of Unaccompanied and Separated Children in Europe

- Irish Refugee Council (2014): Durable Solutions for Separated Children in Europe
- Irish Refugee Council (n.d.): Seeking Asylum in Ireland: A Guide for Children and Young People
- UNHCR (2003): Framework for Durable Solutions for Refugees and Persons of Concern
- UNDP (2016): Durable Solutions Preliminary Operational Guide
- Global Migration Group (2014): Migration and Youth: Challenges and Opportunities
- UNHCR (2003): Framework for Durable Solutions for Refugees and Persons of Concern
- ICMC (2013) Welcome to Europe: A Comprehensive Guide to Resettlement

The aforementioned documents were analysed but did not correspond to one or numerous of the selection criteria, for example because they were not specifically referring to youth. Additionally, numerous other documents were excluded in the first review stage because they were outdated or could not be categorised as tools, guidelines or framework, and/or were not youth specific or directly applicable to durable solutions in the emergency context.⁶⁶

Consultation with sector experts was undertaken as part of the peer review process to check that key documents were not overlooked. A final analysis was conducted to review the documents that had failed to meet the selection criteria related to the emergency and crisis phases of a humanitarian context. This analysis sought to identify materials relevant to the development nexus phase in a post-emergency/crisis context – i.e. the period between humanitarian and development-oriented responses – when young people may no longer require protection and await a durable solution. This re-examination resulted in the inclusion of an additional eight documents some of which had been identified in the original 16, then excluded.

All documents were then reviewed again, applying the research criteria more strictly – specifically excluding documents more than ten years old, or those that were not specific to youth (aged 15-24), not guidelines and not specific to the three durable solution options (i.e. the post-refugee status determination stage). This resulted in the final inclusion of three documents which were then categorised according to purpose and phase of emergency designation.

Given that accessing durable solutions falls within the post-emergency context, further research was undertaken removing the terms ‘emergency’ and ‘protection’ and instead using the terms ‘refugee’ and ‘asylum seeker’. This exercise was intentionally brief and aimed to verify that the research using the terms ‘emergency’ and ‘durable solutions’ did not exclude any relevant documents. While largely confirming earlier research, this additional research identified one further document of relevance to this review.

The UNHCR and Council of Europe 2004 report Unaccompanied and Separated Asylum-seeking and Refugee Children Turning Eighteen: What to Celebrate? was excluded from the final list as a research paper rather than guidelines on supporting young people’s access to durable solutions. Importantly, however, the report explored the most effective ways to support young people of 17-18 years of age, recognising that their needs are distinct from children and best met through approaches that recognise and respond to them. Notably, the report includes a set of recommendations to improve programming in this area.

66 Examples include: UNHCR (2008): Handbook for the Protection of Women and Girls - UNHCR (1996): Handbook on Voluntary Repatriation - UNHCR (2004): Handbook for Repatriation and Reintegration Activities- UNHCR (2006): Guidelines on the Victims of Human Trafficking and Persons at Risk of Being Trafficked - UNHCR (2003): Guidelines on the Internal Flight or Relocation Alternative – 2003 - UNHCR (1997): Guidelines on Dealing with Unaccompanied Children Seeking Asylum – 1997 - UNHCR (2015): I am here, I belong – the urgent need to end childhood statelessness - GMG (2013): Human Rights of Undocumented Adolescents and Youth - IOM (2013): Displaced youth’s role in sustainable return - lessons from South Sudan

Findings

The review identified an array of materials that support those working with displaced populations to determine and assure access to durable solutions.⁶⁷ These included tools, policy-related reports, reviews and strategic considerations. However, while some tools identify youth as a group with particular needs and concerns, they do not explicitly provide targeted or detailed guidance for engaging with, assessing and responding to the latter in the context of durable solutions. The review also failed to identify clear frameworks or guidance for translating existing tools and guidelines specifically applicable to youth as a distinct population group with particular needs and concerns.

The review identified a number of tools and guidance that serve to articulate the complex legal rights and protections owed to those who have been forcibly displaced. Some placed particular emphasis on the rights and protections owed to children as a particularly vulnerable group, and included materials that support the assessment and determination of best options on durable solutions. While many documents are relevant to the youth cohort aged 15-17, they primarily focused on the needs and concerns of children (using child rights frameworks and international law), with no provision for a targeted approach to the older youth/adolescent age group, and no consideration for the particular needs of young people aged between 18 and 24. While some of these documents note that young people aged 15-17 have particular needs distinct from those under 15, there is no guidance on responding to them.

In this regard, it is important to make specific reference to the importance of undertaking 'Best Interest Assessments' and 'Best Interest Determinations' for making decisions about the future protection needs of and durable solutions for adolescents and youth. However, a number of key documents in this area such as UNHCR Best Interest Determination Guidelines and UNHCR-UNICEF Safe and Sound - have not been included in the list of documents identified through the review. While we acknowledge that the BID Guidelines is a key document supporting durable solutions for children (including unaccompanied minors), they only recognise the distinct needs of adolescents (15-17years) who are unaccompanied minors. They do not include recognition of the specific needs of adolescents more broadly or provide guidance on undertaking BIDs with the 15-17 cohort (including those unaccompanied). Given that the BID Guidelines hold perhaps the most significant place in determining durable solutions for children, the Task Team concluded that the lack of adolescent/youth-specific guidance therein is a gap needing particular attention.

While the scoping also identified guidance and advice on the use of focus groups and other engagement mechanisms to support young people to actively participate in programmes and systems, these were targeted to provide support in the period prior to engaging in durable solutions.

The scoping also identified numerous location-specific examples and case studies, demonstrating programmes and support for young people forcibly displaced in emergency and post-conflict/crisis settings. However, few of these specifically explored how these programmes support their assessment for or engagement in durable solutions. Those that could be linked to the process of displaced young people engaging in/accessing durable solutions related primarily to self-reliance and development initiatives, such as livelihoods and education (addressed elsewhere in this review).

The most significant gap identified by the review is the lack of stand-alone core guidance and frameworks specifically focused on the needs and concerns of young people in accessing durable solutions. This includes specific guidance or frameworks to ensure appropriate assessment occurs to identify and facilitate a durable solution for young people.

Given the review results, we may assume that adult guidelines or child rights frameworks/guidelines are being used with the youth cohort (with limited guidance on application or adaptation). The review therefore highlighted some significant gaps in ensuring that youth and adolescents receive targeted support in accessing

67 Examples include, UNHCR (2014): Practitioner's Handbook for Reintegration, UNHCR (2014): Resettlement Handbook, UNHCR (2008): Policy Framework and Implementation Strategy: UNHCR's role in support of the return and reintegration of displaced people's, (UNDP): 2016 Quick Guide to implementing the SG decision on Durable Solutions, and the IOM (2013): AVRRC Programme Handbook for Northern Africa.

durable solutions: How are assessments made for each of the three durable solutions in relation to youth and adolescents? What guidance or frameworks are being used by those making these assessments? How do those making assessments determine that it is safe for a particular young person to go home while another cannot but can successfully integrate locally, or that yet another is so vulnerable that s/he clearly needs to be resettled? How and when are these decisions made? And perhaps most importantly, how is a youth-specific decision determined (as opposed to decisions made for children or the population more broadly)?

List of Documents

For a better overview of the documents, a matrix can be found in Annex 1.4. It classifies each of the following publications based on the three analytical categories Resettlement, Local Integration and Return/Repatriation. It also classifies them based on the phase of emergency concerned and the publication's purpose.

Listen and Learn: Participatory Assessment with Children and Adolescents, 2012, UNHCR

<http://bit.ly/2xBpZa8>

Phase of Emergency: Protracted/Chronic crisis, Early recovery, Development Nexus

Purpose: Implementation

Summary: This 'Tool for Participatory Assessment in Operations' sets out some specific considerations to be taken into account when undertaking assessments and working with children and adolescents who have protection concerns. It outlines an ethical approach to participatory assessment with children and adolescents and outlines the elements of such an approach. After providing some tips on preparation, the Tool describes a range of participatory workshop methods that could be used by UNHCR to identify protection concerns and assess for durable solutions. Its purpose is "to map children / adolescents' protection concerns, and the particular risks they face" in a meaningful participatory manner "based on discussion and structured dialogue". The Tool provides a practical, specific 'how-to' guide on the participatory assessment process with adolescents and children. Objective: Sharing of good practice principles and approaches to effectively engage children and adolescents in participatory assessment – a key process for ensuring their active involvement in the search for a durable solution.

Key Learning: The publication addresses issues and challenges to assessing the protection needs and concerns of children and adolescents and offers practical 'how to' guidance on conducting participatory workshops to encourage children and adolescents to talk about their concerns and aspirations concerning durable solution options. While providing a framework for the process of undertaking a participatory assessment protection needs and solutions for children and adolescents, it does not propose guidance or standards on determining outcomes or ways to achieve them in this regard.

Separated Children Handbook: From Identification to the Search for a Durable Solution - A Practical Guide for Professionals, n.d., ISS

<http://bit.ly/2eTjvlp>

Phase of Emergency: Protracted/Chronic Crisis, Early Recovery, Development Nexus

Purpose: Planning, Implementation

Summary: This framework outlines the stages of care and support for separated children and young people in the displacement context. The document describes the organisation's care delivery activities and its search for durable solutions, including for young people up to the age of 25, recognising that care and support can be ongoing beyond 18 years of age and that those in this age group also have unique needs.

Objective: The purpose of this handbook is to provide the foundation for a nine-stage intervention methodology based primarily on respect for children's rights and the search for a durable solution for children in need of protection.

Key Learning (guideline focus): Draws on child rights frameworks to articulate a set of general principles for guiding programming and support in all stages of care, from identification to the search for a durable solution. It clearly links how support and care to achieve durable solutions can begin from early phases, such as identification and assessment of needs, through to the monitoring of their integration, reinstatement or resettlement in a third country.

UNHCR's Engagement with Displaced Youth: A Global Review, 2013, UNHCR

<http://bit.ly/2s3KMMp>

Phase of Emergency: Acute Emergency, Protracted/Chronic Crisis, Early Recovery, Development Nexus

Purpose: Planning

Summary: This review explores UNHCR's engagement with displaced youth, refugees and IDPs, by analysing the agency's mandate in relation to youth through its policies, guidelines and strategies, institutional infrastructure, approaches to identifying and responding to the needs of displaced youth, current funding programmes and monitoring and evaluation processes. The review includes exploration of tools for supporting programming with displaced youth (see for example Chapter 6 – UNHCR Policies, Guidelines and Strategic Frameworks).

Objective: The objective is twofold: first, to identify the gaps and challenges preventing UNHCR's reported full achievement of targeted actions for adolescents; and secondly, to present recommendations for addressing these gaps and challenges.

Key Learning (guideline focus): Drawing on feedback from experienced staff and programme material, the report states that while youth form a majority of UNHCR's 'persons of concern' population in search of a durable solution, limited targeted programming is occurring, with youth often grouped with either children or adults. The review highlights the 'UNHCR Tool for Participatory Assessment in Operations' (2006) and 'A Community Based Approach in UNHCR Operations' (2008) as key tools identified by UNHCR staff for supporting youth programming. While both tools highlight the importance of recognising youth as a distinct group in programming and assessment, the adoption of an AGDM approach means they do not provide detailed, targeted guidance for engaging with the particular needs and concerns of this group. (Age Gender Diversity Mainstreaming is "a human-rights and community-based approach. Mainstreaming AGD means to plan, programme, implement, monitor and evaluate operations, keeping in mind equality and full participation as guiding principles <http://bit.ly/2gcBMmN>.) Lack of guidance was one factor identified as impacting on programmes and support for displaced youth. "Several respondents" highlighted a need for written practical guidance, including examples of good practice. A "small but significant minority" of UNHCR staff interviewed commented that they "do not need any more written guidance on youth; they need funding, training and formal commitment towards youth as a priority group". Recommendations further highlight a need to work more closely with young people to find long-term solutions to their displacement. Recommendations also suggest dissemination of guidelines and training on how to better engage and meet the needs of displaced youth.



Conclusion and Recommendations

Though the concerns, needs and expectations of adolescents and youth in the humanitarian context have been accorded greater public consideration in recent years, they are still better represented in high-level stakeholder speeches rather than in concrete measures to respond to them. The present desk review, covering four key domains (education, livelihoods, health and durable solutions), clearly demonstrates the need to put adolescents and youth at the centre of programmatic guidelines in and across all sectors in emergency settings in order to seriously build interventions to meet their aspirations and develop their potential as individuals and responsible members of society.

Unfortunately, these cohorts are not differentiated in existing humanitarian guidelines which all too often associate them with the needs and concerns of children. Yet, while acknowledging the International Convention of Children's Rights' consideration of all children below the age of 18 as individuals, within these cohorts of young people there are nonetheless significant developmental, emotional, psychosocial and physiological differences that must be carefully considered. Moreover, youth (ages 18-24) are even more neglected than younger age groups within the spectrum of programmatic humanitarian guidelines identified for the four domains covered in this review. Regrettably, the review could only identify few pertinent tools concerning the older age group.

That said, the tools selected rarely examine in-depth and simultaneously the human, socio-economic, cultural, contextual, and gender- and age-related dimensions affecting adolescents and youth in emergencies. On the other hand, they are often very context specific, which raises concerns over whether they could be transferred to or applied in other contexts (urban, rural, different regions, etc.).

With regard to the different emergency phases to which the researched resources were tied, we conclude that, apart from the durable solutions domain, which is strongly related to the 'development nexus' phase due to its intrinsic nature, most of them tend to be associated (with variances) to the early emergency and protracted stages. However, substantial gaps are identified regarding the acute emergency phase, and hardly any of the resources found respond to the development nexus phase. This gap in the literature reflects the lack of long-term planning and perspectives to address the evolving needs of adolescents and youth in and throughout the emergency phases.

At this point it should be acknowledged that a linear approach of focusing solely on phases might not be the best and only approach when talking about youth; the combination of their living context and individual situation determines the type of assistance that is feasible.

Aside from the above considerations, the most flagrant gap shared by all the sectors is the very little guidance identified on preparedness and prevention. This is symptomatic of the recurrent failures of the humanitarian sector to invest in crisis mitigation and population resilience to cope with the effects of every type of humanitarian emergency.

In short, no specific current guidelines prioritising adolescents and youth in emergency contexts and relating to the four domains covered by this desk review, the different phases of emergencies, and the whole range of standardised purposes from preparedness/prevention through implementation appear to have been developed.

Further research is needed to enlarge the scope of languages used and sources of information probed in the search to identify relevant programmatic guidelines for all of those working with adolescents and youth in emergencies.

Where generic guidance exists, we suggest as a next step to see if and how it could be utilised when working with adolescents and youth, or whether there are differences that should be taken into account specifically because we are working with displaced young people. Another important step would be to assess if tools, frameworks and guidelines being deployed to facilitate adolescents and youth engagement and programming in other settings (development contexts) might be used to develop youth-specific guidance in the humanitarian context. In this regard, a complement to this review would be to undertake research on programming for refugee and asylum-seeking youth awaiting a durable solution (including the area of refugee status determination).

Practitioners, decision-makers and national stakeholders could benefit from a variety of guidance, including that referenced in this document, on how to address some of the needs, concerns and expectations of adolescents and youth affected by crisis.

Annexes

Annex 1

Annex 1.1: Education Matrix

Analytical Categories		Domain: Education											
		Formal Education				Alternative Education				Skills for Agency Development			
Phase of emergency		AE	PCC	ER	DN	AE	PCC	ER	DN	AE	PCC	ER	DN
Purposes	Prevention/ Preparedness	2, 4	2, 3	2, 3		2, 4	2	2		2	2	2	
	Assessment	2, 3, 7	2, 3, 7, 8	2, 3, 7		2, 7	2, 5, 7	2, 7		2	2, 3	2, 3	
	Planning	2, 4	2, 3, 6, 7, 8	2, 3, 6, 7		2, 3, 4, 7	2, 3, 5, 6, 7	2, 3, 6, 7		2, 7	2, 3, 6, 7	2, 3, 7	
	Implementation	2, 4	1, 2, 3, 6, 7, 8	2, 3, 6, 7		2, 3, 4, 7	1, 2, 3, 5, 6, 7	2, 3, 6, 7		2, 7, 9	1, 3, 6, 7, 9	2, 3, 7, 9	

Annex 1.2: Health Matrix

Analytical Categories		Domain: Health															
		Diseases (Including AIDS/STIs/Malaria)				Mental and physical health or disabilities				Public Health				Sexual & Reproductive Health			
Phase of emergency		AE	PCC	ER	DN	AE	PCC	ER	DN	AE	PCC	ER	DN	AE	PCC	ER	DN
Purpose	Prevention/ Preparedness	5		4	5												
	Assessment	5	5	5	5		11	11	11					2	2		
	Planning	6,10	10	4,10	4	8	11	8,9	9,11			7		1,2,6,12	1,2,12	12	8
	Implementation				3	3	3	3						2,1,3,12	3,1,12	3,12	8,3

Annex 1.3: Livelihoods Matrix

Analytical Categories & Themes		Domain: Livelihoods											
		TECHNICAL/ VOCATIONAL SKILLS Training				SELF-RELIANCE SKILLS Programme (Incl. Sustainable Livelihoods)				DIVERSITY-led livelihood Perspectives (incl. sub-groups of youth)			
Phase of Emergency		AE	PCC	ER	DN	AE	PCC	ER	DN	AE	PCC	ER	DN
Purpose	Prevention/ Preparedness					17	17	17	17	17	17	17	17
	Assessment		19	19	19	2,3	2,3,8,19	2,3,8,19	8,19	3	3,19	3,19	19
	Planning		19	1, 11, 13, 19	1,13,1 4, 19	1,2,3,17	1,2,3, 4, 5, 6, 7,10, 14,15, 16, 17,18, 19	1,2,3, 4, 5,6, 7, 10,11,12 , 14, 15, 16,17,18 , 19	4, 5,6,7,15, 10, 11,12, 14, 15,16, 17,18, 19	2,3,6, 17,18	2,3,9,17, 18, 19	9,17,18, 19	9,8, 17,18, 19
	Implementation		19	1, 19	1,19	1,3,17	1,3,5,6, 14,15, 16, 17,18, 19	1,3, 5,6, 7,11,12, 14, 15, 16, 17,18,19	5,6,7, 11,12, 14, 15, 16, 17,18, 18,19	3,17	3,9, 17, 19	3,9,17, 19	8, 9,17, 19

Annex 1.4: Durable Solutions Matrix

Analytical Categories		Sector: Durable Solutions											
		Resettlement				Local Integration				Return/Repatriation			
Phase of emergency		AE	PCC	ER	DN	AE	PCC	ER	DN	AE	PCC	ER	DN
Purpose	Prevention/ Preparedness		3	3	3		3	3	3		3	3	3
	Assessment		3	3	3		3	3	3		3	3	3
	Planning		2, 3	2, 3	2, 3		2, 3	2, 3	2, 3		2, 3	2, 3	2, 3
	Implementation		1, 2, 3	1, 2, 3	1, 2, 3		1, 2, 3	1, 2, 3	1, 2, 3		1, 2, 3	1, 2, 3	1, 2, 3

Annex 2: Methodology

The methodology for the mapping was separated into several stages, as outlined in Chapter 2.

The following section provides more detailed information on scoping and the research for suitable material.

Scoping

Based on the selected four domains, each participating organisation identified the sub-domains in which the search was to be disaggregated and subsequently shared them with the other organisations.

The organisations then agreed on the proposed sub-domains.

In order to apply the same approach, all those in charge of doing the search for one of the proposed domains (namely education, health, durable solutions, livelihood) used the following keywords:

- Guideline(s)/framework(s)/standard(s) +
- Domain (education, health, livelihoods, durable solutions) +
- Adolescents/teenagers +
- Youth/young people +
- Emergencies/humanitarian setting(s)/crisis

(Replace the word « domain » by the relevant sector assigned to each organisation)

The slashes represent possible synonyms. These keywords and their combinations were processed in Google or other open source databases.

In addition to material found in the humanitarian domain, the group of researchers also looked at more “development”-related material in order to cover the development nexus category.

The scope of the work is not limited to global guidelines; geographically specific guidelines are also included in the matrix. While the research was conducted in English, we acknowledge that it would be interesting to expand it to other languages in the future, in particular Arabic, Spanish, and French.

Research

The different combinations of these keywords were defined by all actors involved. The following examples stem from the first round:

- guidelines emergencies adolescent sector
- guidelines emergencies youth sector
- guidelines emergencies sector
- guidelines humanitarian setting adolescent sector
- guidelines humanitarian setting youth sector
- guidelines humanitarian setting sector
- framework emergencies adolescent sector
- framework emergencies youth sector
- framework emergencies sector
- framework humanitarian setting adolescent sector
- framework humanitarian setting youth sector
- framework humanitarian setting sector

- standards emergencies adolescent sector
- standards emergencies youth sector
- standards emergencies sector
- standards humanitarian setting adolescent sector
- standards humanitarian setting youth sector
- standards humanitarian setting sector

The keyword combinations also had to include the searching operators AND, OR and «», to allow for more specific and reliable results.

All parties involved performed the search with the same keywords to ensure consistency.

Sources of information: The primary searching tool was Google, which was complemented by databases and direct contacts, such as:

- Institutional databases (WHO, UNESCO, World Bank, etc.) related to the specific domains and its sub-domains
- Direct contact with specialised or well-known institutions/organisations on the concerned four domains
- YAE network

Type of documents: The group was looking for official organisational/institutional documents and «grey» documents. The possibility to get into academic research was also envisaged upon definition of consistent selection criterion amongst all organisations.

Data collection tool: A matrix has been developed to systematise and organise all the information gathered by the parties involved. The matrix includes the following information:

- Title of the document
- Year of publication (official document) or year of elaboration (grey documents)
- Type of document (is it about standards, principles, best practices, etc.)
- Relevant age group (is it for adolescents (12-16), or youth (17-24), or young adults (25 – 35) or all together, or not specified?)
- Context of implementation (is it specific to natural disasters/disaster risk reduction, conflict, violence, crisis or all emergencies?)
- Objective-s/scope of the guidelines (what is the main focus of the guidelines?/what were the guidelines designed for?)
- Scale (is the scope of the guidelines global or is it geographically defined?)
- Link

Annex 3: Agenda For Humanity, 5 Core Responsibilities by the Compact for Young People in Humanitarian Action¹

Call for UN Member States, UN System entities, Civil Society, Private Sector, Media, Local Authorities and youth-led Organizations to align strategies, approaches and programmatic responses with the principles outlined in the Agenda for humanity in view of reaching all young people and empowering young women, young men, girls and boys to be agents of positive transformation.

We, the participants of the World Humanitarian Summit High-Level Special Session on Transforming Humanitarian Action with and for Young People, have gathered in Istanbul, Turkey, to ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises, are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action.

We recognize the humanitarian responsibility to enable and protect the rights, address the specific needs and build on the strengths of all young people. Ensuring young people have the skills, capacity and resources to prevent, prepare for, respond to and recover from humanitarian situations, will help reduce the costs of and need for international humanitarian support, improve humanitarian effectiveness and strengthen resilience of communities.

Drawing on the relevant international and regional instruments, the Doha Youth Declaration on Reshaping the Humanitarian Agenda, the Global Refugee Youth Consultations, the UN Security Council resolution 2250 on youth, peace and security, and the outcomes of other processes led by, involving and/or targeting young people, we call for a long-term commitment from stakeholders to the following actions:

Action 1

Promote and increase age- and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings;

Action 2

Support systematic inclusion of engagement and partnership with youth, in all phases of humanitarian action through sharing of information and involvement in decision-making processes at all levels, including budget allocations

Action 3

Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors in prevention, preparedness, response and recovery, and empower and support local youth-led initiatives and organizations in humanitarian response, such as those targeting affected youth, including young refugees and internally displaced persons living in informal urban settlements and slums;

Action 4

Increase resources intended to address the needs and priorities of adolescents and youth affected by humanitarian crises, including disasters, conflict and displacement, and identify ways to more accurately track and report on the resources allocated to young people in humanitarian contexts;

Action 5: Ensure the generation and use of age- and sex- disaggregated data pertaining to adolescents and youth in humanitarian settings;

¹ Accessible here: <http://www.agendaforhumanity.org/initiatives/3829>.

We the undersigned agree to collectively review at regular intervals and be accountable for the progress of the implementation of this compact. By agreeing to this compact, we are accountable for and commit to transforming humanitarian action for and with young people, guided by the Agenda for Humanity, to prevent and end conflict, safeguard human rights and rule of law, leave no one behind, and invest in young people for now and for the future.

MYAN, NRC and RET International are members of the Compact for Young People in Humanitarian Action.

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