ENSURING PROTECTION AND EDUCATION IN EMERGENCIES: LESSONS LEARNED FROM YOUTH & ADOLESCENT PROGRAMMING

What is the evidence to-date on lessons learned of youth and adolescent programming for education and child protection in emergency settings?

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About this document

The Global Education Cluster and Child Protection Working Group held a joint annual meeting in October 2013, recognising that improved coordination and collaboration between the two sectors can significantly improve the impact of their work. One of the outcomes of the meetings was that cluster members felt there was little knowledge on the lessons learned of youth programming for child protection and education in emergencies. While there are no universally accepted definitions of youth, young people and adolescents, the United Nations understands youth and young people to include persons aged 15-24 years and adolescents as those between 10-19 years. These are also the definitions that will be used in this compendium. This document is a compilation of documents which review youth and adolescent programming in emergencies, from either an education or child protection related angle. The selection of documents is not exhaustive but rather presents a first step towards documenting lessons learned and good practice for youth and adolescent programming in emergencies. The document aims to provide a collection of lessons learned to cluster members and partners who are engaged in adolescent and youth programming.

The first section provides an overview of lessons learned in youth and adolescents programming for education or child protection in emergencies, with lessons learned drawn from the findings of literature included in section 2. The second section is a document review of 16 documents which relate to the topic domain. A short background note is given on each document which is followed by the main lessons learned as presented in the document. Section 3 is a list for further reading with documents related to youth and adolescent programming in emergencies. A table with the document titles, a brief synopsis and relevant page numbers of the included documents in section 2 can be found in the Annex.
Section 1. Overview of Lessons Learned in Youth & Adolescents Programming for Education or Child Protection in Emergencies

Learning opportunities & engagement
- Engaging adolescents as active participants is essential for sustainable participation (for example in the design, implementation & evaluation of interventions)
- Participation should always provide equal learning opportunities to all youth, but also recognise skills and abilities to build on existing strengths
- Youth participation from the onset of an emergency is critical to building adolescent buy-in
- The likelihood of adolescent friendly spaces’ utility is increased by working with youth groups to define, design and implement them; young people’s leadership in their design and management affirms them as capable actors in society
- Young people engaged in programmes or safe spaces can organise and reach out to more marginalised youth who may be excluded from services and help them connect to assistance
- Safe spaces or youth centres can serve as educational facilities & meet psychosocial needs of youth
- Adolescents are not a homogenous group and their differing needs need to be considered adequately, including needs of married adolescents, adolescent parents, out-of-school adolescents and adolescents with disabilities

Community Involvement
- Building partnerships with communities, parents and teachers is essential to ensure relevance, ownership and sustainability of programmes, this also ensures that the environment for youth is supportive
- Religious groups may effectively engage with and involve young people and should be considered for partnerships
- Youth programmes are community programmes: Youth programming should be holistic, participatory and inclusive, which means also including young people who consider themselves outcasts or failures

Monitoring & Evaluation
- M&E and data collection contribute to programme efficiency, but there is a need to invest in more rigorous M&E systems for youth-specific programming to demonstrate impacts
- The continuous evaluation and assessment of programme participation, processes and outcomes should be part of a programme
- Programming should include the continuous evaluation of the impact of youth friendly spaces to keep them responsive to relevant issues

Education
- Participatory teaching methodologies help the development of skills and increase self-esteem
- Accelerated Learning Programmes with condensed curricula help young people catch up with lost primary school years and continue studies at secondary school
- Educational activities that provide flexible schedules and childcare increase accessibility to girls and adolescent heads of household
- The teachers’ self-esteem and ability to see adolescent students as active learners is enhanced when teacher training is provided (in this case psychosocial training)
- Non-formal education programmes can complement formal education activities, have proven to address barriers to access, and are important for adolescents who cannot attend school
Adolescent Girls’ Programming
- Community dialogue and awareness building that builds parental and community support to reach adolescent girls’ equal participation can support increased girls’ access to education
- Efforts to gain adolescent girls trust and additional encouragement and support to overcome barriers and constraints (social, cultural, economic) may be needed for full participation, this could mean for programmers to advocate especially for the inclusion of adolescent girls
- Girls-only safe spaces have shown to have a protective effect whilst offering a platform where girls can build their skills and develop new ones

Programming around sexual health
- Qualified and dedicated staff are crucial to good quality service provision
- Successful adolescent sexual health programmes are responsive to the different needs of adolescent sub-populations
- Respecting the right to say NO: Participation should be voluntary and participants should understand that saying no is accepted without negative consequences
Section 2. Documents Review of Youth & Adolescents Programming for Education & Child Protection in Emergencies

This section reviews 16 documents, which focus on youth and adolescent programming in emergencies with an education or child protection angle. The documents included have a varied focus, with some focusing on evaluating one project and others reviewing several projects or different literature resources. The included documents have reviewed youth programmes in emergencies – some focusing on lessons learned and others on documenting good practice.

In this review, the background of the youth programming presented in the literature or to the piece of literature presented is given, and the most important findings (lessons learned or good practices) are presented in this section. For each document the full reference is given.

A list of all documents included in this section:

2.1. Adolescent & youth programming in emergencies

2.2. Education-related programming

2.3. Child protection-related programming

2.4. Programming for adolescent girls
- International Rescue Committee. (n.d.) A concentrated focus on adolescent girls in emergencies.

2.5. Programming around sexual health
Section 2.1. Adolescent & youth programming in emergencies

Youth: Care & Protection of Children in Emergencies


**Background**

This document is a field guide to youth programmes in emergencies, targeted at those involved in the design and management of programmes. Section 4, the programming framework contains lessons learned on youth programming in crisis as well as a case study on lessons from a Rwandan refugee camp. Additionally, there is a section with seven programme examples in the areas of non-formal education, vocational training and community participation.

**Lessons learned**

The key lessons learned outlined in the guide are (among others):

- It is essential for youth programming to emphasise connection to communities and the inclusion of youth, as feelings of alienation and exclusion in youths’ lives run strong and deep.
- Efforts to gain females trust and efforts to accommodate constraints on their movements and availability may be required to involve female youth in programmes, this could mean for programmers to advocate especially for girls inclusion in programming.
- Youth programming needs to address the need for work among youth.
- Youth programmes are community programmes: they should be holistic, participatory and inclusive, including young people who consider themselves outcasts or failures.
- Building partnerships within the community and not excluding effective partners (religious groups for example may effectively engage with and involve young people).
- Continuing efforts should be made to assess and evaluate programme participation, process, and outcomes. Expect to fail before getting it right.
- Working with youths in crisis situations requires patience and commitment. Youth engulfed by crisis are difficult and challenging to deal with because their lives are.
- If youth are given specific tasks in monitoring a program’s implementation and progress toward a goal, as well as an opportunity to share their observations periodically with programme staff, both the programme and youth involved will benefit.

Adolescent programming during conflict and post-conflict situations


**Background**

This document is a collection of case studies on adolescent programming during conflict and post-conflict situations. The case studies that were included are examples of programming, which encourages adolescent participation during crisis. The cases demonstrate how young people can make a significant difference in their own lives during emergencies, take on meaningful roles in society and how participation enhances the protection of adolescents. The programmes selected as good practices are around adolescents’ involvement in: media & advocacy, HIV/AIDS awareness, community peace building, peer-to-peer psychosocial support, sports, education & vocational training among others.

**Lessons learned**

Each of the case studies presents an example of good practice around adolescent programming during crisis. Additionally there are a series of key lessons learned:
Trust and openness is necessary to stimulate interaction

Participation can take many forms, such as peer-to-peer counselling or youth parliaments, and should always provide learning opportunities for adolescents

Engaging adolescents from the beginning is essential to develop sustainable participation

Recognise the talents, skills and learning abilities of adolescents and build on existing capacities & strengths; let each individual find their niche of talents & capacities, and provide equal opportunities to all. In Sierra Leone vocational training opportunities for example helped serve older youth to choose an existing skill and build on it, this was achieved via supporting young people in finding placements with local artisans.

Adolescents need to own the project. Help them assume responsibility.

Integrate traditional knowledge and use local resources

Girls may need additional encouragement and support to overcome social, cultural and economic barriers to their full participation in community life, this barrier may be overcome by engaging with local groups to encourage girls participation.

Adolescents who are out of school should have access to programmes through youth groups or other community outreach

Sustainability is best achieved through involving parents, teachers and community leaders in young people’s programming activities. Different approaches including separate information and discussion sessions with parents have been successfully used. Parents’ support and encouragement has shown to be larger when informed about their children’s activities.

Youth Speak Out: Easy Reference Guides


**Background**

This 20 pages document on adolescent and youth programming focuses on 10 different topic areas. The document summarises youth-oriented issues and trends, promising practices, a case study as well as key action points to follow for youth programming for each of the 10 topics. The topic areas are:

- Adolescent and youth EiE
- Young people’s livelihood
- Reproductive health for young people
- HIV/AIDS & young people
- GBV against young people
- Adolescent-headed households
- Separated adolescents
- Reintegrating young people formerly with fighting forces
- Adolescent- and youth-friendly spaces
- Young people’s participation

**Lessons learned**

For each of the ten topic areas a detailed list of promising practices for youth programming is provided. This is an excerpt for two of the topic areas. For more details please consult the original document.

**Promising practices for adolescent & youth education in emergencies:**

- Well-trained peer educators, with input into the messages they convey, are especially effective at reaching out-of-school young people
- Educational activities that maintain flexible schedules and provide childcare increase
accessibility to girls and adolescent heads of household

- Participatory teaching methodologies help the development of skills and increase self-esteem
- Non-formal education in areas of decision-making, negotiation, communication and critical thinking skills as well as recreational programmes are examples for empowering adolescents who cannot attend school
- Accelerated education programmes with condensed curricula help young people catch up with lost primary school years and continue studies at secondary school
- Girls access to education can be increased through community dialogue and awareness building that builds parental & community support for their equal participation
- Girls who have appropriate clothing, sanitary supplies and separate bathrooms in education facilities, as well as protection in school and en route, are more likely to complete their education

Promising practices for adolescent- & youth-friendly spaces:

- Friendly spaces for young people do not always have to be formal settings: Particularly in emergencies cultural events, dances, drama, dialogues, community awareness-raising events and non-formal education can take place under trees, in parks or other “temporary” safe spaces.
- Working with municipal authorities to identify free or low-cost public spaces often results in the allocation of space for permanent youth centres.
- Assessing local priorities and resources helps determine appropriate activities. They should complement, formal education systems
- In areas where many friendly spaces are being developed, creating common standards and coordinating requests to government and other supporters helps generate further support
- The existence of friendly spaces increases the status of YP’s concerns in the community. YP’s leadership in designing and managing them affirms them as capable actors in society.
- Building trust between small numbers of YP from divided communities can foster peace building among YP
- Working with youth groups to define, design and implement adolescent- and youth-friendly spaces improves the likelihood of their utility and increases their capacity to manage them
- Continually evaluating the impact of friendly spaces keeps them responsive to relevant issues.
- YP engaging in activities in safe spaces can organise and reach out to their peers who may be more marginalised from services, and can help them to connect to assistance

Framing Paper 3 – Whole People, Holistic Approaches: Cross-Sectoral Action and Learning


Background
This framing paper presents selected data and definitions on youth affected by crisis (including what we mean by youth affected by crisis, defining youth participation and empowerment, some key statistics). Additionally through six case studies from different sectors the framing paper presents promising approaches to humanitarian youth work, with a focus on youth participation. Key impacts and findings, lessons learned and recommendations are drawn out from the case studies.

Lessons Learned
The lessons learned from the six case studies are varied and relate to different components of youth progrmaming. They evolve around different topics:

- Youth as contributors for peers and in relief work; youth training to become trainers of
others; youth can learn life skills from this
- Crisis situations can create opportunities for reaching marginalised youth
- Partnerships with governments can prove effective; can help ensure a more comprehensive approach to youth programming
- Data collection and M&E contributes to programme efficiency, but there is a need to invest in more rigorous M&E systems for youth-specific programming to demonstrate impacts; this will help building a knowledge-base around youth-focused initiatives
- Youth-specific indicators need to be developed and used to inform future programming and to demonstrate financial returns of investing in youth
- Non-formal education programmes can complement education system activities
- Safe spaces/youth centres can meet psychosocial needs of youth and serve as educational facilities

**Gaps identified:**
- Need to strengthen inter-sectoral action for and with youth affected by crisis in youth programming at the local and national levels
- Ensuring more youth participation in emergency preparedness, response and recovery in the education sector
- Improve data collection related to youth in emergencies as this lack may mean that youth are overlooked

**Untapped potential: Adolescents affected by armed conflict – A review of programs and policies**


**Background**
This study determines patterns and practices regarding the health, education, livelihood, protection and psychological and social needs of adolescents affected by armed conflict. It reviews programmes and policies for adolescent IDPs, refugees and returnees. Additionally, it identifies gaps in programming, on-going needs and future challenges.

**Lessons Learned**
The study presents concrete examples of policies and programming related to adolescents in the above mentioned five sectors and identifies five clear trends in approaches to programming for war-affected children, including adolescents. These are
- To use situation-based analysis which considers a range of factors so that programmes are sensitive to the local context
- Rights-based programming to ensure that human rights are considered as the framework for interventions
- The involvement of adolescents as active participants
- To recognise cultural patterns and local traditions as assets to programming
- Cross-sectoral programming.

**Gaps identified:**
- More quantitative and qualitative data is needed to further identify good practice and evaluate and respond to the needs of refugee, internally displaced and returnee adolescents affected by armed conflict
- There is limited and conflicting information on what interventions are most appropriate for the psychosocial and social well-being of adolescents
Education services that are available to adolescents are not necessarily age-appropriate for their needs and do not necessarily take into account other responsibilities or interests adolescents may have, particularly the need to generate a livelihood.

**Adolescents in emergencies**


**Background**

This report presents case studies of promising approaches to adolescent programming in emergencies and some emergent recommendations. In Section 3 promising approaches around many different areas of programming are reviewed. The areas are: Cultural sensitivity in adolescent programming, the active participation of young people, physical health, psychosocial health and mental health interventions, education for adolescents, livelihoods education, disaster preparedness and survival skills education, peace education for and by young people, safe spaces, adolescent-specific gender-sensitive programming, reintegrating child soldiers, arts and leisure activities, sports activities and research, monitoring and evaluation.

**Lessons learned**

For each of the above named topical areas the report presents some general promising approaches, some recommendations and a case study on a promising programme.

**Disaster preparedness and survival skills education** has been found to be more effective when:

- They occur regularly
- Interaction between children and parents is encouraged, for example by setting homework discussion tasks between parents & children. This is particularly the case for children whose parents are ill-equipped and therefore irrational fear or inaccurate knowledge is more likely.
- The curriculum has a specific & practical emergency focus, with participatory skills exercises

**Effective programming for reintegrating child soldiers** (among others):

- Include programmes specifically designed for girls
- Include a focus on drug education and sexual health education
- Should be sustainable (enough resources for 3-5 years)
- Psychosocial approaches have been found to be more effective than Western trauma assistance models. In Sri Lanka, meditation-relaxation for traumatised 8-14 year olds developed locally and according to the local culture showed no difference in the effectiveness compared to another method known as Narrative Exposure Therapy.
- All actors need to work together (including agencies, government, NGOs)
- Family reunification strategies & community based programmes have been found to be more effective than reception centres, this is based on evidence showing the important role of family in the reintegration of child soldiers and their long-term mental health outcomes where those with high family connectedness had lower levels of emotional distress.

Important to note regarding **research, monitoring and evaluation** is:

- Large-scale quantitative data collection ensures a broad reach and can yield useful information, but it is equally important to collect qualitative data which will provide a greater depth of information about young people’s experiences
- Mixed-method approaches have proven useful: After the Indian Ocean Tsunami a mixed-method approach was used to assess the long-term impacts on adolescents by including quantitative analysis to measure events experienced by adolescents and qualitative interviews allowed to understand youths’ coping strategies and their on-going needs.
Section 2.2. Education-related programming

State of the field report: Examining the evidence in youth education in crisis and conflict


Background
This paper provides a summary of research on youth education in crisis- and conflict-affected settings. This includes a review of 33 studies carried out on the topic area as well as information gathered from 9 interviews. The paper first describes the situation of youth in crisis- and conflict-affected settings and then discusses the role of education and youth engagement in these settings. The paper presents a framework for investigating the impact of interventions, which focus on youth outcomes, as well as evidence from the research.

Lessons learned
Findings from the literature and interviews include:

- Partnering with communities is essential to building relevance, sustainability and ownership. Empowering communities to take a leadership role in implementing positive changes will help to resolve conflict.
- Distance to school affects enrolment, building schools close to communities is important.
- Educational access is more likely to be achieved when youth and community nutritional or food security needs are met at school.
- The teachers’ self-esteem and ability to see students (here ages 9-17) as active learners is enhanced when psychosocial teacher training is provided.
- Mapping community needs, managing programme services and participating in community service projects have been proven as positive strategies to include youth in leadership roles.
- Engaging the community by working with government agencies, community-based organizations, NGOs and business leaders has been proven to support the reintegration of youth after conflict and crisis and the achievement of long-term stability.
- Capacity building in the community involves ensuring that the environments where youth learn are supportive and that the content of what they are learning is relevant to their lives.
- Non-formal education strategies can address barriers to access. Offering services through more flexible approaches have proven successful.

Gaps identified:

- Although holistic and cross-sectoral approaches with a combination of components (such as health education, PSS or workforce development training) have been taken, more needs to be known on what combinations result in more positive outcomes for youth in conflicts.
- There is a need for the development of a stronger set of measurement tools for youth and for the collection of longitudinal data.
- More research needs to be done to verify the linkages between shorter-term outcomes (education, employment) and longer-term benefits (stability, reduced violence) as a result of interventions implemented in crisis- and conflict-affected environments.

Education Cluster Thematic Case Study Series

Background
The report summarises the experiences of 11 national Education Clusters surrounding five thematic issues (Using the INEE MS, Working with national authorities, ECD, Gender and Youth). Each of the case studies consists of three sections: three country cases, analysis and lessons learned from field experiences and recommendations to the global education clusters, INEE and to national education clusters and cluster members. For Youth, the country cases come from Kenya, Pakistan and oPt.

Lessons learned
Lessons learned from the country case studies on youth include:

- Collecting and reporting data pertaining to youth could be an important step for clusters in closing the gap
- Cluster coordinators should ensure they are representing the entire cluster
- Utilising a youth sub-cluster or working group could help education cluster members coordinate and respond more effectively.

Gaps identified

- The review points out that the gap of youth programming and the lack of clarity and understanding is due to a lack of adequate data collection and reporting.
- One further conclusion is the need to identify appropriate audiences and conduct advocacy efforts for raising attention on youth programming and mainstreaming it as well as having youth included as a focus area under the IASC crosscutting issue of age.

Section 2.3. Child protection-related programming

Child Friendly Spaces for Adolescent Girls in Emergency Settings


Background
This report is an annotated literature review, which includes literature on safe spaces, adolescent girls and emergency contexts. The report reviews three main publications, which give evidence and guidance on adolescent programming in emergencies. The main section with case studies follows this. Eight case study documents which give evidence that child-friendly spaces in emergency settings address the specific needs of adolescent girls are presented. A list of suggested further reading and more references which provide related information on the three areas is also included.

Lessons learned
Each of the annotations in this report can be consulted for the evidence of the impact of the different interventions on adolescent girls. The resources can also be accessed directly for more detailed evidence.

Gaps identified:

- Programmes focusing on girls tend to emphasise empowerment, social connections and livelihoods opportunities rather than issues of violence
- Child-friendly spaces do not always respond to the needs of older children, who express more interest in formal learning and vocational training; this should be part of programming
- Married girls and adolescent mothers needs should be included in girls’ programmes, as they are currently often being categorised into women’s programmes although they have other needs
Evaluation of UNICEF programmes to protect children in emergencies


Background
This paper is an evaluation of the UNICEF programmes in Colombia to protect children in emergencies with a focus on adolescents. The evaluation identifies key successes and gaps in child protection programming and draws out lessons learned. Child protection is one of four components of Colombia’s country programme.

Lessons learned
The programme design in Colombia was found to be relevant to the priority protection issues as identified by adolescents and community members. Different components of the programme design were found to be successful, as for example the *internados* (boarding houses at schools), which provide a home for students away from conflict-affected areas and have shown to reduce the risk of exposure to landmines and of recruitment by armed groups. The evaluation findings address the relevance and appropriateness of the response, the programme outcomes, effectiveness of strategies used and the quality of programming.

Section 2.4. Programming for adolescent girls

A concentrated focus on adolescent girls in emergencies


Background
**Haiti**: Girl-specific safe spaces developed or identified with older girl mentors who engaged with the girls on specific topics on a weekly basis.

**Liberia**: Young people, including girls, in host and camp settings received business and life skills training and engaged in cash for work.

**Ethiopia**: Social workers trained on the knowledge, attitudes and basic skills needed for working with child and adolescent survivors of gender-based violence.

Lessons learned
- Elevate the voices, concerns, needs and interests of adolescent girls (as separate from children and women) within all sectors in emergencies
- Ensure services are age and developmental appropriate and tailored to the specific needs of adolescent girls

Safe spaces for adolescent girls in Haiti


Background
The Haiti Adolescent Girls Network (HAGN) was created by a number of national NGOs, international organisations and their Haitian affiliates and local women’s groups in 2010 in response to the need for programming for adolescent girls. Adolescent girls were particularly susceptible to violence and often responsible for caring for younger siblings at the same time as having to earn money. Safe spaces targeted specifically at adolescent girls were set up and peer mentors aged 18-24 served as the connector between adolescent girls and society.

Lessons learned:
- The girls-only safe space have a protective effect and offer a platform where girls can build their skills and develop new ones.
- A collaborative learning environment must be carefully built, as organisations in emergency contexts do not often come together with a sense of shared trust.
- Defining catchment areas enables targeted recruitment. Demand-led recruitment may bypass important segments of adolescent girl populations who may be less visible.
- The Haiti Adolescent Girls Network insists that peer mentors be paid a stipend, recognising that young women are an important resource and should be compensated; the peer mentor approach with mentors from the same community is the driving force behind HAGN.
- Defined meeting spaces guarantees physical security & aural privacy – network members typically designate locations to be dedicated for adolescent girls’ use for specific times.

Gaps identified:
- Concludes that little hard evidence exists on how to reach and target adolescent girls in humanitarian settings or how to design programmes to best serve them.

Providing new opportunities to adolescent girls in socially conservative settings: The Ishraq program in rural Upper Egypt


Background
In response to low levels of attention to and high levels of vulnerability among Egypt’s female youth, four NGOs created a multidimensional programme called “Ishraq” in rural Upper Egypt for 13-15 year-old out-of-school girls in collaboration with the Ministry of Youth and the National Council for Childhood and Motherhood. Ishraq established girl-friendly spaces in socially conservative settings, which through a combination of literacy classes, life-skills programmes and sports enabled girls to meet and play whilst acquiring new skills and learning about their rights. Female secondary school graduates provided links between the girls and communities.

Lessons learned
Focus group discussions with female participants revealed the appeal of the programme. The findings include that the programme:
- has positively influenced girls’ knowledge and attitudes (on key health & rights issues)
- has raised their aspiration and skills and school enrolment rates
- has begun to change social norms concerning girls’ capacities and life opportunities as well as perceptions on marriage and childbearing

This demonstrates the feasibility of implementing such programmes effectively to increase girls’ participation in public life, support their self-esteem and offer safe spaces to interact.
Section 2.5. Programming around sexual health

Adolescent Sexual and Reproductive Health Programs in Humanitarian Settings: An In-depth Look at Family Planning Services


Background
To address the dearth of knowledge on effective programming for adolescent sexual and reproductive health (ASRH), Save the Children and the Women’s Refugee Commission undertook a one-year exercise to map existing programs and document good practices. This included a practitioner survey, key informant interviews and a collection of good practice case studies.

Lessons learned
- Stakeholder involvement to build community trust and secure adult support is needed for successful programming
- Adolescent participation and engagement, beyond tokenistic participation and from the onset of an emergency is critical to building adolescent buy-in and increasing demand for services.
- Successful ASRH programs are responsive to the different needs of adolescent sub-populations
- Qualified and dedicated ASRH staff are crucial to good quality service provision
- Stronger programs take a holistic, multi-sectoral approach to ASRH programming that moves beyond facility-based health services and a siloed SRH focus
- Flexible outreach strategies, and the inclusion of transportation budgets are necessary to reaching adolescents in insecure environments/hard-to-reach areas.
- Addressing ASRH during emergency preparedness can help to ensure that the critical needs of this population are not overlooked at the onset of emergencies

The report gives more detailed information on these findings and suggests additional promising approaches around ASRH programming in emergencies, which have been shown by several programmes.

Adolescent and Youth Sexual and Reproductive Health Evidence-Based Interventions in Kenya


Background
This report is a collection of evidence-based adolescent and youth sexual and reproductive health interventions in Kenya. The report describes the background and methodology for each intervention, presents the achievements for each of them and comments on replicability and sustainability. The evidence-based interventions that are included target in-school youth out-of-school youth and youth in tertiary institutions, presented in chapters 3, 4 and 5 respectively.

Lessons learned
Each evidence-based intervention included in the report is devoted a section (roughly one to one and
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a half pages length) which includes the achievements section. Each of these sections outlines the achievements and positive outcomes of the intervention, and can serve as evidence for future interventions. The achievements are context-specific and replication should be considering local contexts to minimise risks and maximise benefits.

**Ensuring Meaningful Child and Youth Participation in the fight against Commercial Sexual Exploitation of Children**


**Background**

An integral part of ECPAT’s (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) work is the meaningful participation of children and young people in combating commercial sexual exploitation of children. It is a network of child rights organisation, which believes that participation is a basic right and furthermore strengthens their programming work.

This document presents a general overview of the child and youth participation for different regions of the world and examples of key activities undertaken with the participation of children. Additionally, key lessons learned for meaningful children’s participation and recommendations for strengthening child and youth participation are given.

**Lessons learned**

Some of the lessons learned for meaningful children’s participation in relation to involving experiential youth include:

- Respecting the right to say NO: Participation should be voluntary and participants should understand that saying no is accepted without negative consequences
- Be careful about raising expectations and making false promises while working with experiential youth, in case they feel uncomfortable to speak about their experiences
- Being clear about confidentiality: Respecting confidentiality is crucial but it is equally important to understand the limitations of confidentiality in relation to child protection, in case incidents require and immediate response, for example if a staff member is confided in or exposed to the incidence of abuse and exploitation concerning a young person
- Obligation to address the consequences of participation
- Ensuring follow up and feedback, this includes providing feedback to young people so that they can see the outcomes from their participation
Section 3. Documents for further reading

The below documents might be relevant in the context of lessons learned or good practices of youth programming in emergencies with child protection or education outcomes. These documents do not address all the key areas (lessons learned/good practice, youth, emergencies, education/child protection), but rather just two or three of these and have thus not been included in the more extensive documentation in this document.

Section 3.1. Guidance: Tools & Guidelines


Section 3.2. Resources related to: Youth


Section 3.3. Resources related to: Youth Programming


Section 3.4. Resources related to: Education & Emergencies


Section 3.5. Resources related to: Child Friendly Spaces


Section 3.6. Resources related to: Female adolescents


Full Reference List


http://www.unicef.org/evaldatabase/index_CPiE.html


### Annex 1 – Documents included in Section 1

With a brief synopsis and an indication of the most relevant pages

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<tr>
<th>Title</th>
<th>Content</th>
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<tbody>
<tr>
<td>Youth: Care &amp; Protection of Children in Emergencies (Save the Children, 2001)</td>
<td>Youth Programming during Crisis Situation: Lessons learned of youth programming during crisis situations; Programming Examples; Case Study on out-of-school Youth in Rwanda.</td>
<td>16-17, 20-25</td>
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<tr>
<td>Adolescent programming during conflict and post-conflict situations (UNICEF, 2004)</td>
<td>Case Studies which are examples of programming that encourages adolescent participation in community development and peacebuilding during crisis.</td>
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<tr>
<td>Youth Speak Out: Easy Reference Guides (Women’s Refugee Commission, 2005)</td>
<td>20 pages document with 2 pages on different topics which each include a section on promising practices. The topic areas include: adolescent and youth EiE, young people’s livelihood, reproductive health for young people, HIV/AIDS &amp; young people, GBV against young people, adolescent-headed households, separated adolescents, reintegrating young people formerly with fighting forces, adolescent- and youth-friendly spaces, young people’s participation.</td>
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<tr>
<td>Untapped potential: Adolescents affected by armed conflict – A review of programs and policies (Women’s Refugee Commission, 2000)</td>
<td>This study determines patterns and practices regarding the health, education, livelihood, protection and psychological and social needs of adolescents affected by armed conflict. It reviews programmes and policies for adolescent IDPs, refugees and returnees. Additionally it identifies gaps in programming, on-going needs and future challenges.</td>
<td></td>
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<tr>
<td>Adolescents in emergencies (Youth Research Centre, University of Melbourne, 2010)</td>
<td>This report reviews promising approaches to adolescent programming in emergencies. Section 3 reviews promising approaches around different topic areas including: education and livelihoods education, disaster preparedness and survival skills education, peace education, safe spaces, reintegrating child soldiers among others.</td>
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<td>State of the field report: Examining the evidence in youth education in crisis and conflict. (USAID, 2013)</td>
<td>This paper reviews 33 studies carried out on youth education in crisis and conflict-affected settings and presents the evidence of findings of the studies. The focus lies not on good practice documentation but rather on changes for Youth with regards to the project objectives.</td>
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<tr>
<td>Title</td>
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<tr>
<td>Education Cluster Thematic Case Study Series (Education Cluster, 2012)</td>
<td>Country cases (Kenya, Pakistan, oPt) and analysis &amp; lessons learnt on Youth programming.</td>
<td>25-29</td>
</tr>
<tr>
<td>Child Friendly Spaces for Adolescent Girls in Emergency Settings (GSDRC, 2013)</td>
<td>Short annotated literature review on safe spaces, adolescent girls and emergency contexts. It includes three main publications with evidence &amp; guidance on adolescent programming in emergencies and eight case studies, which give evidence that child-friendly spaces in emergency settings address the specific needs of adolescent girls.</td>
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<tr>
<td>Evaluation of UNICEF programmes to protect children in emergencies (UNICEF, 2013)</td>
<td>An evaluation of UNICEF programmes in Colombia to protect children in emergencies with a focus on adolescents. The evaluation identifies key successes and gaps and draws out lessons learned. The evaluation findings also address appropriateness, effectiveness and quality and efficiency of programmes among other factors.</td>
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<tr>
<td>A concentrated focus on adolescent girls in emergencies (IRC, n.d.)</td>
<td>Presentation slides on adolescent girls programming in emergencies and the lessons learnt from 3 programmes in Ethiopia, Liberia and Haiti.</td>
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<tr>
<td>Safe spaces for adolescent girls in Haiti (Haiti Adolescent Girls Network, 2012)</td>
<td>Two documents which give a broad evaluation of the safe spaces put in place by the Haiti Adolescent Girls Network.</td>
<td>52</td>
</tr>
<tr>
<td>Providing new opportunities to adolescent girls in socially conservative settings: The Ishraq program in rural Upper Egypt (Population Council, 2007)</td>
<td>Report about the Ishraq programme in rural Upper Egypt for adolescent girls. One of the sections of the report reviews the findings regarding the impact of the programme on girls.</td>
<td>21-28</td>
</tr>
<tr>
<td>Adolescent Sexual and Reproductive Health Programmes in Humanitarian Settings: An in-depth look at family planning services (Women’s Refugee Commission, &amp; Save the Children, 2012)</td>
<td>Combined research by WRC and Save to map existing programmes and document good practice around programming for adolescent sexual and reproductive health. This includes practitioner survey, KI interviews and case studies.</td>
<td>12-19</td>
</tr>
<tr>
<td>Adolescent and Youth Sexual and Reproductive Health Evidence-Based Interventions in Kenya (Kenyan Ministry of Health, 2013)</td>
<td>The report is a collection of evidence-based adolescent and youth sexual and reproductive health interventions in Kenya for in-school, out-of-school youth and youth in tertiary institutions. For each intervention the achievements and positive outcomes are outlined.</td>
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<tr>
<td>Ensuring Meaningful Child and Youth Participation in the fight against Commercial Sexual Exploitation of Children (ECPAT, 2007)</td>
<td>Report on Child and Youth Participation in Asia, Africa, Americas &amp; Europe. Includes a section on lessons learned for meaningful Child participation and recommendations for strengthening child and youth participation.</td>
<td>31-37</td>
</tr>
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