



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Youth Wellbeing in Displacement

2. Country or countries where the practice is implemented *

Over 21 conflict affected countries across Africa, Asia, Europe and the Middle East.

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Norwegian Refugee Council

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

NRC supports displacement affected to improve their own well-being, become active and engaged members of their community and transition into education pathways or livelihood opportunities of their choice.

6. What makes it a best practice? *

Over almost 20 years, NRC has developed an evidence base, listened to and engaged the displacement affected young people we have worked work with to develop a holistic approach of improving their overall wellbeing.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Approximately 408 million youth (aged 15-29), or 23% of the global youth population, are affected by violence or armed conflict. Latest figures estimate that more than 9.7 million young people (aged 15-24) were living in internal displacement because of disasters, conflict or violence at the end of 2019. Because of poor data and underreporting, this is likely an underestimate. Even in non-displacement settings 225 million youth in the developing world are not in employment, education or training (NEET), the majority of which are young women.

Youth, defined as ages 15-24 by the United Nations, is a time of significant cognitive and behavioural development. Young refugees and IDPs are thus enduring the challenges of displacement during times of intense neurobiological, physical, and social transition. Displacement is linked with significant psychological stress, including exposure to violence, repeated loss and trauma, extreme economic stress, and profound insecurity regarding both ongoing shocks and the future.

NRC's consultation with 150 displaced youth and 60 parents in Jordan, Nigeria and Syria demonstrated that displaced youth wellbeing specifically is a dynamic and complex concept that must be considered in context. Some displaced youth today inhabit contexts of ongoing insecurity and conflict. Others experience stability but coupled with isolation of camps or distance from family or community. Still others live in new homes and social and cultural worlds found in resettlement. In many of these contexts, youth and their families struggle to meet their most basic needs, and youth are forced into adult roles as they take on new responsibilities to support their families. While these young people navigate significant and complicated barriers to their own wellbeing, they simultaneously demonstrate profound resilience, strength, and engagement in a diversity of contexts.

Since 2003, NRC has worked with and for displaced young people around the world, to improve their own well-being, become active and engaged members of their community and transition into education pathways or livelihood opportunities of their choice. NRC takes a positive youth development approach, prioritising their wellbeing and working actively to create an enabling environment for personal, emotional and social development. We believe that young people have skills, energy, creativity and a capacity for mobilisation - all of which are positive assets. Their capacities represent enormous potential for improving their current and future lives, and those of their families and communities.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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NRC's support 3 learning pathways for displacement affected youth, (1) continued education, (2) social engagement, (3) ready for livelihood opportunities as well as 3 levels of skills development starting from (a) skills acquisition which includes development of recognised, validated and accredited technical, foundation and transferable skills to (2) transition which includes application of skills through internships, volunteering, social initiatives, technical workshops and career counselling and finally (3) independence, the independent application of skills for lifelong learning, social engagement and livelihoods.

Life Skills is an essential component of all NRC's approach and adopts the Inter-Agency Network for Education in Emergencies and WHO's definition of Life Skills as "skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act and interact as individuals and as participating members of society". The NRC Youth Life Skills framework is based around 12 core skills. Not all 12 skills need to be covered in individual programmes, however, skills should be framed around the following 4 areas: Skills for Learning; Skills for Employability; Skills for Personal Development and Skills for Active Citizenship.

Since 2013 alone, NRC Youth Education and Training programmes have engaged more than 180,000 young people affected by displacement in over 21 countries.

Our focus on partnerships ensures local access, relevance and strengthening of civil society partners alongside international leadership and advocacy to mobilise resources and establish sector wide standards and investment. We collaborate with youth-led organisation, the private sector, local and national authorities and ministries, community leaders, academic institutions, technology companies, the media and international coordination mechanisms.

We partner with research and academic institutions such as Harvard University, Arizona State University, University of Auckland to ensure the highest quality rigour and impact of NRC's youth related research. Our partnership with the University of Tromso will expand to get a rigorous evidence base on the impact of NRC's programmes on the wellbeing of youth affected by displacements.

NRC co-lead the development, launch and roll-out of the new IASC youth guidelines alongside UNICEF as part of the Global Compact for Young People in Humanitarian Action and a commitment of the Global Compact on Refugees. The guidelines are were informed by consultations with 500 crises-affected youth in 20 countries. In South Sudan NRC leads the EMPOWER consortium who supported the formation of the National Ad-Hoc TVET Coordination Committee comprised of 26 government line ministries as well as the private sector, local CSOs, trade unions and NGOs to develop a national TVET policy.

We have mobilised funding from the Norwegian, Swedish and Canadian governments, the European Commission and ECHO, UNICEF, UNHCR, Education Cannot Wait and private foundations including the Hilton Foundation.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Since 2013, NRC's Displacement Affected Youth programmes have engaged more than 180,000 young people affected by displacement in over 21 countries.

External evaluations of NRC's larger programme in Afghanistan (A), Democratic Republic of Congo (DRC), Jordan (J), Somalia (S) and South Sudan (SS) and Uganda (U) have identified the impact of the programmes to include:

1. Education:

- a. Improved technical skills (A, J, SS) to acquire income and livelihoods. (U, DRC)
- b. Improved access to online learning opportunities. (SS)
- c. Improved attitudes towards TVET, youth employment and youth businesses assessed through participation in longitudinal studies (SS).
- d. Contribution to the establishment of national TVET qualification standards endorsed by key government ministries, development partners and private sector bodies (SS).

2. Livelihoods:

- a. Increased income as a result of training and post training support such as apprenticeships, business start-up, mentoring. (A, DRC, S, SS, U)
- b. Increased financial independence (U) and improved perception of economic resilience amongst graduates (S).
- c. Economic empowerment (J).

3. Social Engagement:

- a. Successful re-insertion of conflict affected youth into local communities (DRC).
- b. Improved reach and operational and technical capacity of youth and women Civil Society Organisations to address the challenges of local communities.
- c. Increased community engagement (J)
- d. Increase social acceptance, connectedness, cohesion (S, J, U)

4. Wellbeing:

- a. Increased hope (U).
- b. Improved confidence and self-esteem of graduates, especially women. (J, S)
- c. Graduates less likely to opt for a violent resolution to crime than non-beneficiaries. (S)
- d. Reduced feeling of discrimination and marginalisation which can lead to violence as a result of youth engagement in community groups. (S)

In East Timor, our collaboration with local communities to establish a vocational training centre in the post-conflict period was nationally registered and accredited by the government 10 years after NRC left the country. The curriculum developed with local stakeholders was adapted and a training of trainers programme established by the government.

In Uganda our Life Skills, Social Emotional Learning and Psychosocial Support developed with

War Child Holland and Edukans has been adopted by the Directorate of Industrial Training.

In South Sudan NRC leads the EMPOWER consortium who supported the formation of the National Ad-Hoc TVET Coordination Committee comprised of 26 government line ministries, the private sector, local CSOs, trade unions and NGOs to develop a national TVET policy.

In Myanmar our partnerships with national organisation ensure our programmes can be adapted to the fluid political, COVID19, and economic situation being faced in the hard to reach areas where we work in coordination with local private sector. At the same time, the funds used to implement youth programmes in community-based structures increased community funds to support the most vulnerable people in their communities.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The key triggers for transformation which worked really well was a focus on inclusion, meaningful engagement of youth and innovation.

Inclusion of the hardest to reach youth as well as higher capacity youth requires time and dedicated resources.

Meaningfully engaging youth builds trust and ownership between NRC, young people and local communities and sustains the impact of our programmes.

Innovation enables improved reached, scale and adaptation to the priorities of displaced youth through digital solution and adaptive management of our programming with youth.

In Myanmar and Afghanistan we've actively hire female trainers and consult with young women to ensure the format, timing and location of training and support enables female participation.

The Power of Play – NRC's operational handbook for childcare spaces in NRC supported centres is used to improve access and retention of teachers and trainers with children.

In Myanmar, Greece and across the Middle East, NRC's youth-led assessment and research recognise youth as experts of their own experiences and supports young people learn news skills and developing powerful partnerships with community leaders, parents, employers and development partners.

In Zaatar Camp in Jordan, NRC works alongside a team of youth volunteers to co-chair the Youth Taskforce of over 13 partners working within the camp to mobilise support and deliver youth projects alongside youth themselves.

In South Sudan our EMPOWER Civil Society Organisations' Fund provided Euro 1 million, training and mentoring to 16 CSO organizations, including youth-led organisations, to supported over 50,000 people through community based projects.

Our online blended learning programmes within country facilitation in partnership with Arizona State Univeristy and Microsoft Philanthropies were piloted with over 1500 youth across Uganda, Kenya, Ethiopia, Iraq and Jordan facilitating access to vocational and tertiary level learning for displaced young people.

In Daadab refugee camp in Kenya, we've trained young people to become freelancers, form the Dadaab Collective Agency and enrol in Upwork to allow young people to access international employment markets due to restriction on their right to work within Kenya.

What didn't work well was a focus on the provision of TVET skills development without strong links to the private sector or coaching and mentoring support. There was also a lack of sustainability in some locations where NRC were managing TVET centres in communities after project funding ended. It is also difficult to provide holistic support to the wellbeing when there

is a lack of multi-sectoral coordination mechanisms for youth interventions.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Over almost 20 years, NRC has developed an evidence base, listened to and engaged the displacement affected young people we have worked with to develop a holistic approach of improving their overall wellbeing.

Our recommendations are to utilise the IASC Youth Guidelines to establish multi-sectoral approaches to working with and for young people in humanitarian action that responds to their needs and priorities, while harnessing their capacities, innovation and connections with their own communities. Finally, meaningfully engage young people to inform the design, implementation of humanitarian programmes and advocacy but also provide the funding and connections to key stakeholders for them to lead their own initiatives to improve their wellbeing.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

IASC Guidelines for working with and for young people in humanitarian and protracted crisis:
<https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises>

Youth wellbeing in displacement: case study research and NRC global framework
<https://www.nrc.no/resources/reports/youth-wellbeing-in-displacement/>