



#notlostgeneration

student campaign kit

a step-by-step guide to taking action
and affecting change

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introduction

Welcome to No Lost Generation's Campaign Kit. This guide aims to provide direction and support for anyone working outside of the humanitarian response to the crisis, to inspire and effect positive change the children and youth affected by the Syria and Iraq Crises.

The Syria Crisis: A Brief Overview

Please see humanitarianresponse.org for the latest updates on the Syria crisis and humanitarian response.

On average between 2011 and 2015, 50 Syrian families were displaced every hour of every day. The pace of displacement remains relentless. Since the beginning of the crisis in 2011, Syria has witnessed significant challenges in the humanitarian and security situation across the country, an increase in the targeting of civilian infrastructure, and a marked increase in internal displacement. Human rights violations and abuse occur in the context of widespread insecurity and disregard for the standards of international law and international humanitarian law (IHL). The crisis is characterized by the current absence of effective protection for a significant number of civilians.

The crisis requires an urgent political solution. Pending such a solution, humanitarian actors continue to work together to extend a lifeline to the most vulnerable people in Syria while aiming to enhance protection and strengthen individual- and community-level resilience across the country. The humanitarian community uses all available modes of humanitarian delivery to access the most vulnerable groups and the most severely affected areas through the most direct routes.

Humanitarian actors – in particular, Syrians themselves – are making remarkable efforts to deliver assistance, reaching millions of people per month despite significant operational constraints.

The Iraq Crisis: A Brief Overview

Please see humanitarianresponse.org for the latest updates on the Iraq crisis and humanitarian response. Iraq's crisis is driven by unpredictable, massive waves of displacement caused by armed conflict. From January 2014 to November 2015, 3.2 million people were forced to flee their homes in several big waves of displacement, and multiple smaller ones. An additional 1.1 million people were already displaced from earlier sectarian violence in 2006-2008.

About No Lost Generation

The No Lost Generation initiative was launched by a group of UN agencies and NGOs in 2013 to focus attention on the plight of children and youth affected by the Syrian crisis. By articulating real concerns about the possible ‘loss’ of a generation of children to the effects of violence and displacement, the initiative put education and child protection at the centre of the responses inside Syria and Iraq; as well as in the five refugee countries in the region hosting refugees from Syria (Turkey, Lebanon, Jordan, Iraq and Egypt). The ultimate aim of No Lost Generation is to provide opportunities for children and youth affected by the crises in Syria and Iraq to heal, learn and help shape their future.

Since NLG was launched, the conflict in Syria, as well as violence across Iraq, have worsened. The situation for children and youth inside the countries, as well as for many across the sub-region, is desperate. More needs to be done to expand delivery and to improve the quality of services so that children communities are better served in the mid to long term. Equally, there is a need to further involve adolescents and youth in processes that affect their lives, as well as through livelihood opportunities.

Three Pillars of NLG: Education, Child Protection, Adolescents & Youth

Education	<p>There are 5.4 million children inside Syria, including 2.1 million who are out of school, need improved quality formal and non-formal learning opportunities 1.4 million in the refugee hosting countries, including 700,000 who are out of school. ¹</p> <p>Efforts under this pillar include:</p> <ul style="list-style-type: none">• Scale up equitable access to formal & non-formal education.• Increase demand for learning by better involving families and communities in the education of their children.• Improve the quality and relevance of education.• Strengthen national and sub-national education systems, including the recognition and accreditation of formal and non-formal learning. <p><i>In 2015, there were 3.2 million children enrolled in education inside Syria. In the refugee host countries, 700,000 Syrian refugee children accessed formal and non-formal education opportunities.</i></p>
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¹ Figures are from 2016

<p>Child Protection</p>	<p>Children affected by the current conflict face multiple forms of violence and deprivation. Restrictions on livelihoods, lack of documentation and access to basic services worsen protection risks, such as child labour, early marriage, physical and sexual violence and recruitment by armed groups.</p> <p>Efforts under this pillar include:</p> <ul style="list-style-type: none"> • Improve access to quality community-based child protection that includes psychosocial support. • Provide specialized child protection services for those who need it • Enhance the capacity of families and communities to protect children. • Strengthen national formal child protection systems, including legal and policy frameworks. <p><i>In 2015, NLG partners supported 1.2 million children with community-based child protection services.</i></p>
<p>Adolescents & Youth</p>	<p>Adolescents and youth affected by the crises in Syria and Iraq are experiencing an increasing sense of isolation, depression and hopelessness within their families and communities. The No Lost Generation initiative aims to provide better opportunities for adolescents and youth participation in processes that affect their lives and to improve social cohesion.</p> <p>Efforts under this pillar include:</p> <ul style="list-style-type: none"> • Increase access to meaningful civic engagement opportunities. • Improve peer networking and mentoring opportunities. • Amplify the voices of adolescents & youth at local and national levels. • Provide better livelihood opportunities for all youth in line with national legislation. <p><i>In 2015, over half a million adolescents and youth in NLG countries were trained to provide leadership in their communities.</i></p>

The No Lost Generation Partners

Governments, donors, UN agencies, NGOs, civil society organisations, members of the public and academic networks all contribute to the No Lost Generation initiative. Formal No Lost Generation membership is open to all humanitarian organizations which contribute to the goals of the initiative and have an operational presence in 3 or more countries covered by the initiative. This currently includes over 20 NGOs and UN agencies.

Campaigns in support of the initiative's goals or in support of wider refugee assistance and protection can be run anywhere in the world by those interested and motivated to do so, using the concept and phrase of No Lost Generation.

For more information on No Lost Generation, please visit our website: nolostgeneration.org

What you can do in support of No Lost Generation:

- Raise funds in support of organisations working with those affected by the Syria and/or Iraq crises.
- Raise awareness and change attitudes about refugees. There are many ways to share the stories of refugees, provide the facts behind the global crisis, and foster informed, positive and respectful attitudes to refugees and migrants, including:
 - Film screenings
 - Panel discussions
 - Information sessions with government officials
 - Grassroots advocacy campaigns or using local media to share the stories and realities behind the global displacement crisis.
- Provide in-kind support for a local or national level organization working in support of refugees. In-Kind support is any type of support that is non-monetary. This can include:
- Volunteering with a local resettlement agency, such as assisting families with paperwork, child-care, and general information about their new community.
- Providing virtual support such as tutoring refugees via video call, either for language tutoring or general knowledge.
- Volunteering or interning for an organization working in support of those affected by the Syria or Iraq crises. This can also be done remotely, for example by provision of translation, information management or other services.
- Organize a petition-signing drive to support the UN High Commissioner on Refugee's #WithRefugees campaign: <http://www.unhcr.org/refugeeday/us/>

- Advocate for changes to benefit children and youth affected by the Syria and / or Iraq crises.

These changes may include:

- Political or diplomatic action to help end the conflict
- An increase in resettlement places
- A specific change in the national refugee policy or foreign aid policy
- The provision of free university places, scholarships or other benefits to refugees

The means to advocate may include:

- letter writing and social media campaigns targeting influencers and decision-makers
- peaceful demonstrations
- enlisting high profile spokespeople, such as celebrities, to mobilise public opinion and pressure decision-makers
- one to one meetings with influencers and decision-makers

getting started

useful steps to creating, implementing, and evaluating a No Lost Generation campaign

The following steps may be helpful for you in deciding what you can do in support of No Lost Generation, and to ensure that your efforts are as effective as possible.

1. Reflect and Get Inspired

Think about the changes you would like to see happen, whether they be within your local area, within your government or inside Syria, Iraq, or the countries in the Middle East and North Africa region hosting refugees from Syria. What inspires you to take action?

Get to know and understand the stories of the children and young people who are affected by the Syria and Iraq crises as they can be inspiration for great ideas and help you to find the focus turn your advocacy into real change. Check out [Saja's story](#) for some inspiration.

What do you want to change? Who do you want to influence? What do you need to do in order to achieve your goal...

- *... within your university/community?*
- *... within your government?*
- *... within Syria, Iraq and the surrounding countries?*
- *... internationally?*

2. Identify the Issues and Get Informed

What are the issues? Learn more by gathering information on children and young people affected by the conflicts in Syria and Iraq, and theirs and others' efforts to support them. By informing yourself you will have a clearer idea of what you think needs to be changed, and who has the power to make these changes. Thinking back to your reflections on the policy, decision makers and entities you would like to change, improve and influence. How do you prioritize these? Create a list of No Lost Generation issues that are most important to you. Next, get informed about these issues. This will allow you to be more effective and have a greater impact as you carry out the changes you want to see take place. Here are some ways to get informed on the issues facing children and young people affected by the crises inside Syria and Iraq:

- Read some of the personal stories and reports on the No Lost Generation Website.

- Watch some of the many short videos available illustrating the experience of children and young people affected by the Syria and Iraq crises, such as those included in the Resources and Further Reading section on page
- Visit humanitarianresponse.org and review the latest situation reports (sitreps) and dashboards for the humanitarian responses inside Syria and Iraq. The humanitarian needs for these situations are presented in an annual Humanitarian Needs Overview which includes information on how children and young people are affected by the response. The Syria Humanitarian Response Plan (HRP), The Iraq Humanitarian Response Plan (HRP), and the Regional Refugee and Resilience Plan (3RP) provide further information on the needs and planned humanitarian response.
- Visit the websites of NLG partners (please see section 3 below) to see the issues they are working on in response to the Syria and Iraq crises.
- Interview refugees from the region in your local area, or with whom you are able to establish a personal link.

Here are some ways to get informed on refugee issues in your area:

- Learn the **definition of a refugee** and how it differs from a migrant, asylum-seeker, and IDP. Make sure that you are thinking of these definitions as you continue to learn/read about and discuss refugee issues to ensure that you and your friends, family, and classmates are using them correctly! You would be surprised how few people know the distinction between these terms - so it's great to learn them early on!

Refugee	The 1951 Refugee Convention spells out that a refugee is someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country."
Migrant/Immigrant	Someone who travels to another country for any other reason, including economic opportunities.

Asylum-Seeker	Someone who has travelled outside his or her country to apply for asylum in that country, meaning they can live there legally as a refugee.
Internally Displaced Person (IDP)	Someone who has fled his or her home but is still living within their country of origin.

- Look up a **refugee resettlement agency** near you. Refugee resettlement agencies are organizations that work to provide newly arrived refugees with basic services, like help finding employment, learning the local language, and integrating into the community.
- Research **refugees in your country or area**; how many have arrived there in the past year, and where they are from.
- Research the **process that refugees undergo** before they arrive in your country or area.
- Contact your local **representative** and see if he or she supports refugee resettlement in your area.
- **Read the news regularly** for articles about refugees. Look beyond major news outlets and consider international sources like Al Monitor or Foreign Policy Magazine and country-specific sources like Syria Deeply and Syria Direct. Also consider news outlets which focus on media analysis such as Project on Middle East Democracy.

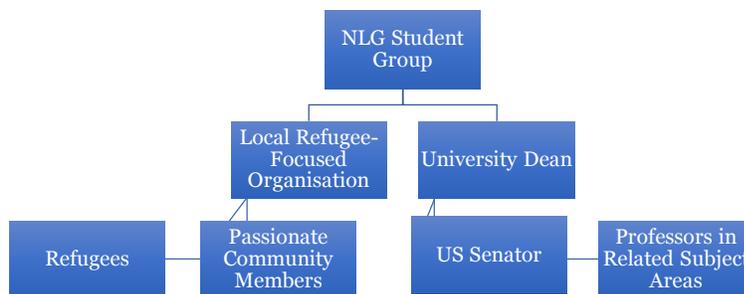
Once you have identified the key issues you think you would like to address, analyse them using questions such as the following:

- *What makes this issue important to address?*
- *Who is most affected by the issue and why?*
- *How does this issue differ locally, nationally, regionally and globally?*
- *What approaches have been taken to understand and tackle the issue?*
- *What groups are currently working on addressing the issue? (consider different sectors such as government, national and international NGOs, United Nations agencies, etc.)*

This analysis should help you get a sense of which key issues you really want to work on; how others will see the issue (your allies, those you want to influence) and where you might get support.

3. Get Connected

Networking can give your ideas, access to knowledge and experience, and help in gaining support for your advocacy. Create a map of your networks and track your contacts. Networking can give your ideas, give you access to knowledge and experience, help you gain support for your campaign, identify what is and isn't already being done, see how close you are to influencers and decision-makers; and finally, take the best action possible. Networks can be formal or informal. Here's an example of a networking chart:



You may find it helpful to connect with other groups, clubs or movements in your area. These can either be likeminded or completely different. With other, likeminded groups you may wish to collaborate to achieve certain shared goals or even to merge your campaigns. With completely different groups, you may want to establish one-off moments of collaboration (e.g. accessing an audience they have convened for another reason to raise awareness on refugee issues) or a more sustained symbiosis (for example sharing facilities or agreeing on a sponsorship or visibility arrangement).

4. Plan and Get Moving

Now that you are equipped to take action, it's time to begin planning. Start with identifying the goal and objective you're working towards. Identify your audience. Create your work plan and chart your activities. Once you have identified issues, learned more about the issues and identified who you can connect with you are ready to develop and implement an action plan. Keeping in mind issues you identified, what goal will you work towards in your action plan? Here are some possible examples:

Increased	Decreased
<ul style="list-style-type: none"> • Representation of children and youth in decision making processes • Responsibility for future generations 	<ul style="list-style-type: none"> • Number of children and young people out of school • Cultural barriers, stereotypes and intolerance

<ul style="list-style-type: none"> • Knowledge of civil society • Employment capacity among youth (especially vulnerable young people) • Educational opportunities for children & youth (reading, computer literacy, vocational training, etc) • Hope for country 	<ul style="list-style-type: none"> • Poverty level
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Here are some key elements of an action plan to include as you develop a No Lost Generation campaign.

- Campaign goals: Going back to the issues that you have chosen to focus on, clarify what you want your campaign to achieve.
- Campaign Activities: You know your goals. Now break your campaign down into specific activities.
- Raise Awareness: It can also be helpful to get publicity and let people know about your campaign. Let others know how and why they should get involved!

Create Campaign Materials:

As you begin to explain your campaign plans and ideas to your stakeholders, you may find that they will ask for further information. It is always useful to create 1-page description of your campaign. You may also feel the need to create a more in-depth Campaign Proposal. Typically, a campaign/project proposal will include sections such as:

- Background (highlight the needs being addressed)
- Mission and Objectives (what you want to achieve)
- Activities (how you will achieve your goals)
- People Involved (include a short description of you and your team members)
- Partners (add to this list as you find organizations willing to help)
- Timeline (mention key milestones)
- Budget/Resources
- Evaluation (how you will measure the success of your campaign)

If you choose to develop a campaign proposal, it can be shared with potential supporters of the campaign.

5. Have a Lasting Impact

Now that you have made an impact, how can you sustain it?

Sustaining a campaign or project for a long time can be a major challenge. Even if you decide not to continue your campaign, think about the ways that people involved in your campaign can sustain their interest in taking action on the issues you addressed. Ways to achieve a more sustained campaign could include:

- Collaborating with other organizations: By spreading responsibility for your campaign across several different groups, you're building a stronger support structure for the future. If one group discontinues their support, at least there are others who can take on more responsibility.
- Building strong alliances with people in leadership positions: Leaders in any field – business, policy, academia, civil society - can be a vital source of wisdom, financial resources, and technical expertise that is often required to take a one-time campaign to a more long-term venture.
- Planning for leadership transition: You may not always be the person in charge of your campaign! Leaving the right information so that a new leader can take over is essential. Put together a package of useful information for the next campaign leader.
- Keeping good records and managing knowledge: Keeping good records of your contacts, how you do things, and your achievements will help you to sustain the effect of your campaign in the future. This includes documenting what you have learned through the process of evaluation.

Effective Evaluation

During and at the end of your campaign it's helpful to identify the obstacles you faced and the lessons you are learning in order to consciously improve the way you're working. Encouraging others to get involved in the issue you care about is a great way to sustain your efforts. Monitoring your campaign throughout each stage will help you to best respond to changes that occur along the way. Earlier you set out indicators or measures of success to make sure you stay on track. These indicators will shape your overall goals, and determine achievements of interim objectives along the way. The more specific your indicator, the easier it will be to evaluate your achievements.

Evaluating your progress can help to improve upon the process of implementing your campaign, as well as the outcomes that have been achieved as a result of your campaign. Taking time to reflect on what you have learned throughout each stage of your action campaign is therefore an essential part of ensuring that your efforts have a lasting impact. Consider the following questions:

Reflect

- Were you surprised by any of your successes?
- What did you learn from your failures?

Identify the Issues & Get Informed

- What were your most useful resources?
- In what ways have your efforts helped you to gain more in-depth knowledge?

Get Connected

- Who did you reach in the process of implementing your campaign (This can include those who helped along the way as well as those who were able to benefit)
- In what ways were you able to access support from your networks?
- Have you maintained a relationship with these new contacts?

Plan & Get Moving

- Were there any goals that you didn't achieve?
- How can you meet these goals in a future campaign?
- What were your obstacles?
- What could you do to overcome these obstacles in a future campaign?

Having a Lasting Impact

- What outcome are you most proud of?
- What outcomes do you wish you approached differently? How so?
- What are your recommendations for other students who try to undertake a similar NLG campaign?

Tips for Evaluation:

- Keep your evaluation simple and relevant
- Try to gain inputs from multiple sources
- You will probably learn that the campaign has unexpected outcomes, both positive and negative. Think about how the campaign has influenced and affected the participants, your community, your organization, and even yourself
- Include details on factors that negatively impacted your campaign (were these truly outside your control, or were they risks that could have been avoided?)
- Spend some time highlighting recommendations for the future, so that when similar campaigns are launched, they are more likely to have greater impact

getting connected

How you can link to the humanitarian organisations working on No Lost Generation

After you have successfully launched your own campaign keep us – the humanitarian partners working on the Syria and Iraq crises under No Lost Generation - posted on the progress you're making. Sharing your experiences is helpful for us and may inspire others to take action. We would also like to use our website, social media and other platforms to highlight the work that is being done all over the world in support of the humanitarian responses to the Syria and Iraq crises.

You can contact us via nolostgeneration.org. We maintain an email group for NLG communications where we share content which you can use on your social media platforms.

How to channel funds to the No Lost Generation response

At nolostgeneration.org you will find a list of NLG partners working in the responses to the Syria and Iraq crises. Clicking on a logo will take you to the donations page for that organization where you can follow instructions to transfer funds to that organization.

Should you wish to fund one of the national organisations in the response or a smaller, local organization, please contact us via nolostgeneration.org. We maintain a list of reputable organisations which we would be happy to share with you.

How to volunteer with a No Lost Generation partner

Internships and volunteer opportunities in NLG partner organisations are generally advertised online. Most organisations will take on a 1-2 interns in each country office per year, although exceptions can be made and sometimes new opportunities are available for students with specific areas of expertise (flood drainage engineers is one recent example; post-graduate level economists is another). Arabic language (or another relevant language such as Turkish or Kurdish) is a significant advantage for interns wishing to work directly with the affected population as this reduces the translation burden on the organization hosting the intern.

It is also possible to volunteer virtually for one of the NLG partners – as well as other organisations working on refugee issues in the region and beyond. These volunteering opportunities can be organized online (volunteeronline.org is an excellent resource where you can browse different opportunities) or through your networks. If you would like to volunteer your time to provide direct online support to refugees (language lessons or other skype based sessions) you may wish to make

this offer to one of the national or local organisations which NLG partners are working with. For details of these organisations please contact us via the nolostgeneration.org.

Use of the No Lost Generation Logo/NLG Partner Logos



In recognition that No Lost Generation campaign groups need to be able to move at their own pace (without waiting for sign off from the operational No Lost Generation partners in the humanitarian response) and may wish to have an expanded agenda (e.g. applying the No Lost Generation concept to a wider scope of situations, including refugees and asylum seekers in their own countries) as a general rule these individuals, organizations or groups should not use the No Lost Generation logo or the logos of any other partner organizations.

Should an individual, organization or group make an exceptional request to use the NLG logo, this request will be discussed and an agreement reached by the No Lost Generation partners in the humanitarian response to the Syria and Iraq crises.

Any use of the NLG logo or those of NLG partners which has NOT been approved may result in a request to withdraw the product and/or issue a correction.

resources

Key No Lost Generation advocacy messages

These key advocacy messages were developed by the partners of the No Lost Generation initiative in January 2016 and should be reiterated and amplified wherever possible in No Lost Generation advocacy platforms and products.

Headline messages

- The conflicts in Syria and Iraq must come to an end. All those with influence must redouble their efforts to achieve a political solution to these conflicts so that refugees and internally displaced people can voluntarily return in safety and dignity. In the meantime, all violations of children's rights must cease as an urgent priority, in particular all attacks on education, health and water facilities.
- Up front, multi-year investment in national education and child protection systems, including building the capacity of education personnel and the social workforce, and promotion of quality standards, is essential to provide a sustainable response for children affected by the Syria and Iraq crises.
- The provision of immediate, quality education opportunities and child protection services are urgent priorities for the most vulnerable children and youth affected by the crisis: action now to address child protection concerns and get all children in school will mitigate the impact of gaps in protection and education, and contribute to avoid a Lost Generation.
- Adolescents and youth affected by the crisis have a strong desire to contribute positively in their communities. It is essential to open up opportunities for them to engage in social, civic and economic terms, in order to realise their potential and offset the risks, frustration and lack of hope that they otherwise face.

Detailed messages

1. Parties to the conflicts inside Syria and Iraq should end indiscriminate attacks on civilian areas as these kill and maim children, and damage or destroy educational facilities.

All parties to the conflicts respect and protect children's right to life and to an education by adhering to the principles of distinction and proportionality under International Humanitarian Law and Human Rights Law. Refraining from indiscriminate attacks, including the use of explosive weapons in civilian areas is critical for the realisation of such rights.

Actors with influence over parties to the conflicts inside Syria and Iraq use their leverage to ensure parties respect their obligations to ensure the protection of schools and other educational facilities as civilian objects under International Humanitarian Law.

Member States who provide support to parties to the conflicts should use their influence to call for an immediate stop to attacks on civilian areas that kill and maim children, as well as damage and destroy civilian infrastructure, including educational facilities.

Members of the UN Security Council should strengthen monitoring mechanisms to document International Humanitarian Law and International Human Rights Law violations, including protection concerns and make parties to the conflicts fully aware that any violations are being documented.

Parties to the conflicts should refrain from using educational facilities for military purposes. Member States with influence over parties to the conflicts in Syria and Iraq call for a stop to the military use of and placement of military objects inside or close to educational facilities.

2. All children and youth affected by the conflict should be protected and have equitable access to services in safety and with dignity.

Governments should scale up child protection services, addressing gaps in legal and policy frameworks and training to improve the quality of such services in line with children's best interest.

Donors and civil society should continue to support the provision of specialised child protection services and community based child protection and psychosocial interventions to complement national systems. Governments in the region help to facilitate the work of these partners.

Governments and donors should prioritise provision of birth registration, recognising that it serves as a foundation for a child's right to family unity and reunification, as well as the ability to return to Syria, should conditions allow.

Governments should help facilitate children and their families' access to residency and other documentation through flexible, accessible and affordable procedures. When adult family members are not able to access legal documentation and renew their residency this results in restrictions in movement and limitations on livelihoods, which in turn increases the risks of child labour, early marriage and other protection issues for children.

The principle of family unity should be respected to ensure that children and their families are not separated during or after displacement. Governments should facilitate family reunification, including cross-border family reunification.

Children and their families' right to freedom of movement should be respected inside Syria and Iraq, as well as in countries of asylum.

3. Adolescents and youth should have access to civic and social engagement and networking opportunities and be able to influence decision making processes.

Governments, donors and civil society should improve opportunities for young people to develop, plan and monitor initiatives that benefit children and youth, as well as their local communities.

Governments, donors and civil society should come together to improve opportunities for young people to lead positive community based activities that provide a sense of purpose and a platform for young people's contributions to be valued and voices to be heard.

Governments should work with local municipal-level governance systems to formalise youth participation and influence in local planning and decision making processes.

4. Youth and refugee families should have access to livelihoods and opportunities.

Governments, with support from international donors and the private sector should improve livelihood opportunities for young nationals, internally displaced persons and refugees so they can play a more productive role in society by contributing to local and national economies.

Donors should provide stable and predictable long-term funding and investment to support host governments and private sector in making necessary policy changes and changes to business environment to the benefit of all young people, females and males alike, in their respective countries.

Governments should prioritise providing legal working opportunities for refugees to address child labour and other negative coping mechanisms such as early marriage.

Donors should support livelihoods programmes that address the specific needs of refugees, particularly women-headed households and youth, and provide integrated programmes to address child labour and child marriage that include livelihoods, education and protection elements.

Donors, the international community and national actors should significantly scale up integrated child protection, education and livelihoods programmes to address child labour with a focus on the worst forms of child labour.

5. Children and youth should have access to accredited and certified safe formal and non-formal quality learning opportunities to develop and realize their full potential in life.

Governments should provide quality accredited and certified formal education opportunities so that young people can progress to secondary and tertiary education and / or achieve decent livelihoods.

This provides sense of purpose and hope for all young Syrian refugees across the sub-region.

Donors who support national educational systems, should call on governments for national formal educational certificates to be consistently recognised across the sub-region through cross border agreements on recognition of student and teacher certification.

Continued technical and financial support by the international community is critical to help governments across the sub-region to develop and adopt accredited and certified non-formal education opportunities, with defined pathways to formal education to ensure a generation of young people grow up with the knowledge and skills to play a constructive role in society.

Governments, with support from the private sector and international donors, should support and provide tailored technical and vocational training opportunities to better prepare adolescents and youth for their working lives so that they can productively contribute to society and the economy.. Donors should continue to provide technical and financial support, to improve the capacity of national education systems to expand the capacity and quality of education systems and develop relevant accreditation and certification frameworks. This is particularly important given the increased strain on education services as a result of conflict, as well as pressure in terms of numbers of children in IDP and refugee hosting communities.

When traditional educational service delivery cannot reach parts of the population, donors, the private sector and governments should support innovative approaches to structured, accredited and certified learning that can engage all children in learning, with a particular focus on those who are in non-formal education or out of school.

12 steps for psychological first aid [adapted from the Red Cross website]

It is important to think through your role in any situation that puts you in direct contact with refugees, and to ensure that in your communications and work with them you are acting responsibly and sensitively. It is essential to respect cultural and personal boundaries, and not to urge refugees to talk about issues or experiences which make them feel uncomfortable. Avoid making promises and any transfers of money between individuals with whom you are volunteering. Should you find yourself in a situation with someone who is visibly upset or distressed, the following basic steps may be a helpful guide for your reaction. Further resources including online courses on Psychological First Aid are available online.

1. Observation and Awareness: You first note that there may be a need for psychological first aid due to outward appearances-what you see or hear someone saying-or because you have heard about their stressful circumstances.

2. Make a Connection: This will differ based on your particular relationship to the person. For example, if the person does not know you, you may need to appropriately introduce yourself. Even if you are "acting" in an online conversation, you will need to have had some history with the person or to have been introduced through a mutual connection. Making a connection means acting in a way that makes it clear you are focused completely on the person you are trying to support.

3. Help People Feel Comfortable and at Ease: Common courtesies such as helping someone with their coat, providing simple information, or just acting friendly and accepting can make people feel comfortable.

4. Be Kind, Calm, and Compassionate: Show by your mannerisms that you care and are respectful. Be sensitive to cultural norms, such as separation of men and women (e.g. don't bring a man into an all-female conversation without permission), and touching (if you are with the person physically). If you don't know the person well, wait to see what level and type of conversation and contact they seem to be comfortable with.

5. Assist with Basic Needs: When relevant, such as providing information and ways for staying connected with support systems.

6. Listen: Let people talk about whatever it is they would like to talk about, but do not push them beyond what they want to share. Sometimes all that a person needs is an opportunity to "vent," or share their feelings or frustrations.

7. Give Realistic Reassurance: "Everything will be fine" is not realistic. Saying "I'm sorry to hear that" or "I can see how you would be feeling that way" helps people see their reactions as normal. Reassure them that resilience can help carry them through.

8. Encourage Good Coping: Coping behaviors are learned based on our unique life experiences. We all have our own particular styles and strategies for coping. Some are positive and some are not so helpful.

9. Help People Connect with Others: Connecting means not only with loved ones, but also with other existing and new social connections.

10. Give Accurate and Timely Information: Share relevant information only if you know it to be accurate; otherwise refer to some other source.

11. Suggest further sources of help and information: This will likely include the organization which put you in contact with the refugee in the first place.

12. End the Conversation: This depends on the circumstance and your relationship to the person. However, leave the person with the impression that you care, even if you are unlikely to see the person again.

Online Resources & Further Reading

Getting Inspired

- [Liam Neeson Visits Syrian Refugee Camp](#)
- [Voices of Children from 6 Countries](#)
- [Meet a Refugee Child](#)
- [Angelina Jolie Meets Syria's Lost Children](#)

Gathering Research

<http://www.state.gov/documents/organization/257067.pdf> - US state department toolkit for working in support of refugees

<http://www.nolostgeneration.org/> - the website of the No Lost Generation initiative, through which you can contact the No Lost Generation coordinator for further information on any issue.

<http://humanitarianresponse.org/> - up to date on humanitarian situations including inside Syria and Iraq

<http://3rpsyriacrisis.org/> - information on the response to the Syria refugee crisis in Jordan, Lebanon, Turkey, Iraq and Egypt

Getting Involved

<http://volunteeronline.org/> - opportunities for recognised virtual volunteerships with UN agencies and other organisations working on humanitarian and development issues.

<http://www.unhcr.org/refugeeday/us/> - worldwide petition to show support for refugees headed by the UN High Commissioner on Refugees

