



YOUTH ASSESSMENT ZAATARI AND AZRAQ CAMPS

JORDAN

ASSESSMENT REPORT

NOVEMBER 2016

Cover photo: Female Syrian refugee youth playing football at the NRC education centre in Zaatari Camp.
25th October, 2016.
Photo: NRC/Hussein Amri

About REACH

REACH is a joint initiative of two international non-governmental organizations - ACTED and IMPACT Initiatives - and the UN Operational Satellite Applications Programme (UNOSAT). REACH's mission is to strengthen evidence-based decision making by aid actors through efficient data collection, management and analysis before, during and after an emergency. By doing so, REACH contributes to ensuring that communities affected by emergencies receive the support they need. All REACH activities are conducted in support to and within the framework of inter-agency aid coordination mechanisms. For more information please visit our website: www.reach-initiative.org. You can contact us directly at: geneva@reach-initiative.org and follow us on Twitter @REACH_info.

SUMMARY

Since the outbreak of the conflict in Syria in 2011, 655,833 Syrian refugees have registered with UNHCR in Jordan. Among them, 56.9% are under the age of 18¹. Approximately 20% of Syrian refugees in Jordan have settled in the refugee camps of Al Zaatari in Mafraq governorate, and of Azraq in Zarqa². Three quarters of these camp populations are below the age of 35³. Due to the context of prolonged displacement and limited educational and livelihoods opportunities for Syrian refugees beyond adolescence, refugees up to the age of 32 are provided for by youth programmes implemented in the camps. For this reason, youth have been defined in this assessment as aged 15 to 32.

Given the protracted nature of the conflict, Syrian refugee youth are now faced with challenges such as disrupted education and emotional growth, and limited livelihoods development and earning opportunities. It is against this challenging backdrop that humanitarian actors are working to enhance youth well-being and meet psychosocial needs, by providing youth with opportunities to complete their education, develop necessary technical and life skills, and actively participate in their communities. In the Jordanian context, the humanitarian response has begun to shift focus towards livelihoods activities, which has been reflected in the programming provided by youth actors who have begun to recognize the alternative needs of older and employment seeking youth. For those aged 15 to 32, there is a range of 'youth-targeted' programming (YTP) provided to meet psychosocial, educational and skills based needs.

After four years of YTP in Zaatari Camp⁴, and more than two in Azraq⁵, there is a dearth of research that comprehensively assesses the programmatic impact of YTP in these camps. Where research does exist, it tends to focus primarily on the needs of children and on monitoring enrolment of children and adolescents in formal education. Therefore, the needs and perceptions of older youth, those aged 18-24, and especially 25-32, are under-researched. There is also a need for more extensive research into the particular needs of youth with disabilities (YWD). Despite being an especially vulnerable group within the population, and with specialized medical and psychosocial needs, little published research has been done to understand the overarching challenges of life in the camps for these youth.

The Norwegian Refugee Council (NRC) and REACH identified key information gaps in existing research focusing on Syrian refugee youth issues within the humanitarian response, notably regarding the extent to which youth benefit from youth-targeted programmes, and are able to utilize skills learnt to achieve personal and professional aspirations. The primary objective of this Youth Assessment is then to inform youth programming in Jordan's Zaatari and Azraq Camps, through a detailed understanding of the diverse range of experiences and perceptions of Syrian youth, including their perceived gaps in programming, and to identify community-sourced recommendations for improvements. In order to assess the broader landscape of YTP in the camps, youth were asked about a wide range of programmes, including formal education, sports and recreational activities and skills training. However, it is worth noting that based on findings from youth, certain types of youth programmes, notably those focusing on livelihoods and skills development, may be emphasized more than others in this report.

To achieve these objectives, the assessment was wholly qualitative, centring on a focus group discussion (FGD) methodology. In October to November 2016, REACH, in coordination with NRC, conducted 30 focus group discussions (16 in Zaatari and 14 in Azraq)⁶. In total, 189 youths, and 28 community leaders and youth workers were engaged in the assessment. To solicit sectoral expertise, a strong emphasis was placed on collaboration with the Zaatari Youth Task Force, key youth actors in Azraq, and the Education and Protection sectors under which they operate, throughout the assessment.

¹ [UNHCR Jordan Factsheet, November 17 2016.](#)

² *Ibid.*

³ Calculations based on UNHCR monthly camp factsheets. Please see Introduction for further detail.

⁴ Zaatari Camp officially opened 12 July 2012. [UNHCR Zaatari Refugee Camp Factsheet, November 2016.](#)

⁵ Azraq Camp officially opened 30 April 2014. [UNHCR Azraq Refugee Camp Factsheet, November 2016.](#)

⁶ 3 key informant interviews (KII) were also conducted to represent the perspectives and experiences of youth with disabilities (YWDs) in Azraq, as a focus group discussion was not possible.

KEY FINDINGS

Youth interest in different types of YTP

- **All youth participating in the assessment reported that education was central to their well-being. Programmes that helped engage and support youth in accessing formal education** were deemed to have a positive impact. This was most prevalently reported by youth aged 15-17 that were participating in YTP. Although youth in the oldest age bracket (25-32 years) also commented on formal education as being important, their level of interest tended to be the lowest. An interest in advancing education and obtaining formal certification was strongest amongst youth aged 15-17 in the assessment.
- **Female youth aged 15-17 in Azraq were more enthusiastic about formal education than their peers in Zaatari, which emerged as one of the biggest differences between the two camps.** This was indicative of a more general difference between the cultures of the camps with regards to female youth education, where Azraq residents seemed to place a higher importance on education for both male and female youth, than in Zaatari camp. This difference may be due to the demographics of area of origin (AoO). Azraq residents tend to originate from larger cities such as Damascus, Aleppo and Homs, and therefore are likely to hold more 'progressive' views towards female education and employment. By comparison, Zaatari residents mostly came from more rural communities in and around Dara'a, who tend to hold more traditional views towards gender roles than those from urbanized areas.
- Even though youth were asked about all types of programming, youth participants consistently emphasized their interest in livelihoods and skills trainings opportunities. **Programmes that provided technical skills and vocational interests emerged as a priority, especially for male youth, for whom the most significant and positive impact of YTP was the role technical learning programmes could play in advancing skills and enhancing their employability.** Many youth also expressed a desire, or at least interest, to develop community based initiatives towards creating income earning opportunities. This focus also translated to an interest in more general skills based informal education programmes, such as International Computer Driving License (ICDL) and English courses.
- **Where recreational activities were discussed, female youth displayed higher levels of interest than male youth.** They requested more spaces where they could sing and dance, and spend time with their friends. This correlates to the greater emphasis they placed on YTP as allowing them to have more opportunities to leave the home.

Impact of YTP on youth

- Overall, the youth assessment has shown that **youth-targeted programming has an overwhelmingly positive impact on youth well-being as a source of mental and social support.** This positive impact and the way it has been reported vary across demographics of age, gender and area of origin (AoO). One of the most significant variations was between male and female youth. Youth interpreted this mental and social impact in two distinct ways, as outlined below:
 - In general, female youth participants mostly interpreted the role of YTP in providing mental and social support as providing them with opportunities to leave the home, engage with communities and make friends. In doing so, the different types of programmes reportedly enabled them to address feelings of isolation and anxiety that were commonly reported by female youth. In this way, **female youth that were participating in programmes indicated a certain level of empowerment and well-being through youth community facilitated by the different programmes.**
 - **Male youth, and especially the older ones who participated less in formal education, referred more frequently to the content of courses as a source of mental and social support for them.** Similarly to their female peers, male youth reported life skills and vocational training as helping them to address feelings of depression by giving them 'hope for the future', and a distraction from the

boredom they reportedly felt from extended periods of missed learning and training opportunities due to displacement.

- However, the positive impact of these programmes is restricted by factors that limit youth access to YTP. There was an observed link between higher numbers of barriers reported by participants and lower levels of participant well-being, particularly for youth that were not able to participate in any programmes. **Therefore, if accessing YTP has a positive effect on youth well-being, it could be inferred that factors presenting barriers to accessing these programmes have a potentially negative impact on youth, especially if they prevent youth from accessing these activities at all.**

Factors influencing access to YTP

- **Women and girls were found to face unique barriers to accessing programmes**, specifically: expectations of and time constraints for fulfilling traditional female roles in the home, verbal and sexual harassment outside of the home, and vulnerability to early marriage⁷.
- Factors impacting upon access to YTP were found to be multi-faceted, affecting different subsets of youth in different ways. Furthermore, no one factor acted independently of another. On the contrary, **participants reported multiple factors as working together to influence their access to programmes**. For example, **traditional socio-cultural expectations of gendered roles in the community tend to confine women to the home**, and allot them domestic and household duties such as cleaning and child rearing. Female youth also commented on their unique needs regarding childcare facilities, which are directly related to their household responsibilities. In this way, cultural norms and gendered family roles interact with issues of limited service provision which limit women's access to programming. In contrast, these same expectations seem to facilitate male participation, who are actively encouraged to engage in the community. **The influence of family and community is complex and plays a different role for young men compared to young women.**
- **Male youth often reported feeling an expectation and responsibility to provide for and support their families through seeking gainful employment, which they prioritized above engaging in YTP**. This sentiment was most commonly expressed by older male youth, aged 25-32, but was mentioned by male youth of all age groups, and especially those that were not currently engaged in youth programmes.
- **Physical distance to programme sites and the lack of affordable transportation in the camps were also frequently mentioned by youth participating in the assessment as a factor limiting their access to YTP. Although both male and female youth commented on this, it was discussed as a predominantly female issue**, due to both domestic responsibilities and concerns about verbal and sexual harassment outside of the home. All youth commented that either more affordable and more regular transport should be made available, or that programmes needed to be made available in more sites, as well as more evenly distributed across the camps.

YTP and inclusivity for youth with disabilities (YWD)⁸

- **The negative impact of limited access to YTP sites were amplified in the case of youth with disabilities (YWD)**. Female YWD reported that their limited mobility made it even harder for them to leave the home, whilst male YWD felt fewer livelihoods focused or skills learning opportunities were available to them as a result of their disabilities, particularly regarding trades and crafts. Furthermore, this group reportedly found it more difficult to have to travel long distances to programme sites. **Distance and physical access emerged as a primary barrier to accessing programmes for all youth, but especially those with disabilities.**

⁷ Early marriage, as referred to here and throughout the report, is defined as a religious ceremony or legally binding marital contract, where at least one of the parties is between 15 and 17 years of age.

⁸ For this assessment 'youth with disabilities' or 'YWD' is used to refer to all youth aged 15 to 32 who have a chronic illness or physical impediment that limits full mobility in day to day life, and/or who experience difficulty communicating or understanding, leading to developmental delay.

- However, the most commonly reported barrier to access YTP that youth with disabilities perceived was a lack of awareness and inclusion. **Participants perceived that programmes were simply not available to disabled youth, or that when they were, these programmes failed to meet the practical needs of people with limited mobility or learning difficulties.**
- **The difficulty faced in identifying YWD to be interviewed for this assessment, and the limitation in representing youth with mental or learning disabilities, is potentially indicative of the daily challenges this demographic encounters.** Firstly, the absence of centralized information regarding the population of YWD in the camp presents obvious barriers to understanding the needs and capacities of this vulnerable demographic. This limited understanding with regards to the nature and extent of this demographic's needs could translate to more limited or inadequate service provision across sectors compared to the rest of the population. Furthermore, addressing the needs of persons with mental or learning difficulties requires specialized training and facilities that creates distinct challenges when implementing inclusive programming.

Challenges faced by youth not engaged in YTP

- **For the majority of youth not currently engaged in YTP, and especially male youth, their primary concern was financially supporting the family.** Many felt that youth-targeted programmes would not lead directly to employment and were therefore not able to meet their primary needs, which discouraged them from participating.
- **Family limitations were the most frequently cited reason by youth for not participating in YTP,** whether it was male family members discouraging female youth from leaving the home, or expectations on male youth to support the household financially.
- This group also commonly reported as a **significant problem lack of awareness about available youth programming; either not knowing what courses were available, or finding out once it was too late to enrol.** However, youth actors have established multiple mechanisms for disseminating information about programmes to beneficiaries, ranging from camp-wide SMS messaging to community mobilization through case workers carrying out individual household visits to cases, noted as having an influential role in the community. It then appears there is a problem with the transmission of information and awareness raising between these actors and the youth audience that they are trying to reach.

Youth, YTP and community engagement

- **Adult community members and youth actors that participated in the assessment generally supported youth participation in YTP** and actively encouraged their participation, whether through community mobilization and awareness raising, or by supporting younger siblings. However, there were exceptions, which were linked to the aforementioned barriers to accessing YTP that youth reported facing.
- **Both youth and adults in the assessment commented that more could be done to raise awareness of the benefits of YTP for youth across the community.** They felt that building family and community support for youth participation could significantly reduce the current barriers that youth are facing. This was seen as particularly needed in the case of promoting YTP for young women to male family members such as fathers, brothers and husbands in order to reduce the impact of gendered social expectations.
- **Youth themselves reported that organizations could do more to support youth empowerment and independence through community-based initiatives.** Upcoming pilot initiatives such as the rickshaw building and operating in Zaatari camp should be closely monitored as models for future activities with the potential to address issues of youth awareness raising, inclusivity promotion, childcare facilities, transport provision and creation of livelihoods opportunities through youth entrepreneurship.

- It is important to note, however, **that whilst youth did not commonly make explicit references to community engagement or volunteering, youth clearly contribute a great deal to their families and communities.** Whether through domestic labour or paid employment, almost all youth participants in this assessment were vital members of their communities.

Gaps in current programming

- Whilst the overall perception of the impact of participating in YTP was positive, **participants in this assessment also highlighted gaps in current programming and service provision, some of which they felt limit their ability to enrol in and attend programmes.**
- **Both the oldest and youngest youth groups commented on the issue of age eligibility limitations to enrolling in certain programmes. This was especially mentioned as an issue for youth over the age of 24, as programming is most limited for youth aged 25-32. The lack of courses available to men and women over the age of 32 was also mentioned by all older youth.**
- **Youth aged 15-17 reported that skills based and technical courses were not available to them and they wanted the age eligibility of 18 or more years to be changed, so that they could participate.** Furthermore, youth of this age group that were currently attending formal school, expressed the wish for informal education courses and recreational activities to be held at more flexible times, so that they could attend both.
- **When discussing on how the courses themselves could be improved, youth seemed largely satisfied with the range of programmes available. However, they frequently commented on the need for more courses available to meet and accommodate for the level of interest in the youth community.** This was most commonly reported with regards to technical and skills-based courses, such as trades or ICT and language programmes. Furthermore, female youth attending these programmes also emphasized their interest in higher levels of skills training, or more advanced courses, in order to continue learning and improving.
- **General improvements requested by youth participating in the assessment tended to focus on limitations regarding livelihoods and technical skills-based courses.** Responses expressed a need for greater provision of tools and equipment to continue developing skills following courses and a lack of facilities and equipment available outside of course hours for youth to continue developing their skills and to begin small commercial enterprises within the camp. Most significantly, and interlinked with all of these youth suggestions, **youth highlighted the lack of support available in helping them to transition from technical skills learning to gainful employment.** This was consistently highlighted as a predominantly male problem, but affecting female youth also.

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List of Acronyms

AoO	Area of Origin
BNLWG	Basic Needs and Livelihoods Working Group
CBO	Community-Based Organization
CCCM	Camp Coordination and Camp Management
CCFA	Comprehensive Child Focused Assessment
CFW	Cash for Work scheme in Zaatari camp
CWD	Children With Disabilities
DCO	Data Collection Officer
FGD	Focus Group Discussion
FPSC	Fundación Promoción Social de la Cultura
GBV	Gender-Based Violence
IBV	Incentive-Based Volunteering scheme in Azraq camp
ICDL	International Computer Driving License
KII	Key Informant Interview
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
ODK	Open Data Kit
PSS	Psychosocial Support
PWD	Person(s) with Disability
SRAD	Syrian Refugee Affairs Directorate
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
Y-PEER	UNFPA pioneered Youth Peer Education Network initiative
YTF	Youth Task Force
YTP	Youth-Targeted Programming
YWD	Youth with Disabilities

Geographical Classifications

Governorate	The highest administrative boundary in Jordan below the national level.
Azraq Camp	Syrian refugee camp located in Zarqa governorate at 82 km from the Jordanian capital Amman. Opened in April 2014, the camp currently hosts 53,946 refugees ⁹ .
Village	Azraq camp is divided into six villages, four of which are currently inhabited (V2, V3, V5, and V6). These villages are further divided into blocks and plots.
Zaatari camp	Syrian refugee camp located in Mafraq governorate at 12 km from the Syrian border. Opened July 2012, the camp currently hosts 79,979 refugees ¹⁰ .
District	Zaatari Camp is divided into 12 Districts, which are further divided into blocks.

⁹ [UNHCR Syria Regional Refugee Response. Interagency Information Sharing Portal.](#)

¹⁰ *Ibid.*

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INTRODUCTION

Since the outbreak of conflict in Syria in 2011, 655,833 Syrian refugees have registered with UNHCR in Jordan. Of this number the majority are children and youth; 57% are under the age of 18¹¹. Approximately 20% of Syrian refugees in Jordan have settled in the refugee camps of Al Zaatari in Mafraq governorate, and Azraq in Zarqa. At the time of the assessment, 57% of the 79,326 registered refugees living in Zaatari Camp were aged 0-17, and a further 20% aged 18-32¹². The figures are similar in Azraq: in September 2016, 58% of the 54,298 residents in the camp were aged 0-17, and 26% aged 18-35¹³.

Youth has been defined by the UN as the “period of transition from the dependence of childhood to adult independence”¹⁴, most commonly identified as the age group from 15 to 24 years. However, due to the context of prolonged displacement and limited educational and livelihoods opportunities for Syrian refugees beyond adolescence, certain youth actors engage with refugees up to 32 years of age. Furthermore, the situation for youth, in terms of both programme needs and barriers to access, differs based on demographic of age. For this reason, this assessment will address youth in separate age categories of 15-17, 18-24 and 25-32

Children and youth living through conflict and protracted crisis are especially vulnerable. The consequences of displacement can disrupt their education and limit their opportunities for livelihoods development, skills training and earning opportunities, causing economic insecurity. Furthermore, the prolonged uncertainty that follows can present psychosocial issues that adversely affect emotional growth, mental health and cognitive development. Without appropriate support, this can lead to protection concerns in later life. Most urgently, in this pressurised context, coping strategies are employed that prematurely push youth into adult roles and responsibilities. Male children and adolescents are often needed to financially support or provide for the family, and young girls are increasingly forced into early marriages for cultural and financial reasons.

It is against this challenging backdrop that UNICEF developed the partner driven ‘No Lost Generation’ initiative¹⁵, which aims to address education and protection issues that children and youth face as a result of conflict and displacement. In line with this campaign, humanitarian actors worldwide are working to enhance Syrian youth well-being and to address their psychosocial needs. After four years of service delivery for refugees in Zaatari Camp and more than two in Azraq¹⁶, a wide range of programming specifically addressing the needs of youth have been implemented by humanitarian actors. These ‘youth-targeted’ programmes (YTP) constitute a range of activities designed to meet the psychosocial, educational and skills-based needs of refugees between the ages of 15 and 32¹⁷. Programmes are generally divided into the following categories: formal and informal education¹⁸, skills training and livelihoods opportunities, recreational activities and community engagement programmes.

As such a significant proportion of Syrian refugees and displaced persons worldwide, youth can, and already do, play important and positive roles in society. YTP therefore creates opportunities to develop youth potential to the benefit of youth themselves, as well as their broader communities. Furthermore, following the London Conference in February 2016, and the subsequent Jordan Compact to increase the number of work permits for Syrian refugees, the programming context in Jordan more broadly has shifted towards investments in livelihoods. In light of this,

¹¹ [UNHCR Jordan Factsheet, November 17 2016](#).

¹² In October 2016, UNHCR Registration team in Zaatari informed REACH that 16,021 of recorded residents were aged 18-32. Population percentage was calculated against total population figures available at the time. The percentage for those aged 0-17 was taken from the [UNHCR Zaatari Camp Factsheet, November 2016](#).

¹³ These figures were drawn from the [UNHCR Azraq Camp Factsheet, September 2016](#). According to the UNHCR Azraq Camp Factsheet for [September 2016](#), and [November 2016](#), the total population figures were 54,298 and 53,939 respectively. Given the minimal change in overall population, youth demographics have likely remained consistent. Figures for the age group 18-32 years of age (as reported for Zaatari) were not available, and so figures for the most similar age group (18-35 years old) in Azraq have been reported.

¹⁴ [United Nations Department of Economic and Social Affairs \(UNDESA\), Youth Factsheet, January 2013](#).

¹⁵ UNICEF, [No Lost Generation website](#).

¹⁶ Zaatari Camp officially opened 12 July 2012. [UNHCR Zaatari Refugee Camp Factsheet, November 2016](#). Azraq Camp officially opened 30 April 2014.

¹⁷ [UNHCR Azraq Refugee Camp Factsheet, November 2016](#).

¹⁸ For the purposes of this assessment, youth will therefore be defined as persons aged between 15 and 32 years old.

¹⁹ ‘Formal school’ refers to accredited learning at all age levels, including primary school, secondary school, and tertiary education. ‘Non-formal education’ in Jordan refers to the government-led, accredited Catch-Up and Drop-Out courses. ‘Informal education’ refers to all educative programmes that take place outside of the ‘formal’ classroom, and build an individual’s skills and capacities. For the purposes of this assessment, informal education is used to refer to remedial and adult literacy courses also.

youth actors¹⁹ have begun to recognize the alternative needs of older, employment seeking youth and to provide more relevant programming with regards to livelihoods opportunities.

However, despite years of programming, little research has been done to comprehensively assess YTP impact on youth beneficiaries, especially for youth over the age of 18 and youth with disabilities. In collaboration with Norwegian Refugee Council (NRC), REACH identified key information gaps in existing research focusing on Syrian refugee youth issues within the humanitarian response, notably regarding factors affecting the extent to which youth benefit from these programmes and are able to utilize skills learnt to achieve personal and professional aspirations. Therefore, the primary objective of this Youth Assessment is to inform youth programming in Jordan's two largest camps: Zaatari and Azraq, by analysing the impact of these programmes on youth both in terms of well-being and livelihood opportunities, the challenges to accessing them, as well as community-sourced recommendations for their improvements.

To obtain a comprehensive view of the situation of Syrian youth in refugee camps in Jordan, this assessment aimed to capture the needs of different youth demographics, including gender, age, and disability. This broad range of youth perspectives was gathered through engaging with multiple target groups, including youth currently engaged in YTP, youth not engaged, adult community leaders, youth programme volunteers and youth with disabilities. All target groups were further disaggregated by gender and age group. Furthermore, because Azraq and Zaatari camps vary significantly in terms of population size, operational duration and provision of YTP, this assessment presents a comparative perspective on youth programming across the two camps.

In order to achieve these different objectives, the assessment was wholly qualitative, centring on a focus group discussion (FGD) methodology. From October to November 2016, REACH, in coordination with NRC, conducted 30 focus group discussions (16 in Zaatari and 14 in Azraq)²⁰. In total, 189 youths and 28 community leaders and youth workers were engaged in the assessment. In an effort to solicit sectoral expertise, a strong emphasis was placed on collaboration with the Zaatari Youth Task Force, key youth actors in Azraq, and the Education and Protection sectors under which they operate, throughout the assessment.

This report provides a detailed description of the methodology used and why it was chosen, followed by an overview of key assessment findings, organised into the following sections:

- **The impact of youth-targeted programming:** This section explores the general impact of YTP on youth, as well as the role programming plays in shaping youth well-being.
- **Interest and enrolment in different types of youth-targeted programming:** Following a broader discussion of the perceived impact of YTP, this section will explore youth perceptions and experiences of different types of programming.
- **Programmatic factors influencing access to youth-targeted programming:** Against the backdrop of a more specific analysis of different types of programmes, this section focuses on the programmatic barriers and facilitators to accessing YTP in general.
- **Demographic factors influencing access to youth-targeted programming:** To explore the interplay of factors limiting access and how they influence different subsets of youth in different ways, a comparative analysis of demographics of gender, age, camp and disability has been done.
- **Conclusion and recommendations.**

¹⁹ The 'youth actors' that provide youth targeted humanitarian assistance include: INGOs, NGOs, national or international agencies, and community-based organizations (CBOs). All programming in these camps under the review of UNHCR run camp coordination and camp management (CCCM) in collaboration with the Jordanian Syrian Refugee Affairs Directorate (SRAD), and YTP specifically falls under the further oversight of the Protection and Education sectors.

²⁰ 3 key informant interviews (KII) were also conducted to represent the perspectives and experiences of youth with disabilities (YWDs) in Azraq, as a focus group discussion was not possible.

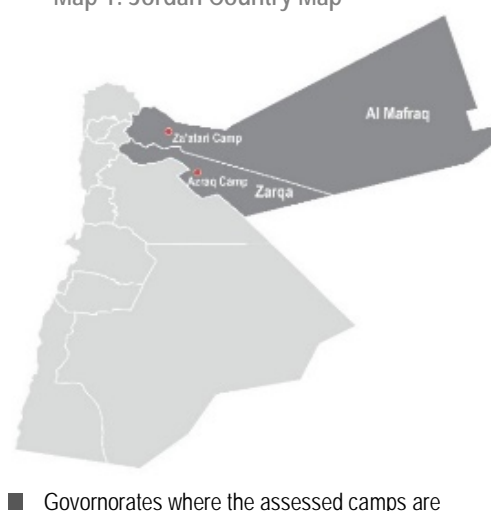
METHODOLOGY

This assessment was conducted purely through qualitative data collection, consisting of an initial review of secondary literature and agency reported enrolment statistics and followed by a series of focus group discussions (FGDs). As such, all findings are to be considered indicative of key perceptions, patterns and trends, rather than statistically representative of the youth camp population. 16 FGDs were conducted in Zaatari camp and 14 FGDs in Azraq camp (Villages 3 and 6), both located in northern Jordan, between October and November 2016 (See Map 1). An additional 3 KIIs were conducted where specific challenges were faced in identifying participants for FGDs.

Secondary Data Review

Prior to the start of primary data collection, REACH conducted a review of existing literature regarding youth programming provided for Syrian refugee youth at the regional²¹, national and camp levels. This aimed to identify the impact of programmes on youth well-being, challenges to accessing these programmes and overall programmatic impact. Throughout the review, significant information gaps emerged concerning the impact of these programmes on youth well-being and livelihoods, especially regarding the perspective of youth over the age of 18. Furthermore, there is a gap in research concerning the needs of youth with disabilities (YWD). Despite being an especially vulnerable group within the population, little work has been done to understand the particular challenges this demographic is facing as part of life in Zaatari and Azraq camps, or to assess the efficacy of inclusivity initiatives to improve access to programmes for YWD.

Map 1: Jordan Country Map



The findings of this review support the need identified by NRC and REACH for a comprehensive assessment of the efficacy and impact of youth programming that encompasses youth experiences. Although several assessments examined in the review did include a qualitative component, the research rarely prioritized the perspectives of the youth that were assessed. As such, a qualitative study that centred on the knowledge, attitudes and perceptions of the youth participants themselves was deemed to be the most appropriate research modality for the assessment.

Qualitative Assessment

The Youth Assessment methodology was designed to obtain a detailed understanding of the experiences and perceptions of Syrian youth in Zaatari and Azraq refugee camps in Jordan, as well as to identify community-sourced recommendations for improving currently available youth-targeted programming. This required a wholly qualitative approach, centring on FGDs with a diverse range of participants within the camp context. Furthermore, REACH needed to gather a breadth of perspectives on the current and potential provision of programming. Therefore, the methodology accommodated for a diverse sampling of youth, individually targeting several groups (See Table 1).

FGDs were same-sex in order to respect cultural sensitivities, as well as to explore the specific challenges and barriers to enrolment in YTP faced by male and female youth respectively. FGDs with youth were also further disaggregated by age groups to capture the range of different needs of and different programming available to youth of different ages. Age ranges for youth were broken down into three categories: 15-17, 18-24 and 25-32 years old, reflecting the age categories commonly implemented by actors providing youth programming.

²¹ Assessments regarding Syrian refugee youth at the regional level include the four countries with the largest Syrian refugee population: Iraq, Jordan, Lebanon and Turkey.

Table 1. Breakdown of sample groups and relevant criteria

Sample Group	Sample Group Name	Criteria
Sample Group 1	Youth participating in YTP	Youth (15-32) currently participating in the following types of programmes: <ul style="list-style-type: none"> • Formal education (including Tawjihi or Higher Education) • Informal education • Sports/recreation activities • Youth volunteers
Sample Group 2	Youth <u>not</u> participating in YTP	Youth (15-32) not currently participating in YTP, and who have not done so for the last 6 months.
Sample Group 3	Adult Community Members	Members of the community over the age of 18 who influence youth in at least one of the following ways: <ul style="list-style-type: none"> • Teachers/mentors • Youth workers and youth service providers • Parents • Religious and Community Leaders
Sample Group 4	Youth with Disabilities (YWD)	Youth (15-32) designated as having either physical or mental disability, including both current participants and non-participants in YTP.

Focus Group Discussions (FGDs)

30 sex-segregated FGDs and 3 Key Informant Interviews (KIIs) were conducted across the camps: 16 FGDs in Zaatari camp, and 14 FGDs in Azraq camp. Due to difficulties in identifying participants for FGDs with YWDs in Azraq, 3 KIIs were conducted in the camp to capture this group's perceptions and experiences. These target numbers were determined based on the level of information anticipated for ensuring data saturation. Participants were grouped according to gender and/or age within each sample group (See Fig. 1, 2, and 3). Each FGD contained six to ten participants (See Table 2). In order to give further context to the findings of the focus groups, a short questionnaire was administered to each participant prior to the FGD. This included more direct questions such as type of programmes engaged in and dates of enrolment, as well as the source of information about YTP.

Figure 1. Breakdown of FGDs for sample group 1 (per camp)

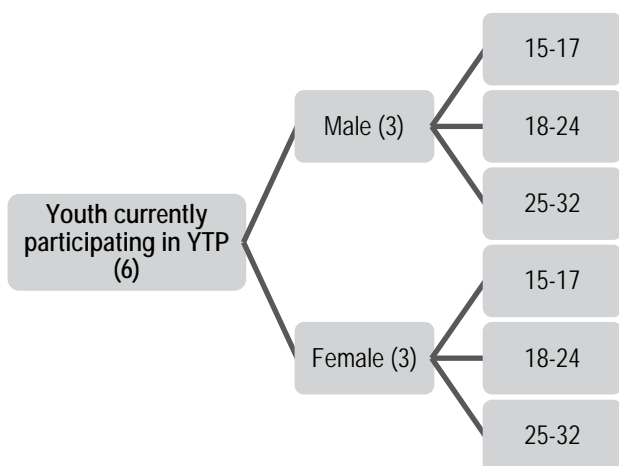


Figure 2. Breakdown of FGDs for sample group 2 (per camp)

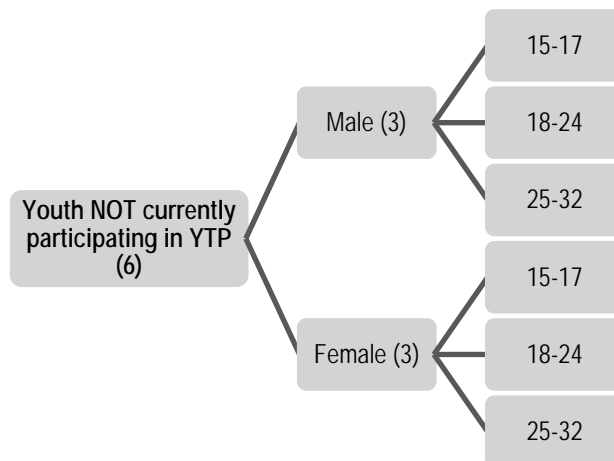


Figure 3. Breakdown of FGDs for sample groups 3 and 4 (per camp)

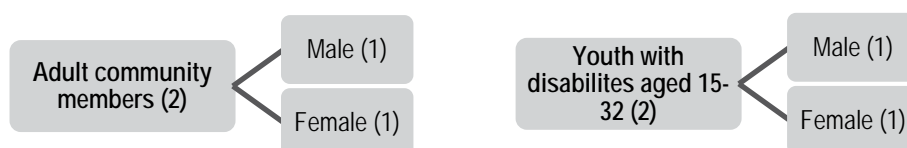


Table 2. Number of participants per FGD

		Youth currently participating in YTP			Youth NOT currently participating in YTP			Adult community members	Youth with disabilities (15-32y)
		15-17y	18-24y	25-32y	15-17y	18-24y	25-32y		
Azraq	Female	7	8	6	6	12	6	6	2
	Male	6	6	8	7	6	6	9	1
Zaatari	Female	11	6	7	7	11	7	8	6
	Male	8	7	6	6	6	8	5	6

Participant Selection and Data Collection

This assessment is unique in the level of specificity regarding criteria for selecting participants in each sample group, and the further age and gender disaggregations. As such, methods for identification of potential participants had to be carefully planned and coordinated with youth actors in each camp. FGD respondents were identified through the following methods:

- **Sample group 1: Youth participating in YTP:** Participants for this group were purposively selected from beneficiary lists of youth programmes provided by partners. REACH consulted relevant actors in youth programming to solicit support in participant selection. This was most effective in Zaatari camp where the Youth Task Force contributed considerably.
 - **Zaatari:** To manage protection requirements related to identification, it was agreed that participating organizations would contact their beneficiaries first and request their agreement to be contacted further by REACH. Participant selection also needed to be unbiased. As a consequence, organizations submitted a coded list of participants from their programmes, based on which REACH randomly selected and returned codes to the organizations to follow-up with the individuals. Once consent was given, names and contact details were shared with REACH for further coordination.
 - **Azraq:** Learning from challenges faced during data collection in Zaatari and due to the absence of an established Youth Task Force in the camp, REACH coordinated bilaterally with relevant youth programming actors with the support of NRC. Organizations identified participants and made venue arrangements in coordination with REACH.
- **Sample group 2: Youth not participating in YTP:** Planned participant selection for this sample group relied on community relations in the camp. The REACH camps data collection team is primarily based in Zaatari and as such has extensive community mobilization links that were used to coordinate participants for these FGDs. In Azraq, REACH collaborated with CARE, which co-chairs the Community Services and Mass Information Working Group in the camp with UNHCR, to coordinate participants.
- **Sample group 3: Adult community members:** Participant selection for sample group 3 was carried out using the same methodologies that were used for sample groups 1 and 2. Parents and community leader participants were coordinated through community mobilization, whilst youth programme workers and trainer participants were sourced through partner agencies.
- **Sample group 4: Youth with disabilities (YWD):** Participants for these FGDs were coordinated through organizations engaged in case management for persons with disabilities (PWDs) and that provide cross-sectoral support to ensure inclusivity of interventions. In Zaatari, this included Fundacion Promocion Social de la Cultura (FPSC) and Handicap International (HI), and HI only in Azraq. However, REACH and Handicap International faced particular challenges in finding youth with disabilities to participate in the assessment that met the relevant age criteria in Azraq camp. In order to mitigate these challenges, data collectors carried out KIIs with Syrian refugees in Azraq that HI identified, who met the age criteria for the assessment and were willing to take part in order to capture the experiences and perceptions of youth with disabilities for the assessment.

Data entry and analysis

Qualitative data collected during the FGDs was recorded by the REACH Data Collection Officer (DCO) that acted as a designated scribe for each sessions, and who later filled out a debrief form with the Field Coordinator and/or the assessment team. Once data saturation was met, thematic analysis was conducted to identify key trends in participants' responses.

Partnership and Coordination

Providing for youth well-being and development is a cross-sectoral issue, under the leadership of the Education and Protection Sectors. This assessment was developed in line with this coordination structure and through a consultative process within these sectors at national and camp levels, with the support of the Zaatari Youth Task Force (YTF) and individual agencies engaged in YTP in Azraq. Technical guidance was provided by NRC and UNICEF, including through review of the Youth Assessment ToR and the draft of the assessment report. This collaborative exercise was led and coordinated by NRC and REACH through the establishment of a sub-group of the YTF in Zaatari²² with focal points from agencies providing youth programming in the camp. This included the following actors: ACTED, Finn Church Aid, FPSC, Handicap International, IMC, IFH/UNFPA, Mercy Corp, NRC, UNICEF, UNHCR, Questscope/UNFPA, Save the Children Jordan and Save the Children International. The assessment task force provided significant support in the following areas:

- **Providing context on YTP in the camp:** The YTF sub-group in Zaatari and youth actors in Azraq provided mapping of currently available programming in the camps.
- **Methodological input:** The sub-group reviewed and provided technical inputs on the ToRs and preliminary research questions. REACH also received support and best practice advice from FPSC and HI to provide sensitivity training to the enumerators for FGDs with youth with disabilities.
- **Technical review of assessment tools:** As with methodological inputs, the sub-group provided significant technical expertise in framing the FGDs question route and participant questionnaires. Drafts of the assessment tools were also shared with partners from the Protection and Education working groups.
- **Support with participant selection:** Youth actors assisted in coordinating lists of beneficiaries to participate in FGDs. The group was also able to provide contacts with specialised agencies such as FPSC and Handicap International to support with participant selection for FGDs with youth with disabilities.
- **Preliminary findings review:** Following completion of data collection, REACH met again with the YTF sub-group in Zaatari and YTP actors in Azraq to present preliminary findings. This was taken as an opportunity to discuss priority areas of interest for analysis and to give context to certain recurring themes in the data. REACH also sought specific inputs from Handicap International's technical coordination unit to inform targeted recommendations for youth with disabilities.

Challenges and Limitations

Participant Selection

The key challenge faced during this assessment was the difficulty in identifying participants for data collection in the camps. This was a consequence of two interrelated issues:

- **Specificity of the targeted sample groups**, and further disaggregation by age and gender.
- **Logistical impediments at field level.**

The methodology for this assessment placed highly specific criteria on the participant selection process. This required a great deal of coordination between REACH and partner organizations in the camp to locate and contact

²² As previously mentioned, due to the absence of an established youth task force in Azraq camp, REACH communicated bilaterally with youth actors operating there.

camp residents that fit these exact criteria and who would be willing and able to take part in FGDs. For example, the members of the youngest age group were often unable to attend the FGDs due to the time constraints of school and programme attendance. Responding to these challenges, data collection officers requested participating partners exempted beneficiaries from attending their programme for a day in order to take part in the assessment.

Participant Selection in Azraq Camp

During 2016, Azraq camp has experienced a significant population influx²³ from the Berm at the north-eastern border of Jordan to Azraq camp: since January, the camp has seen an 86% increase in residents²⁴, the majority of whom have been placed in Villages 2 and 5. Subsequently, NGOs and other programme actors in Azraq have turned their focus to scaling up service provision that meets the most pressing and immediate needs of this new population. As such, the coordination mechanisms relied upon to organize logistics and select participants were particularly strained compared to Zaatari.

Participant Selection in Azraq Villages 2 and 5

In Village 5, several youth actors in the camp provide psychological support (PSS), life skills and livelihoods programming. However these initiatives have been stretched by the recent population growth and have only been operating for a short period of time, relative to Villages 3 and 6. Likewise in Village 2, the service provision is still limited as only two organisations (CARE and IMC) are currently operating there (although additional activities and programme provisions by other actors are planned for 2017). Given the heterogeneity in service provision among the different villages of Azraq camp, it would be difficult to compare findings from Villages 2 and 5 with the wider camp, or Zaatari. Since the area of interest of this study is to assess the impact of relatively well-established programming, youths in Villages 2 and 5 were not covered by this research. As a consequence, future research should be carried out to assess youth needs against this backdrop of more limited programming.

Participant Selection of Youth with Disabilities in Azraq

These mentioned above general challenges in participant selection led to even greater difficulties in organizing FGDs for youth with disabilities. In Azraq camp, only one NGO operates to address the needs of persons with disabilities (PWDs): Handicap International, who assess the needs of PWDs in the camp on a case-by-case basis. In contrast to Zaatari, there is not a centrally coordinated database to document cases of vulnerable individuals, and coordination has been strained by the recent population influx within the camp. Despite the considerable support of HI, REACH was unable to identify enough participants to carry out successful FGDs with YWD within the data collection timeframe. To mitigate this and to ensure that the experiences and perceptions of YWD were still captured in this assessment, the methodology was adapted. The two planned FGDs for this sample group were supplemented with three KIIs. As the methodology for this sample group differs between the two camps, the data cannot be analysed comparatively.

Furthermore, due to the requirements of the qualitative methodology, the assessment was not able to accommodate for the needs of youth with severe mental and learning disabilities. The representation of YWD in this assessment is therefore limited to persons with physical disabilities only. In order to address this challenge for future assessments, it is suggested that care-givers be invited to participate on behalf of those who are unable to communicate or engage in the discussion.

The difficulty faced in identifying YWD participants, and the limitation in representing youth with mental or learning disabilities, is potentially indicative of the daily challenges this demographic encounters in camp life. Firstly, the absence of centralized information regarding the population of YWD in the camp presents obvious barriers to understanding the needs and capacities of this vulnerable demographic. This limited understanding with regards to the nature and extent of this demographic's need could translate to more limited or inadequate service provision across sectors compared to the rest of the population. Furthermore, addressing the needs of persons with mental or learning difficulties requires specialized training and facilities that creates distinct challenges when implementing inclusive programming.

²³ The recent population increase is a result of SRAD relocating refugees from the Berm in Northern Jordan to Azraq camp.

²⁴ [UNHCR Azraq Refugee Camp Factsheet, November 2016.](#)

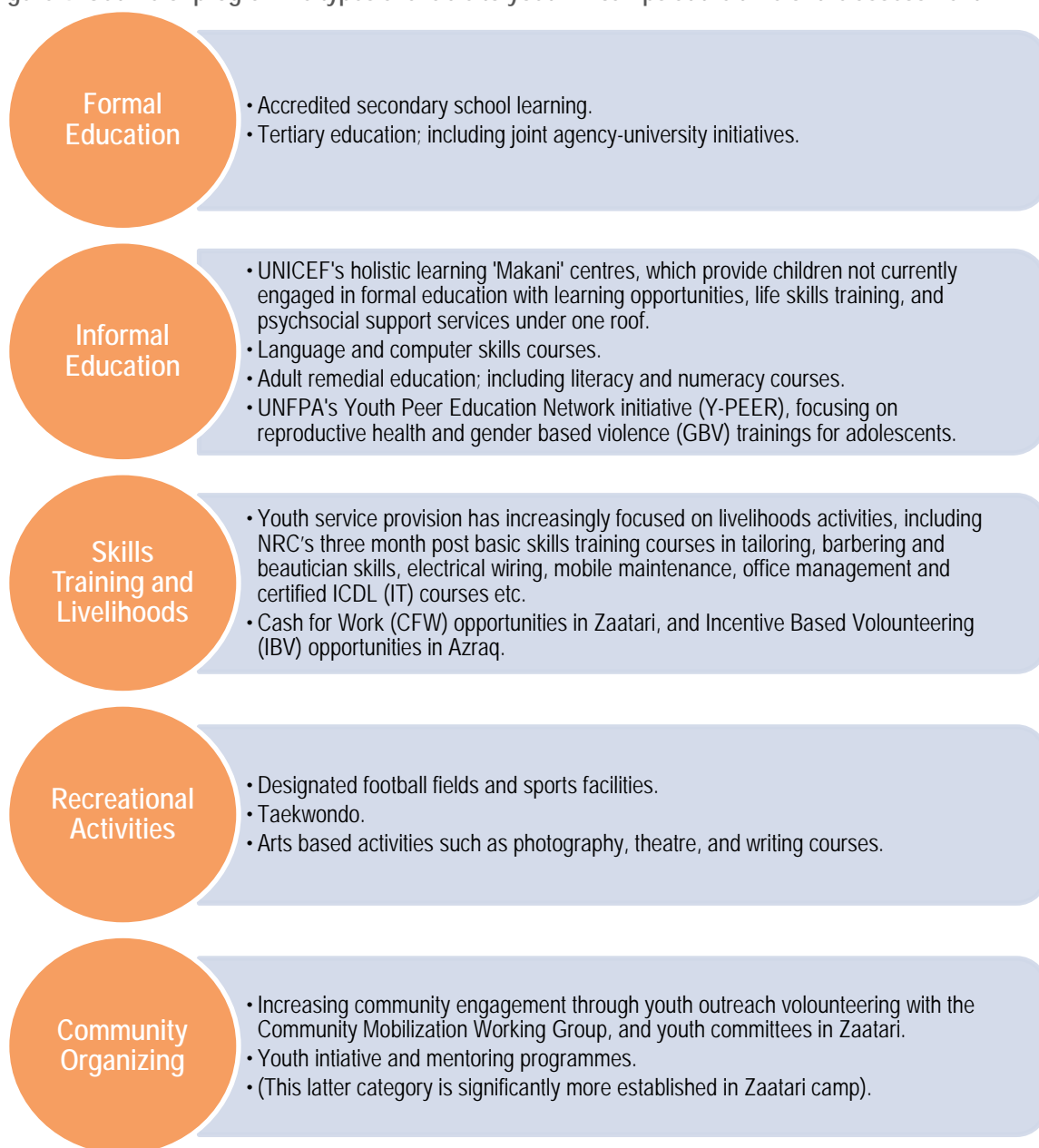
FINDINGS

This section of the report presents the main findings from the youth assessment and is comprised of:

- **Youth perceptions of the impact of YTP**, and the role of this programming in shaping youth well-being;
- **Trends in youth interest and perceived accessibility of YTP by programmes' type**, including: formal education, informal education and skills training, recreational activities and community engagement;
- **Programmatic factors influencing access to YTP**;
- **Demographic factors influencing access to YTP**, analysed comparatively across demographics of gender, age, camp and disability.

This analysis is based on findings relating to the general youth programming landscape in Zaatari and Azraq camps. Youth-Targeted Programming pertains to a broad range of services provided to camp residents between the ages of 15 and 32. Programmes can generally be divided into the following categories: formal education, informal education, skills training and livelihoods opportunities, recreational activities, including sports and crafts, and community organizing (See Fig. 4).

Figure 4. Outline of programme types available to youth in camps at the time of the assessment



Youth Perceptions on the Impact of Youth-Targeted Programming

This section highlights the key impacts of YTP reported by youth participants during the assessment and the role programming plays in shaping their well-being. When discussing the impact of YTP on youth well-being and their reasons for willing to engage in programming, there were several responses that were consistent across all Syrian refugee youth participants:

- Respondents saw **YTP as a source of psychosocial support (PSS)** that overwhelmingly impacted upon their well-being in a positive way. This was of primary importance for female youth participants in the assessment.
- The majority of FGD participants across all groups spoke about the **positive effect of YTP in enhancing livelihoods opportunities** through skills training. This sentiment was more prevalent in Azraq camp compared to Zaatari, and strongest amongst male youth, youth aged 25-32 and youth not currently engaged in YTP.
- **No participants identified a 'negative' impact of youth-targeted programming** as such.
- Participants were consistently positive about the impact of YTP and there was an overall high level of interest in various youth programmes. However, this did not necessarily translate to high rates of participation or involvement. **Rather than disinterest, youth expressed frustration with various access barriers that prevent them from pursuing activities they would like to.**

Mental and Social Support

The majority of youth participating in YTP emphasized their positive experience with this type of programme as a source of mental and social support. This was reported as an informal outcome of all programming, as opposed to specifically reporting on the effects of formal Psychosocial Support (PSS) responses. Youth participating in the assessment conceptualised this outcome as **having an outlet to cope with the stress and depression that has resulted from conflict and displacement. They reported these programmes as improving emotional and mental wellbeing, and as a coping mechanism, in several ways.** Firstly, youth participants spoke about the opportunity all programmes provided them to socialize make friends, and engage with the community. Secondly, youth conceived PSS as presenting them with an opportunity to think about their future again, and to be distracted from the boredom and depression they commonly reported feeling. They strongly linked this aspect to their reengagement in education and livelihoods skills learning.

Youth that were not engaged in YTP also commented on the **potential benefits they perceived of YTP as a source of mental and social support.** Many refugee youth are traumatised by their experiences or worry about friends and family still in Syria. Some male participants reported a fear of being deported and sent back to Syria from the camps. Further adolescents taking on the adult roles of household financial provision and coping with the stress and depression that commonly accompany these pressures could benefit significantly from the promotion of emotional wellbeing that YTP provides. Male youth not engaged in YTP that participated in the assessment reported that such psychological stress was exacerbated by the boredom of job seeking and unemployment, indicating the impact of this trauma and fear on inclusion. Accordingly, YTP could improve youth well-being by both providing both mental and social support, as well as additional skills to improve livelihoods opportunities.

All FGD participants mentioned this mental and social support in relation to all forms of youth-targeted programming, ranging from sports to technical skills training, and specifically identified 'life skills' courses. However, **this effect was framed somewhat differently by male and female youth.**

Case 1. Male youth engaged in YTP in Zaatari, aged 15-24:

For these youth, programmes have been essential in helping them deal with the psychological effects of war. They reported they could develop their aspirations and create future goals.

"I want to study and become a teacher, so that I can help children like me."

"School has given me confidence, and I can dream about the future. I want to be a doctor."

"It is important to improve our education and think about the future and to encourage others and younger children. Also, we can make new friends at school, rather than staying at home."

Male youth participants rarely *explicitly* mentioned mental health or support. However, the majority of male youth did speak about the benefits of programmes in providing them opportunities to make new friends, whilst developing and achieving education and life goals, with an emphasis on the latter. They commonly spoke about these programmes as providing them hope and allowing them to think about the future in a positive way. Their description of the overall impact of programmes on their psychological well-being indicates that they perceive YTP as providing the same life skills support as female youth do (see Case 1). In particular, male youth participants aged 15 to 17 and 18 to 24 that were engaged in YTP reported that programmes supported them to learn and develop new skills. These courses enabled them to think about their future, improve their education, learn languages and engage with the community. They also found considerable psychosocial support from each other and from adult mentors outside of the home.

Contrary to male youth, *all* female youth, across all age groups, spoke about the benefits of youth-targeted programming as a source of mental and social support. They highlighted the role of YTP in providing them with opportunities to leave the home and assert their independence as directly related to this. This was more strongly emphasized by female youth aged 15-17 who were engaged in programmes in Zaatari. Of this group of participants, only two felt that their families supported them to engage in programmes.

This lack of support reportedly affected their self-confidence, and made them visibly upset and frustrated. However, several participants spoke about how programmes, and this new context of the camp was especially empowering for them. They commented that their parents could no longer control them in the same way as before when they were in Syria (see Case 2). This may be due to the open and free provision of services for youth that lessens their reliance on parental permission or financial support for attendance. They reported that programmes enabled them to address feelings of isolation through engaging with communities and building networks of friends. **Female youth who were not participating in programmes more commonly spoke about such feelings of isolation and anxiety, and perceived YTP as a potential solution to this.**

The frequent expression of feelings of isolation by the female youth participants is a phenomenon that could be partially attributable to distinct gendered socio-cultural factors and family dynamics. Both male and female participants commented on the unique challenges that girls and young women face on daily basis. They reported that the community in general, and male family members in particular, place restrictive expectations on them to remain at home and fulfil domestic duties. By contrast, male youth participants, especially those already engaged in programmes, reported being more supported and actively encouraged by their families to leave the home and to participate in YTP.

In this way, YTP offers female adolescents and young adults a space outside of the home for personal development, a way to assert independence and emotional support through peer networks that are otherwise more difficult for them to access. Their engagement in YTP could also be considered as a way for them to assert their independence. This may also explain why female youth participants tended to prioritise the PSS benefits of YTP more highly than their male contemporaries, and more frequently conceptualise PSS as an opportunity to make friends.

YWD that participated in the assessment also frequently emphasized the emotional health benefits of YTP. They reported that engaging in programmes was a very important way through which they were able to interact with the community and build their self-confidence. In many ways, **this aspect of programming took on a more significant role for YWD even more so than for female youth.** Because of their disabilities, YWD were the respondents who reported feelings of isolation from their community most frequently, and commonly noted their disability as the source of this. As an UN report highlighted: "Youth with disabilities often face

Case 2. Female youth engaged in YTP in Zaatari, aged 15-17:

These participants reportedly had all found a way to learn and develop their skills through YTP. They commented on the independence they had found in the camp, and the positive impact on their lives, despite the challenges of displacement.

"In the camp, our families can't control us anymore. They can't control us like we were controlled in Syria...If we were still in Syria, we wouldn't have the same opportunities to enrol in courses and get education."

"Even if our families discourage us or tell us not to go, we can say no, we still can and will do it. When we leave home, that's when we start to discover who we are."

"I want to prove that I can do this."

"My husband divorced me because I would not stop going to the course..."

marginalization and severe social, economic and civic disparities as compared with those without disabilities due to a range of factors from stigma to inaccessible environments²⁵. Such isolation is a result of both physical limitations to their mobility and the psychological trauma associated with war-related injuries that many refugees with disabilities have experienced. Unsurprisingly, therefore, **female youth with disabilities, as an especially marginalized group, were the most vocal about the potential benefits of youth-targeted programming as a source of psychosocial support in enabling them to leave the home and engage with their community.**

Enhancing Livelihoods Opportunities

Many participants in the FGDs that were engaged in YTP had taken part in formal education, informal education, or recreational activities. However, the majority of participants reported a greater interest in technical skills training courses. Although the importance of YTP as a form of psychosocial support was a continuous theme across all focus groups, **the most significant impact reported by youth was the role of programming in enhancing livelihoods and income earning opportunities.**

This interest was strongest amongst male youth compared to female youth, though prevalent across both genders. All male youth participants in the FGDs, of all ages, spoke about the role of enhancing livelihoods opportunities as the most significant impact of YTP. **This emphasis was stronger amongst the older age groups, and male youth aged 25-32 in particular.** Participants from this group that were engaged in YTP most frequently emphasized the importance of needing to support their families financially, and skills-based learning as a way to improve their ability to do so. This gendered difference may again be indicative of socio-cultural expectations. Men are traditionally relied upon to provide for the family financially, and thus feel a greater pressure to find paid employment. The Jordan camp context is a highly competitive economic market, as legal employment in the formal labour market is still limited by permit requirements²⁶. Also, Cash for Work (CFW) or Incentive Based Volunteering (IBV) positions in the camps are limited, and the informal market in Zaatari, and now Azraq, have become increasingly saturated. However, this employment competition demands higher skill levels, increasing the need for and usefulness of skill-based training programmes for youth.

Many male participants in FGDs commented that they saw themselves to be the primary beneficiaries of YTP, over female youth. Considering the socio-cultural expectations mentioned above, they felt they were more likely to apply skills learnt to a job in the future²⁷. Some participants even pointed out that the number of 'male' skills courses offered, such as traditional trades and maintenance skills, was greater than the range of courses suitable for women, such as cosmetics courses.

Although this was consistent across the camps, there was a slightly **heightened emphasis on YTP as enhancing livelihoods opportunities amongst male and female youth in Azraq, compared to Zaatari.** This may be due to the comparatively wider availability of income generating opportunities in Zaatari, and therefore a greater need in Azraq. The CFW scheme in the camp is more established, and provides more opportunities than the similar IBV scheme in Azraq²⁸. The informal market in Zaatari is also more developed than the more recent market initiative in Azraq, allowing greater space for small business and entrepreneurship as a source of household income. Furthermore, Zaatari camp is of greater proximity to an urban centre, and therefore offers greater opportunities to seek employment outside of the camp. Also, work permits administered by the government are now being linked to Leave Permits and becoming more available for Zaatari residents to be able to access livelihoods opportunities legally outside the camp.

²⁵ [UN YOUTH Report on Youth with Disabilities](#)

²⁶ Syrian refugees need to apply for a work permit to legally find employment in Jordan. Despite the number of permits made available by the government increasing, following the Jordan Compact in 2016, this is still a complicated and competitive process (see the [infographic by the Jordan INGO Forum explaining the application process](#)). Furthermore, camp residents are required to apply for 'leave permits' in order to exit the camp. Recently, SRAD has validated work permits as simultaneous leave permits, meaning that camp residents do not need to go through a dual permit application process. This has helped un-complicate employment seeking for refugees in camps, although work permits are still difficult to obtain.

²⁷ This is the case both with regards to CFW and general employment. In [November UNHCR CFW employment reporting](#) (agency self-reporting) in Zaatari showed that only 25% of positions to have been filled by women. This has been consistent throughout 2016. The 2015 CCFA assessment reporting on youth employment in both [Azraq](#) and [Zaatari](#) showed significantly higher employment rates amongst male youth compared to female youth.

²⁸ The Cash for Work (CFW) scheme in Zaatari, and the similar incentive-based volunteering (IBV) scheme in Azraq, is considered as a mechanism to provide incentives and capacity development to refugees who volunteer for various organizations in the camps for remuneration, and part of a larger trend towards investment in livelihoods and skills development programming for the camp populations.

Despite reportedly high levels of interest, the role of YTP in enhancing livelihoods opportunities has a complex relationship with household financial status and psychosocial support needs of youth. Youth, and especially male youth, not participating in YTP consistently cited the need to financially support their family as a primary reason for not being able to take part in programmes. This indicates an inverse relationship with high levels of financial need and YTP engagement, despite high levels of interest in livelihoods and skills development. At the same time, their level of financial need and focus on seeking income generating opportunities meant that they could significantly benefit from skills training courses. **Therefore, YTP opportunities with flexible timing for youth to be able to both work and study at the same time are in need.** In this way, male youth participants that were not engaged in YTP were often those most in need of the positive impacts of programming. Despite commenting on the positive potential of skills trainings, some male participants that were not engaged in YTP in Zaatari reported that unless there is a job or income earning opportunity at the end of it, they perceived these programmes as irrelevant. **However, where these youth were not participating due to the need to find employment, many saw skills-based and livelihoods programmes to be the most relevant to their needs and to have the greatest potential impact, but not accessible to them.**

Female participants that were engaged in YTP all commented on the positive impact of programmes in developing skills and potentially increasing livelihoods opportunities for both themselves and male youth in their community. However, they also highlighted the stress caused by a lack of livelihoods opportunities following completion of courses. Female participants that were not engaged in YTP more frequently discussed how issues of financial need presented a barrier to them and to their male family members than their male contemporaries did. This group also **linked the lack of available opportunities to employ skills learnt in YTP as a potential source of disinterest in programming in general.**

Furthermore, several female youth participants highlighted the positive impact of male participation in YTP on their own well-being and access to programmes. In several cases, female youth participants reported that a lack of engagement and/or employment amongst male youth would increase their isolation, and even increased instances of gender-based violence (GBV) in the home. Female youth in both Zaatari and Azraq commented on how they faced less violence at home and felt freer to leave the home and take part in courses, when their husbands and male relatives were either in employment or enrolled in YTP.

The general conclusion on the YTP impact as enhancing livelihood opportunities across both genders and all age groups was that youth-targeted skills learning programmes had the potential to improve their income generating prospects but needed to be coupled with a greater support for youth in the camp seeking livelihoods opportunities in order to support engagement, as well as more flexible schedules to accommodate both work and study. Inversely, participants reported that a lack of livelihoods opportunities, and the boredom and stress associated with unemployment and lack of engagement in programmes, could have negative psychological consequences for both male and female youth, and in certain cases could be related to increased instances of GBV.

No Negative Impact

Participants in the assessment that were currently enrolled in programmes displayed a high level of interest and enthusiasm for their courses. The majority of participants that were not enrolled were similarly positive about the impacts they perceived YTP to have for youth well-being. Throughout the assessment, **youth, community leaders and youth actors did not mention any potential negative impacts of YTP courses themselves.**

However, participants reported that the positive impact of these programmes is restricted by factors that limit their access. **Although there was an overall high level of interest in various youth programmes, it did not necessarily translate to high rates of participation or involvement. Rather than disinterest, youth expressed frustration with various access barriers that they reported as preventing them from pursuing the activities that they would like to.** Furthermore, there was an observed link between higher numbers of barriers reported by participants and lower levels of participants' well-being, particularly for youth that were not able to participate in any programmes. **Therefore, if accessing YTP has a positive effect on youth well-being, it could be inferred that non-participation in YTP could be a factor explaining lower sense of well-being.**

Trends in Youth Interests across Programme Types

This section will explore youth perceptions and experiences according to different programme types. This will highlight more specific findings relating to trends in youth interest, and reported access challenges, in order to better target programmatic recommendations. Youth-targeted programme types will be broken down into the following categories (see fig 4):

- Formal, non-formal education (including Adult Literacy courses led by the government) and informal education,
- Skills training and livelihoods opportunities,
- Recreational activities,
- Community engagement and volunteering.

Youth Interest in Formal and Informal Education Opportunities

When participants discussed YTP, the distinction between formal education and informal education was often blurred, especially for older youth²⁹. Accordingly, this sub-section outlines **key assessment findings related to participants' perceptions of both formal and informal schooling and education-focused opportunities**. Where a distinction between the two was clearly made by participants, this will be noted. This section highlights levels of interest, perceived benefits, barriers to access and suggested improvements that youth participants discussed with regard to the formal and informal education programmes available to them in Zaatari and Azraq camps.

In 2014 and 2015, UNICEF Joint Educational Needs Assessment (JENA)³⁰ reported that learning, gaining knowledge and skills development were the primary reasons cited for attending school. **During this assessment, both youth engaged and not engaged in YTP were highly animated when discussing the topic of education. It was generally seen by participants as one of the two most important factors affecting their well-being, the second being livelihoods opportunities.** This was consistent across both camps, gender and age demographics. However, interest does not necessarily translate to enrolment or attendance in education programmes. Attendance rates notably decline for both male and female youth in adolescence. According to previous research in Zaatari, 12-17 year old boys have consistently emerged as a vulnerable group with regard to isolation and educational attainment, having the lowest attendance rates (33.2%), the highest proportion not attending any form of education (50.2%) and the most likely to have dropped-out or never attended school (14.6% of the group)³¹.

The demographics of participants that most frequently reported formal education as important were: youth engaged in YTP, female youth, and youth aged 15-17 and 18-24. Many youth participants aged 18-24 were interested in education opportunities as they had been unable to complete their education as a result of conflict and displacement (the majority of this age group in both camps had not completed either high school or university). With regards to formal education, this group expressed the challenges they currently faced regarding re-enrolment as post-school-aged youth. However, in 2015 in Zaatari, 98% of youth under 21 that had not completed high school were still eligible to reintegrate into the formal education system; meaning that there is opportunity for older youth to return and complete their certification³². On the one hand, this speaks in favour of a **broader narrative of challenges to accessing formal education. Conversely, this emphasizes the need for informal education programming to support reintegration into formal schooling for youth over the age of 18.**

Despite recognizing the importance of education, youth (especially male youth) participants were more interested in technical skills learning courses. This implies that there might be a mismatch between the youths' interests and the courses provided in the formal school curriculum. This finding is supported by

²⁹ As mentioned before, 'Informal education' refers to all educative programmes that take place outside of the 'formal' classroom, and build an individual's skills and capacities. For the purposes of this assessment, informal education is used to refer to remedial and adult literacy courses also.

³⁰ See the following reports for prior research: [UNICEF-REACH Joint Educational Needs Assessment \(JENA\), Za'atari camp, September 2014](#). And [UNICEF, ESWG, and REACH Access to Education for Syrian Refugee Children and Youth in Jordan Host Communities: Joint Education Needs Assessment Report, March 2015](#).

³¹ [UNICEF-REACH Comprehensive Child Focused Assessment, Azraq, June 2015](#). And [UNICEF-REACH Comprehensive Child Focused Assessment, Zaatari, June 2015](#).

³² [UNICEF-REACH Comprehensive Child Focused Assessment, Zaatari, June 2015](#).

the mapping of educational attainment and interest conducted by REACH across Jordan in 2015, which found that the most frequently reported core fields of study for male youth at high school level back in Syria were vocational subjects³³ such as woodwork, plumbing, or engineering. Whilst such courses are more widely available for Syrian refugee youth living in the local communities, vocationally-focused courses are not offered in the camp schools.

The older participants from this group, and in particular male youth aged 25-32, were the least positive about formal and informal education. They reportedly see it as something that is no longer accessible to them and largely irrelevant to their primary focus of finding income generating opportunities. For the majority of participants from this group, these views do not seem to be related to conflict or displacement but are more deeply ingrained cultural attitudes that pre-date displacement. With the exception of the youngest participants from this group, the completion of, or choice not to complete, their formal education will most likely pre-date the conflict in Syria, and therefore their educational pathway has not been disrupted by displacement per se. Cultural attitudes that deprioritised formal education were also observed in FGDs with older female youth in Zaatari, who commented that most of them had left school to get married when they were still in Syria. They reported that their main interests were currently vocational training and psychosocial support.

This assessment also found that in general, education had a significant and positive impact on youth well-being through helping motivate, build self-confidence, create a sense of opportunity for the future, and improve community interactions. Indeed, formal education and informal education-focused opportunities for youth appear to function also as an informal form of psychosocial support. Female youth and YWD in particular referred to education as critical for building life skills such as self-esteem, confidence and determination.

Youth Interest in Skills Training and Livelihoods Opportunities

Skills trainings and livelihoods opportunities were the primary interest for participants of all demographics and across all groups, but especially male youth. Across both camps, this was most prevalent amongst male youth, youth not currently participating in YTP and youth in the older age brackets (18-24 and 25-32 years old).

Female participants were also highly interested in vocational skills training courses, but often with a more holistic focus on skills training courses: as both a source of mental and social support and life skills, and as a means to employment. However, older female youth in Azraq did discuss their interest in skills training as a route to finding or creating income generating opportunities more frequently than their peers in Zaatari. This may relate to different cultures in the camps affecting attitudes towards female education and work, which are illustrated in the levels of females in paid employment across the camps: 5.5% in Azraq compared to 2.2% in Zaatari³⁴.

Where male participants were attending courses, or spoke about wanting to enrol, it was almost entirely in order to help them find work in the future. Throughout all male FGDs, livelihoods and financial needs emerged as the topic that participants were the most animated about. This trend was expressed in two ways:

- As already mentioned, although youth were interested and engaged in YTP, they were more concerned with technical skills training opportunities. This constituted the majority of participants.
- Alternatively, participants were more urgently prioritizing finding work and income generating opportunities above education and technical skills-based learning programmes. This was found most frequently amongst youth not currently engaged in programming, and especially male youth aged 25-32. However, it was a recurring theme across all ages and genders.

For participants that were not engaged in YTP due to needing to find gainful employment, the prioritization of financial need did not necessarily reflect disinterest in livelihoods-based programming, but instead presented the major obstacle to participation.

³³ REACH, UNESCO-EU Jami3ti Initiative: Mapping of higher education needs & opportunities for Syrian refugees. Jordan. May 2015.

³⁴ UNICEF-REACH CFA Fact Sheets for [Zaatari](#) and [Azraq](#), June 2015.

Youth Interest in Recreational Activities

Although youth participants did not regularly discuss recreational activities³⁵, the impact of these programmes and corresponding levels of interest and need did emerge during the assessment in several ways.

Male youth participants that were not engaged in YTP and that prioritised employment, or that were trying to balance financial obligations with skills training, did not frequently mention interest in recreational and sports activities. Many, especially male participants not engaged in YTP, felt a sense of judgement and disapproval from the community towards those that were engaging in such programmes when their families were in need. Accordingly, they felt that they could not justify enrolment or attendance for purely recreational activities. A similar sentiment was expressed by female youth, who rarely had the time for such activities alongside their domestic duties. This may explain, in part, why **enrolment and attendance for these activities were low amongst assessment participants.**

Where male youth participants were engaged in recreational activities, they were overwhelmingly interested in sports-related activities. Male youth of all ages reported the benefits of exercise-related activities as an outlet for frustration that increased overall well-being. As one male Taekwondo instructor in Zaatari commented: ‘Good mind, good body’. However, older youth did report that certain facilities, such as the football pitch, were not available to them due to age restrictions. When discussing sports-related activities, male youth, both in and out of YTP, did not express a need for support or supervision, but greater provision of available facilities.

In general, where youth expressed an interest in recreational activities, it was an extension of their interest in engaging with their peers and the community. In this regard, youth that expressed an interest in recreational activities mostly reported wanting spaces where youth could gather together, rather than formal taught classes. They also expressed a desire to engage more with life outside the camps, and wanted greater access to the internet and other media sources. However, this was more frequently discussed by female youth participants.

Female youth participants did seem more engaged in recreational activities than their male peers. Courses available in the arts, such as theatre and photography, were popular among them and many of these programmes in the camp are designed specifically for women to target issues of GBV, early marriage and reproductive health, helping explain the different levels of reported engagement between male and female participants. However, female youth did not always express a need for more supervised or taught courses. Rather, they requested that more free spaces be made available for them to sing and dance, and spend time enjoying themselves with their community, which would not necessarily require a trainer or instructor to be present. Female youth frequently discussed the isolation they felt as they were often limited to the home, and the negative impact of this on their well-being. Designated community spaces exclusively reserved for female youth would provide further opportunity for them to leave the home and meet with peers in a way that would be more socially acceptable to their families and communities than the current community spaces available.

Youth Interest in Community Organizing and Engagement

Both male and female youth participants reported that community engagement facilitated by YTP has had a positive effect on their well-being, demonstrating a reciprocal relationship with community support that youth feel: where participants felt supported by their community to engage in YTP, they reportedly feel more motivated to engage with and contribute to their communities. In particular, they felt that YTP facilitated the formation of youth community networks, allowing them to become a source of psychosocial support for each other. This was clear from their requests regarding more youth friendly spaces in which to spend time with friends and their peers outside of school and courses. **Through repeatedly discussing the benefits of building networks of friends through YTP, youth participants indicated a certain level of empowerment and well-being through youth community building. Programmatically, organizations could significantly enhance youth community and civic engagement by simply providing more open spaces in which youth can interact with their peers in their free time.**

³⁵ “Recreational activities” refer to activities and spaces provided to youth in the camp that are not academically focused. In the context of the camp, such programmes include handicrafts, photography and art courses, and sports activities such as the open use football pitches, or Taekwondo classes.

Several youth participants in the assessment, both male and female, reported their willingness to get even more involved in the life of their community, and to become trainers themselves in order to mentor those younger or more disadvantaged than they were. This sense of wanting to 'give back' was common across participants of all age groups that were engaged in YTP. These interests were commonly tied to an entrepreneurial spirit that was expressed by some youth, whether through wanting to do more in developing community-based initiatives, or to develop their skills into camp-based income earning opportunities. Including graduates of skills courses as trainers, or more regularly rotating trainee positions, would have the additional benefit of creating livelihoods opportunities and work experience for youth in the camps.

In general, there is an appetite amongst youth in the camps to develop their skills further into income generating opportunities and expand upon youth community networks that have begun to emerge. With additional support from organizations, this entrepreneurial spirit could be fostered towards initiatives that would contribute to the wider community, and even to address some of the issues youth reported facing. For example, childcare repeatedly emerged as an issue for female youth, especially for participants with infants that were less than two years old. However, due to issues of organizational liability with regards to caring for infants and young children, and a commitment to establishing sustainable services, organizations are unlikely to expand provision significantly enough to meet childcare needs amongst the refugee community. A youth childcare initiative could be encouraged to provide an alternative solution. In this case, community-based initiative such as the one developed by the UNHCR proposed elderly day centres in Zaatari camp, could present an interesting model. Small networks of childcare support amongst female camp residents already exist and, with minimal support, could be expanded as (potentially income generating) community services provided by refugees themselves.

As with the potential for community provided childcare services, organizations could do more to support youth empowerment and independence through community-based initiatives. Questscope and UNFPA in partnership have already facilitated youth empowerment in this way through a youth-led centre in Zaatari, and, anecdotally, have seen positive results with successful initiatives and highly engaged youth. Upcoming pilot initiatives such as the NRC/UNICEF and UNHCR led rickshaw building and operating in Zaatari camp should be closely monitored as models for future activities with the potential to address issues of youth awareness raising, inclusivity promotion, childcare facilities, transport provision and creation of livelihoods opportunities.

Programmatic Factors Influencing Access to Youth-Targeted Programming

When asked to discuss what they envision to be the potential benefits of engaging in youth-targeted programmes in general, FGD participants that were not currently engaged in YTP explicitly stated that they were interested in courses but that one, or multiple, factors were preventing them from doing so. Many had mentioned the same opportunities and positive factors, such as mental and social support and livelihoods skills development, as those that were currently engaged, but were comparatively more frustrated and displayed a generally lower sense of well-being. Although well-being is complex and multifaceted, this indicates that access (or lack of access) to YTP is a factor that could influence youth well-being. Furthermore, this implies that youth not participating in YTP are not necessarily disinterested, but face certain barriers or limitations to accessing programmes. For the youth participants that were not engaged in YTP, these limitations ranged from a perceived lack of programme provision to physical barriers such as the distance required to travel to programme sites. All participants in the assessment recognized YTP as providing significant benefits with regards to psychosocial and livelihoods needs, but this was frequently overshadowed by the various access barriers that youth reported experiencing.

This section focuses on the programmatic factors influencing youth access to programming in general. Participants reported a range of barriers and facilitators that affected their ability to take part in the courses available to them, some more significantly than others. It includes:

- Limited awareness of available programming
- Specific barriers to accessing formal and informal education opportunities
- Specific barriers to accessing skills training and livelihoods opportunities

Limited Awareness of Available Programming

What was commonly reported by participants of all demographics, across both camps and regardless of being engaged with YTP, was a problem of awareness. One of the key access barriers that emerged, for youth participants that were not engaged in YTP in particular, was a general lack of awareness regarding available youth programming. However, this was also reported quite prevalently amongst youth participants that were already enrolled in programmes. One of the primary reasons youth reported for not participating in YTP was not knowing what courses were available, or finding out once it was too late to enrol. The latter, regarding lack of information about enrolment dates, was mentioned most frequently. Youth participants not engaged in YTP highlighted the following aspects: a lack of advertisements or publicized information on what kind of programmes were available; ineffective community outreach, where information is not always being disseminated by the households that are contacted³⁶; the need to give more comprehensive information on programmes, regarding certification, locations, and enrolment deadlines; and making sure information is disseminated in a more timely manner.

However, youth actors in both camps actively engage in, and have institutionalised, community awareness raising and social mobilization mechanisms for disseminating information about programmes to beneficiaries. This ranges from community information sessions to home visits, SMS system announcements and poster or flyer-based advertising across the camp. Organizations reported employing these outreach methods and repeatedly covering the camp populations. Despite the community awareness raising mechanisms available and developed by youth actors, **the responses of youth participants seem to highlight a problem with the transmission of information and the mechanisms used for awareness raising between these actors and the youth audience that they are trying to reach.** For example, as a community leader in Azraq noted, text-based information dissemination is largely ineffective in raising awareness amongst illiterate youth, who are particularly vulnerable. **This gap in outreach was most notable for youth with disabilities, who felt that either no, or very limited, services were available to them.** Consequently, these awareness raising mechanisms would need to be reviewed in order to better reach their audience, in particular concerning youth with disabilities.

Specific Barriers and Limitations in Accessing Formal and Informal Education Opportunities

In previous research³⁷, the most frequently cited reasons for children's non-attendance at school were:

- Curriculum was hard to adapt to;
- Inability to catch up after missing school;
- Lack of resources;
- Overcrowded schools;
- Language barrier; and
- Age eligibility.

Many of these findings were corroborated by this assessment when participants were discussing both formal and informal education. This analysis will look at more closely the different reasons for non-attendance and lack of enrolment that were prioritised by youth and across all relevant education opportunities.

Resources and Teaching

Several youth participants that were not currently engaged in YTP, when discussing past experiences, complained about the quality of teachers in formal and informal education, and pointed to this as a reason for not engaging in programmes. Although this was reported as an issue in informal education courses, it was mentioned more frequently in reference to formal school. Adult community leaders similarly observed issues relating to resources and teaching, such as poor quality of teachers, teachers hitting students, class sizes being too big, and lack of

³⁶ 'Community outreach' refers to a system of mobilization whereby key members or leaders of the community are identified by organizations as an access point. Information regarding programmes and services is relayed to these individuals, through whom information is then more widely disseminated through community networks. This can be carried out at the individual level, via household visits, or, as in Zaatari, through more regularly coordinated community gatherings of multiple key figures in the community and other interested camp residents.

³⁷ See the following reports for prior research: [REACH, ESWG, and UNICEF. Access to Education for Syrian Refugee Children and Youth in Jordan Host Communities: Joint Education Needs Assessment Report \(JENA\). March 2015.](#) And [NRC. A Future in the Balance: How the conflict in Syria is impacting on the needs, concerns and aspirations of young people across the Middle East. April 2016.](#)

books and other materials, all of which were reported to discourage youth attendance. This was one of the primary issues reported by male adult community leaders in Azraq as limiting access to opportunities for youth, although it was also reported in Zaatari.

The issue of corporal punishment in schools has been repeatedly raised by both youth and parents, and constituted the main focus of recent community group discussions held by International Relief and Development (IRD) with male and female parents in Zaatari³⁸. Although corporal punishment is generally more of an issue within the formal schools, the FGD participants noted that witnessing or hearing about teachers hitting students discouraged them from attending other youth programmes as well. This sentiment was strongest amongst male youth in Zaatari camp.

Eligibility and Availability of Courses

Although youth participants of all age categories were enthusiastic about educational opportunities, many older youth expressed regret at not having been able to finish their accredited education. Due to age or having missed more than three years of school, many of the older youth were not eligible to enrol in formal school, and found few remedial or non-formal education courses available to them to supplement their lost years of schooling. More can be done to support older youth in expanding their formal education, such as through offering more non-formal and remedial education courses for older youth.

Female youth participants in Azraq also requested that more advanced courses be made available, so that they could build on skills or knowledge previously acquired³⁹. Many youth participants also requested this, with specific regard to ICDL and languages courses. For languages, many youth wanted conversational courses to improve their spoken English.

Lack of Tertiary Education Opportunities

Younger female youth participants that are currently engaged in YTP were especially interested in tertiary education. There was only one participant in the assessment that was currently enrolled in university, but a notable amount currently enrolled in YTP had completed High School or Tawjihi, or had been enrolled in higher education in Syria. Many of these participants reported wanting to complete their studies, but felt that they did not have the opportunity. They also reported that NGOs needed to provide more in the way of supporting these aspirations. Partnerships are being established with educational institutions in Jordan and around the world to provide accredited academic opportunities for Syrian refugee youth in both camps and host communities⁴⁰. However, awareness of and scope of these opportunities appears to be limited.

Literacy⁴¹

Against the backdrop of reported gaps in provision of older youth education, one group stood out as particularly vulnerable in terms of inability to access opportunities: youth that had not learnt to read and write. Although the majority of the Syrian refugee population in Azraq are literate⁴², there is a significant minority, predominantly women, who have been shut off from educational (and often skills learning) opportunities because they are unable to read or write. Furthermore, illiteracy presents an obstacle to accessing information regarding available programming. Through female FGDs, two contrasting case studies emerged, which highlighted the potential impact of improved provision of remedial education for youth (see cases 3 and 4)⁴³.

Although limited data exists regarding literacy rates in Zaatari, the REACH 2015 Mass Communications Assessment in Azraq provides some indication of the scale of need. The overall literacy of the camp was reported to be 80%, with a lower proportion of female respondents (75%) reporting literacy in comparison to male respondents (87%). At the village level, the literacy rate in Village 3 was 84%, compared with 76% in Village 6.

³⁸ IRD Education focused Community Discussion, District 1, Zaatari Camp. 11 October 2016.

³⁹ They requested courses that would build upon a pre-existing knowledge base of the subject.

⁴⁰ [UNHCR Zaatari Refugee Camp Factsheet, November 2016](#).

⁴¹ Defined as the ability to both read and write in Arabic.

⁴² The REACH-UNHCR Mass Communications Assessment in Azraq from 2015 indicated that the overall literacy rate in Azraq camp was 80%. As part of the assessment, literacy was defined as the ability to both read and write in Arabic and was self-reported by respondents. Statistics on literacy were not available for Zaatari camp.

⁴³ Remedial education refers to education provided to students in order to make them achieved expected competencies in core academic skills such as literacy and numeracy.

Respondents aged 16-30 years reported the highest rate of literacy at 88%. However, this still indicates that 12% of the youth population was unable to read or write, severely limiting their learning potential and opportunities⁴⁴.

Case 3. 15 year old girl in Azraq:

The far reaching negative implications of youth and adult illiteracy were highlighted in Azraq through the case of one 15 year old girl. In Syria, she had never been sent to school, and so was unable to read and write. Compounded by her incapacity to read, she was largely confined to the home and felt extremely isolated. Although her psychosocial support needs were highly complex, illiteracy limited her ability to seek support through friends, the community and programmes, in the same way that many other youth participants could.

Case 4. A young mother in Zaatari:

One woman in Zaatari demonstrated the positive impact and potential of youth learning to read and write in later life. One female participant in YTP discussed how she had taken the opportunity to learn how to read and write through YTP courses, so that she could help teach her children. Not only did this empower her to participate in other programmes, but also the benefit of participation in her case demonstrates the generational impact that advancing education amongst Syrian refugee youth can have.

Informal education programmes addressing innumeracy and illiteracy are available in both camps. NRC provides separate literacy courses and tries to accommodate these needs in its general skills-based learning programmes. CARE provides informal education like theatre and drama classes that do not have literacy requirements, and Makani support services are available for children not attending formal schooling⁴⁵. NRC, Relief International, Finn Church Aid, IRD and IMC in Women and Girls Centres provide remedial education for those over 18. **As an especially vulnerable group, illiterate youth and adults need to be better targeted to raise awareness of the availability of these programmes and to encourage participation.**

Limitations of Skills Training and Livelihoods Opportunities

This section will explore the limitations of skills training and livelihoods opportunities provided within the camps that were expressed by both youth that were enrolled and those that were not, as well as recommendations for programmatic improvements from both groups.

Course Content

Participants commented on the ways they would like to see the content of courses adapted to better meet their needs and interests, and emphasized where there were not enough courses to meet demand.

Firstly, **youth participants aged 18-32 frequently commented that they found the general education components of skills-based courses unnecessary.** This was only commented upon by youth aged 18-32, as these were the age eligibility requirements for most of these courses⁴⁶. Although these youth did not necessarily find formal education unimportant, they prioritize vocational learning, and felt that the compulsory math, Arabic and English curriculum detracted from the time available to learn the skills they were most interested in. **Both male and female participants called for an increased focus on practice over theory. For some youth, this academic focus did actively discourage them from enrolling in courses.** For instance, one male youth in Azraq that was not participating said it was because he didn't think that it was relevant after his brother took a course in Air Conditioning Unit (A/C) maintenance and told him about the academic requirements.

Relating to this high level of interest, participants also frequently mentioned the need for more courses be made available to meet demand, and specifically the need for more available vocational training courses. CARE 2015 Skills and Market Opportunities assessment in Azraq found that youth emphasised the value of training in employable skills, particularly older youth whose priority was income-earning opportunities⁴⁷.

⁴⁴ REACH. [Mass Communications in Azraq Refugee Camp. December 2015.](#)

⁴⁵ Makani is a UNICEF and partner driven programming initiative providing informal learning for children and youth, including the following activities: informal education, life skills and psychosocial support to children and youth.

⁴⁶ As previously discussed, youth aged 15-17 requested that skills courses be made available to them also.

⁴⁷ CARE. [Baseline Assessment of Skills & Market Opportunities for Youth in Azraq Refugee Camp in Jordan. June 2015.](#)

However, in Azraq camp, the report found that only 3% males aged 16-18, and 2% aged 19-24 were enrolled in training. The 2015 CCFA in Zaatari similarly found that only 1% of females aged 16-24 took part in trainings. **Given the overwhelming interest in these courses, it is likely that there are not enough courses available to meet the number of interested youth, or, as previously stated, that there is not enough awareness about the courses that are available.** As a problem of low supply in relation to demand, more courses are needed. However, statistics regarding youth participation and interest on specific programmes across the camps are not currently available. In order to fully understand the scale of the demand, further quantitative assessment focusing on youth would be needed.

With regards to the **specific skills-based programmes requested, all participants spoke about wanting to take ICT classes, or the International Computer Driving License (ICDL)**⁴⁸. However, there was a notable difference between male and female youth. The former spoke about mobile maintenance, general maintenance, construction and trades. Females requested more vocational courses, but focused on crafts-based skills such as sewing, tailoring, weaving, and cooking as well as other female-led entrepreneurial activities such as beautification.

Female youth participants aged 15-17 that were engaged in programmes in Azraq were more concerned about the availability of advanced courses than their peers in Zaatari. This group was the most vibrant regarding formal education and tertiary education opportunities in the assessment, which may explain their emphasis on advanced learning. They specifically questioned the relevance of programmes (aside from PSS benefits) without having the available courses to build upon and develop skills further afterwards. However, many other groups did focus on the need to continue developing skills and learning through additional courses. Furthermore, female youth that were not participating in YTP made observations regarding male youth that had completed courses but had forgotten the skills learnt, or were unable to properly apply them, as they had only taken one basic level course. Related to this, **female youth felt that advanced courses would increase chances of finding paid work, and thus further incentivise participation for all.**

Course Length and Timing

The schedule of courses was an issue for male and female participants of different ages, although for different reasons. However, **problems with timing of courses and the length of course were almost only commented on by female participants.** Many female participants across both camps, but especially in Zaatari, commented on the length of time for the programmes; either the length of the course overall, or the hours of each class. NRC skills-based classes run for four hours a day, which participants found to be too long, especially as no break was given. Participants requested that course sessions either be made shorter - e.g. 1 or 2 hours -, or that mid-session breaks be given. This also applied to the length of the course, as well as each individual session, with participants reporting that they preferred shorter course lengths (less than 3 months) to longer courses. **The impact of this as a disincentive to engagement was further supported by participants who discussed shorter courses as easier to take part in.**

Quality of Courses and Training

Although the quality of trainers or teachers was more generally a problem within the schools, youth did highlight issues specific to skills training and livelihood opportunities, which discouraged participation. Male and female youth participants in YTP, specifically in Azraq, noted incidents where they felt that trainers were excessively tough on them, ranging from not providing enough support to shouting at and insulting them. **Rumours of inadequate teachers and trainers, triggered by youth that were participating in YTP, have been circulated and have discouraged other youth from enrolling in programmes.** It was notably cited as one of the reasons they did not wish to enrol in courses. Where youth made complaints about trainers, they all requested more experienced instructors. This was mentioned more frequently by female youth, some of whom reported that they did not feel comfortable dealing with male trainers, implying that they would like to see more female staff in programmes.

Issues with trainers and teachers in courses were mentioned most frequently by youth with disabilities. Speaking from her own experience, one female key informant (KI) in Azraq complained that trainers did not provide

⁴⁸ Although ICT courses are commonly classified under informal education programmes, they were predominantly discussed by participants as an avenue to employment, and so have been discussed as part of skills training and livelihoods type opportunities.

help for YWD. She had been in an argument with a trainer on a beauty course regarding a make-up application technique that ended with the trainer refusing to help her. Although this argument was not necessarily related to the KI's disability, it appeared to be quite clear throughout the interview that she could have benefited from additional psychosocial support. However, due to the trainer's response, she had dropped out of the course. This indicates a **barrier relating to inclusivity in YTP and a need to improve sensitivity training regarding special needs for instructors.**

With regards to trainers, male and female youth in the younger age groups discussed how their own fear of failure presented a mental barrier to participation. Female youth in Azraq commented on how their fear of failure in the first few weeks of the programme prevented them to feel fully comfortable during the class and had caused some participants to drop out. Whilst some commented that this fear could act as a motivator, they suggested that **course instructors could do more to encourage and support participants.** Although participants were not specific as to what additional support they wanted, youth implied that these needs related to psychosocial support needs.

Aside from the quality of trainers and teachers, participants also discussed problems of resource quality and availability on courses. Both male and female youth, particularly in the younger age groups, highlighted the need for more computers for ICDL courses and wanted more ICT courses in general. Youth with disabilities similarly requested increased provision of computer-based courses and computer labs that they could access on a more regular basis. Female participants in YTP across both Azraq and Zaatari also commented on a **lack of hands-on learning materials and resources in technical skills-based programmes as an issue for all participants**, such as inadequate beauty supplies in the beautician courses. Where these materials were provided, it was seen by both participants that were engaged in YTP and those that were not as an incentive to enrol.

The issue of resources and materials as a factor shaping engagement and access to YTP also related to a need for better facilities in which to practice. This was requested by female participants in particular. In Azraq, female youth currently engaged in a tailoring course spoke of how they wanted more regular access to the facilities to practice the skills they were learning in class. **They also wanted these spaces, or other communal facilities with adequate resources, to be made available to them after completing the course so that they could develop income earning opportunities by providing services to the camp.**

However, programming agencies do make classroom spaces and resources for certain technical skills courses available for additional use outside of course hours to support skills development. In Azraq, for example, CARE, NRC and Mercy Corps all provide open facilities and resources on certain days and at certain times for youth participants in certain technical skills courses to use. Therefore, **either the facilities or times they are made available were deemed inadequate, or the youth that were currently participating in assessments were not entirely aware of this entitlement.** To address this issue, agencies need to both improve upon their awareness raising, as well as consult with participants about their needs regarding times and facilities.

Supporting Youth in Finding Livelihoods Opportunities

Overall, participants in the FGDs were most concerned by skills-based courses that they felt could help them in finding employment and income earning opportunities. Although gaining skills for application upon return to Syria was discussed, the majority of youth focused on skills needed to join the labour market within Jordan, indicating a recognition of the context of prolonged and continuing displacement that YTP needs to accommodate for. When asked how YTP could be improved, youth requested: more skills courses, more advanced courses and certificates. Male YTP participants aged 25-32 in Azraq and all focus groups for adult community members, felt that the relevance of programming could be improved if youth received a formal certificate or diploma for completing courses. Specifically, upon completion of skills-based courses, **they wanted to receive accreditation that they could use to find employment in the formal Jordanian labour market, as well as for CFW or IBV positions in Zaatari and Azraq camps.** This request was most prevalent amongst older male youth and youth who were not engaged in YTP, who noted more widely accredited certificates of training as an improvement that would incentivise enrolment.

Participants from adult community member focus groups ranked the need for more support in finding employment as the primary improvement to encourage male youth participation (secondary for female youth who focused first

on the need for advanced learning courses, as previously discussed). They mentioned that this was **not necessarily about changing the programmes but rather about providing support following the completion of the course**. This was also explicitly mentioned by YWD who wanted additional assistance from NGOs in seeking income earning opportunities following skills training.

Given recent commitment by the Government of Jordan to increase work permits for refugees as part of the Jordan Compact established at the London Conference in February 2016, finding formal work outside of the camps is becoming an increasingly real possibility for Syrian refugees in Jordan. Against the backdrop of these developments, **more could be done to make technical skills training courses applicable to the Jordanian labour market**. However, it is important to note that trends in YTP are already adapting to reflect this, by providing training and courses relevant to the four ‘qualified zones’ of employment that the Government of Jordan has designated as open to Syrian employment (i.e. sewing and tailoring courses that will provide skills needed to find employment in the garment industry).

When asked what NGOs and youth actors could do to improve youth programming in the camp, male youth in Zaatari aged 15-17 requested that refugees receive more financial assistance so that families didn’t need to work so hard to earn an income and that they could attend courses. Financial support through YTP was thus frequently mentioned as a way to enable youth to both engage in skills development and contribute to their household income. This was one of the many youth community sourced recommendations that emerged from the data. However, this would run contrary to commitments to implement sustainable programming and is therefore unlikely to be implemented. However, **youth programming agencies can support in opportunity creation and provide complementary job placement services to support youth in obtaining gainful employment**.

Demographic Factors Influencing Access to Youth-Targeted Programming

No factor influencing access to YTP emerged as acting unilaterally, and most proved to affect sub-sects of youth in different ways and to varying extents, most notably according to gender, age, disability and camp of residence. In order to highlight the multifaceted nature of these factors, this section will be a comparative analysis of the following demographics:

- Analysis of the different barriers for male versus female youth;
- Analysis of the different barriers specific to each age group;
- Analysis of the different barriers for each camp;
- Analysis of the barriers for YWD compared to youth without disabilities.

Factors Affecting Male and Female Youth Access to YTP

Throughout the assessment, there were clear gendered distinctions in youth experiences with YTP and the challenges that they reported facing. Many of these differences appear to be linked to socio-cultural expectations regarding traditional gender roles that are prevalent in the Syrian refugee community and expressed at both the family and community level.

Impact of Socio-Cultural Expectation and Family Roles Regarding Household Finance on Male Youth

Financial challenges have emerged as a prevalent, but predominantly male, barrier to accessing programmes due to traditional gender roles in the family. Although many households in both Zaatari and Azraq are female headed, male family members are responsible for financially supporting the household in most cases. Depending on the financial situation of the household, male youth participants commented that they felt pressure from their family and community to earn an income instead of taking part in YTP. Male youth that were engaged in programmes frequently discussed how financial need could have a significant impact. Many in this group commented that the ability of their older male relatives to find work and support the family financially enabled them to attend school and take part in courses. In this case, youth reported being actively encouraged by their families to advance their education and develop skills towards achieving future goals.

In contrast, male participants that were not currently engaged in programmes pointed to household financial need as the primary barrier to participation. Within this sample group, male youth aged 25-32 most frequently emphasized the importance of needing to support their families financially. As previously

discussed, the role of YTP in enhancing livelihoods opportunities has a complex relationship with household financial status, and it was often youth that were most focused on employment and in greatest financial need that were unable to partake in courses that could support them.

All participants that were not engaged in YTP, of all age groups, in Zaatari saw household financial need as a significant issue, and mentioned that **families would actively prevent and put pressure on male youth not to participate if they were needed to work. Males aged 18-24 in Azraq that were not participating explicitly stated that they had family financial obligations that they prioritized above attending programmes.** This challenge was prevalent across all age groups and both camps, and in one case a male adolescent in the 15-17 age group that participated in the assessment was unable to attend either formal school or engage in programming (See Case 5).

Case 5. Male youth not engaged in YTP in Azraq, aged 17:

One 17 year old spoke about his responsibilities as the head of his household since his father died. He was not interested in courses because he needed to think about how to earn money and help his family. He did not go to school.

"I can't attend and won't get anything from these programmes. Even if I needed it, I'm just not able to."

The gendered dynamic of this barrier was further supported by discussions with adult community members. **In the Azraq focus group with female adult community leaders and youth workers, participants commented that male youth often felt that they should be working and earning money instead of taking courses.** The particular effect on male youth is further supported by statistics on youth employment in the camps. The 2015 Comprehensive Child Focused Assessment (CCFA) in Azraq⁴⁹ and Zaatari⁵⁰ reported that rates of paid employment were considerably higher among males than females. In Zaatari and Azraq 14% and 16% of males aged 19-24 years, respectively, were in employment; by contrast, only 2% and 6% of females of the same age group were. There was a similarly large disparity between males and females aged 16-18 years, with 0.1% of females in Zaatari in paid employment compared to 7.2% of males, and an equivalent 0.3% and 5.4% in Azraq.

Female youth participants that were engaged in YTP in Zaatari similarly commented that money was an issue in accessing YTP, but primarily discussed this in the context of being a facilitator. Many of the female participants from this sample group in the older age brackets were participants in the NRC project-based 'apprenticeship' model for skilled youth, who receive stipends according to the CFW scheme for their work while training. One female participant aged 18 reported that the money helped her convince her husband to let her go to the course. However, some married women did feel pressure from home if their husbands were not earning either and, in certain cases, this was reported as a factor preventing them from engaging in programmes. **This highlights the potential for addressing financial access barriers through linking youth-targeted programming with the CFW or IBV schemes⁵¹, or setting up entrepreneurial programme models.**

Financial need plays an influential role in facilitating youth participation in programmes, particularly for male youth. This assessment found that when cash and livelihoods incentives were connected to programming, it further enabled and incentivised youth engagement. All youth in the assessment that were not currently participating in YTP, especially older male youth in Zaatari, stated that one of the most important and significant improvements that could be made to improve engagement was for NGOs to provide cash support during courses. For male youth in particular, this financial support would allow them to attend courses whilst continuing to fulfil the duty they felt to provide for and support their families, which often took priority over participation in YTP.

Differing Impact of Socio-Cultural Expectation and Family Roles on Male and Female Youth

Socio-cultural expectations and traditional family roles have a significant but complex impact on both male and female youth participation in YTP, but in very different ways. Participant reports indicate that family and household financial need could present a significant barrier to male youth participation, but did not always. The responses from the male focus groups about the impact of family on accessing YTP were accordingly mixed. Whether emotionally or financially, male youth *in YTP* reported that family encouraged them to engage in the community outside the home, build peer networks, and go to school, engage in programmes, or

⁴⁹ UNICEF-REACH Comprehensive Child Focused Assessment, Azraq, June 2015.

⁵⁰ UNICEF-REACH Comprehensive Child Focused Assessment, Zaatari, June 2015.

⁵¹ NRC will be expanding the project-based 'apprenticeship' model to reach skilled youth in Azraq, at their site in Village 3, in 2017.

find employment. Even where male youth felt a pressure to fill traditional male familial roles by finding work and providing financially, they were being encouraged to be active outside the home. General support from family discussed by male youth was further confirmed by female youth of all age groups, as well as adult community leaders and youth workers that participated in the assessment. These groups all discussed how families traditionally supported young men and were a positive source of well-being and support for them.

The majority of male youth participants that were engaged in YTP frequently cited the support of communities as a facilitator to participation; they felt community leaders encouraged their engagement. This support for male youth was highlighted by males aged 15-17, who commented on the role that Imams in Zaatari played in giving advice and promoting education in particular to both youth and their families. However, there was a clear distinction in these reports between male youth that were engaged in programmes, compared to participants who were not and who felt pressure to find work instead. **According to the reported experiences of participants, the intersection of gender, financial status, and family and community dynamics have significant consequences for youth engagement in YTP.** In general, youth participants not engaged in YTP felt that family and community expectations limited their ability to access programmes. For male youth in particular, this frequently correlated with reported high levels of financial need, due to the responsibility they felt as young men to provide for the family. Even in relation to livelihoods programming, many participants from this group felt pressure to prioritize in the short term their responsibility to support the household financially over attending courses.

In summary, the primary limiting factor for male youth was always the financial situation of the family, but the extent to which access was limited due to financial need was compounded by socio-cultural expectations and traditional gendered family roles. Against this backdrop, factors such as physical distance to programme sites and the lack of affordable transportation in camps emerge as additional barriers (See Fig 5). Such factors will be analysed later in the document.

Figure 5. Intersecting factors affecting access to YTP for male youth



Female youth participants overwhelmingly reported that family, community and expectations of fulfilling domestic roles were major obstacles to participation, more than their male peers did. Although the responses from female youth about the impact of family on their well-being were also mixed, the majority of female youth participants reported that they felt limited by their families. This was the case both for young women that were engaged in YTP and those that were not, especially the latter group. Young women participating in the assessment found their traditional gendered family roles such as carrying out domestic chores, marriage and child-care responsibilities, confined them to the home, and therefore to be isolating, which was a source of psychological

pressure and stress. In this way, **it appears that socio-cultural expectations have a significant impact on both male and female youth's participation.**

The most frequently identified source of pressure to conform to traditional female domestic roles was the control exercised by male relatives: fathers, brothers and husbands. Both male and female youth participants discussed the issue of male family members forbidding girls from attending these programmes. Female youth frequently mentioned their husbands acting as barriers to participation, and all FGD participants mentioned **early marriage as a major constraint on young women and girls' independence and subsequent capacity to attend programmes.** Female youth aged 25-32 did not discuss family or community attitudes specifically as barriers. However, their negative discussion of issues such as early marriage as confining young women to the home and the demands of childcare imply that cultural expectations play a significant, and potentially limiting, role in their life.

Female adult community members in Azraq - programme instructors, community mobilizers and housewives - that participated in the assessment were particularly concerned by the impact of family and tradition on young women. Participants from this group **reported that currently they did not think that YTP had any benefit for female youth, as it was culturally assumed that they will be in the home taking care of their family and would be unable to take part in courses.** Even when female youth were able to take part in programmes, this group discussed the limited opportunities they have to employ skills learnt and use their education afterwards.

Female community leaders in Azraq also commented on the relationship between area of origin (AoO) and barriers to female youth participation. Participants reported that certain communities, from particular and especially rural areas such as Raqqa tended to hold more conservative attitudes towards gendered family roles. These participants felt that young women from these communities were more likely to be confined to the home due to domestic duties and familial disapproval than their peers that were from more urban areas in Syria. This relationship between AoO and barriers to engaging in YTP for female youth can also be seen in cross camp comparisons regarding attitudes towards female education.

Many of the female participants in the adult focus group were mothers. It is then possible that in expressing their concerns they commented on their own experiences and the changes that they wished to see for their daughters and other young women. However, several participants reported that they felt unable to instigate these changes themselves, and did not always have the ability to support their daughters going out and pursuing an education if male family members disapproved. Furthermore, female course instructors discussed how they would notice girls dropping out of courses, which they assumed to be because of early marriage or family disapproval, but did not feel empowered to address these issues. **The frustration these women expressed at not feeling able to enact change highlights the impactful nature of these cultural norms, and the primary significance of male attitudes to female roles in creating barriers for young women.**

The focus group discussion with male adult community leaders and youth actors in Azraq was itself an interesting example of the male attitudes that affect female youth. In this group, roughly 60% of participants thought that girls should attend programmes. This was largely to be expected due to the participation of trainers and instructors in the group. Furthermore, the group was particularly focused on the quality of education in the camp. Their concern about quality of education applied to the entire population Azraq including female children and female youth. All these reasons explain why the actors of this specific FGD were in favour of women's access to education. However, a few participants explicitly stated that they felt it was not a problem for older female youth and women to stay at home and not participate in programmes. This was expressed in the context of domestic duties such as cooking, cleaning and childcare being a priority for women. **However, the needs of female youth in general were not frequently mentioned by participants in the male community member focus groups.** In Zaatari, male community leaders and the one course leader in the group only mentioned women specifically on one occasion, and in reference to the need for greater childcare provision.

Although there was disagreement within the group of adult community leaders in Azraq about whether women should stay at home, **the association between women and domestic duties was commonly accepted by the participants throughout the assessment, particularly amongst men and male youth.** For example, the reference to childcare as a distinctly female need, or the assumption amongst many male youth participants that

skills trainings were primarily for them as they would be most likely to find work, are both problematic. Such perceptions function to further attitudes about the gendered division of family roles that were reported to negatively affect, among other things, both male and female youth participation to the YTP.

Although more commonly expressed by male youth participants, many participants that were engaged in YTP, both male and female, did comment that youth programming trainers and NGO workers were often a source of support and encouragement for them. Female participants currently enrolled in YTP expressed a trust in youth actors to help change attitudes to female youth engagements. **In Zaatari, male youth actors participating in the assessment talked about their community outreach work, explaining how important it is for youth to be engaged in programmes and how they will be gaining more knowledge. However, these adult male community leader groups did not talk specifically about challenges faced by female youth in either camp.** Although female adult community members and youth workers did talk in depth about the challenges facing female youth, the limited awareness and concern amongst the influential adult males in the community that participated in this assessment is concerning.

Given these findings, there is an important need for community awareness raising regarding challenges faced by female youth to engaging in YTP. This assessment has highlighted family and community attitudes towards female youth as having a significant and overwhelmingly negative impact on participants from this demographic regarding engagement in YTP. Young women aged 15 to 17 in Zaatari and Azraq that took part in the focus groups repeatedly requested that they receive more support in educating parents and adults on the benefits of YTP for female youth. **Female youth engaged in programmes, and those that were not, all indicated that general promotion of youth programming for women, targeted more specifically to male family members, could encourage families to support their attendance. Furthermore, through these discussions, there was some indication that awareness raising can make a difference with respect to cultural attitudes surrounding women's education and participation in YTP.** Older female youth participants, aged 18 to 32, highlighted the need to target married men in particular. **They wanted more awareness campaigns, through youth actors and community leaders, to encourage men to allow their wives to enrol in programmes.** What was further commented upon by female youth in Zaatari camp was the change in attitudes they observed once they began participating. After witnessing the benefits that participation in these programmes have for their daughters, sisters and wives, family members that had disapproved, and especially male relatives, began to change their minds and provide support and encouragement to young women participating in programmes.

However, **female youth, especially in the younger age groups, spoke about how they found it more possible to assert their independence in the new context of the camp** (as noted in case 2). As discussed, they reported finding it easier to take part in activities outside the home despite the disapproval of their families in a way that would not have been possible at home. This was in large part due to the external support of humanitarian agencies. In several cases, female participants reported that they received information regarding marital and parental rights from protection actors in the camp in cases of physically or psychologically abusive marriages (See Case 6). These participants reported that by challenging the restrictions that their families and communities had tried to place on them, they felt empowered. Conversely, older youth and adult participants discussed feeling that they had less control over their children in the camp. **Despite the disruption and psychological pressures of displacement, some young women have created a space in the camps through which they circumvent socio-cultural expectations that may restrict them.**

Case 6. Female adult community member and parent in Azraq

After being put in hospital by her husband, the doctors contacted IRC, who supported her in getting a divorce and educated her of her rights.

"I am much happier now. I wanted to kill myself before. My husband beat me and threatened to take away my children... now I can live happily with them. I had to go to hospital because of how hard he hit me when I said I wanted a divorce... they [IRC] encouraged me to take my children, even though my family did not support the divorce."

Even though no one in the community supported her getting the divorce, she and her children are much happier and in a healthier environment. Now she wants to take the beautician's course, which she previously couldn't have done.

As with male youth, the confluence of gender, and family and community dynamics in participants' reported experiences had significant consequences for female youth engagement in YTP. In these cases, traditional conceptions of female roles within the wider community frequently resulted in constraints on women within the home. These ideas then influence, interact with and can amplify the impact of logistical access barriers such as physical distance to programme sites, and needs relating to programme services such as childcare (See Fig 6).

Unique Challenges Faced by Female Youth

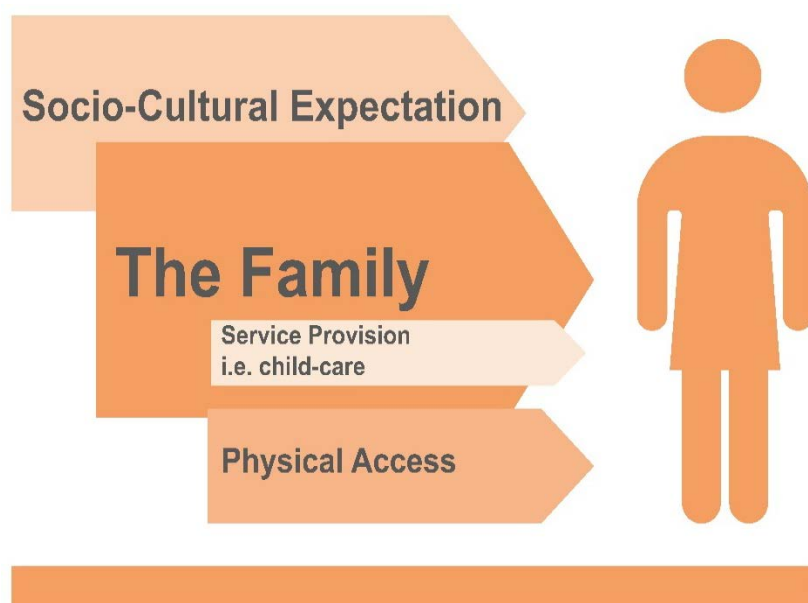
There are several specific challenges and protection related concerns rooted in familial and cultural expectations about the role of women that female youth participants frequently reported. Female participants in the assessment, and especially youth that were not engaged in YTP, highlighted the following factors as limiting their capacity to engage in programmes:

- Household responsibilities such as childcare;
- Verbal harassment in the streets and fear of sexual harassment;
- Early marriage; which related to needing permission from male relatives and husbands.

Childcare needs were mentioned by all female youth participants engaged in YTP in the assessment. They highlighted limited service provision in the camp by agencies as a major barrier to enrolment in YTP, and a distinctly female issue. Young mothers further commented on how this was compounded by issues of traveling to programme sites, so that they are unable to bring their children with them. Adult female community leaders and youth workers suggested that expanded childcare services would facilitate female youth engagement in YTP. In Azraq, youth participants stated that there were no childcare facilities for children under two at NRC sites, and felt that although they are provided in CARE facilities, there is not enough capacity. **Although male participants also frequently mentioned childcare needs, it was universally commented on as a female-only issue.**

Older female youth participants in Azraq further commented that the lack of childcare facilities had the additional impact of making the available programmes noisy and distracting. **The lack of childcare provision was reported by these participants as frequently preventing women from attending, but in cases where women did bring their children, they stated that classes were disrupted and it was difficult to follow the lesson, leading them to drop out.** This became an issue in itself during the FGDs as the majority of female participants with children had to bring them to the centre. This highlighted the knock-on effect of lack of childcare provision, both for women with children and those without.

Figure 6. Intersecting factors affecting access to YTP for female youth



Another reason participants reported for female youth dropping out or not being able to attend courses, was the fear of being verbally and/or sexually harassed whilst travelling to the programme sites. This was compounded by the pressure that women felt from their families, who will sometimes force female participants in YTP to stop attending if they hear about problems in the street. One girl who was not currently participating in programmes relayed how her brother saw her being harassed in the street, and her father subsequently prevented her from going to school. Such cases were reported by participants as male family members attempting to 'protect' young women from harassment. However, such a measure has only been addressing a symptom of the underlying problem: there is a need to address the attitudes that lead to harassment, rather than shield women and girls from them. Furthermore, these protective responses have led to young women actively choosing not to report instances of harassment or assault for fear that they will not be allowed to attend school or programmes. Female youth's reports were further supported by male focus group participants in Zaatari, who commented that females need to stay at home in order to prevent verbal harassment.

All female, and nearly all male participants, discussed the issue of early marriage as a barrier to engaging in YTP in terms of their household and childcare responsibilities limiting them to the home. The vulnerability of these girls is of great concern to humanitarian actors in the camp. As UNICEF reported in 2016, the young age of child brides exposes them to greater risks of experiencing dangerous complications in pregnancy and childbirth, and they are more likely to suffer from domestic violence⁵². Both these issues present serious physical and psychological health risks for female youth that exacerbate the existing challenges that female youth face.

Rates of early marriage amongst Syrian refugee communities in Jordan have been increasing in recent years, often as a coping mechanism against hardship and limited livelihoods. The UNICEF 2014 study on early marriage in Jordan⁵³ found that in 2013, 7.6% of Syrian girls aged 15-17 are married (compared to 0.5% in 2011, and 1.7% in 2012). In Zaatari camp, 8% of girls aged 12-17 surveyed cited early marriage as a barrier to education, and no married girls interviewed attended schools. In 2015, the majority of Syrian girls in Jordan were married by the age of 18, and in 2014, 32% of registered Syrian marriages in Jordan included a minor⁵⁴. Findings from this assessment support the idea that these trends of increasing rates of early marriage will persist, which means that early marriage rate are likely to increase further in the coming years. However, some participants commented that they had observed a recent decrease in early marriages. In Zaatari, female youth believed that there was greater control over this practice through improved camp management and increased regulation of residents in the camp officiating marriages involving young girls.

Child marriage lowers the age at which female youth are confined to the home due to domestic duties. Female participants aged 18-24 in Zaatari specifically spoke about a hairdressing course that they were a part of, where they saw young girls who dropped out of courses to get married. Adult youth workers in Azraq also commented that they had noticed female youth dropping out of programmes and believed that this was due to them getting married. Early marriage has also been reported to coincide with girls and female adolescents dropping out of school, as well as other youth-targeted programming.

Furthermore, husbands were frequently reported to present additional barriers to participation, as women and female youth needed to ask permission. Although there was some disagreement, the majority of both female and male participants viewed early marriage and the restrictions placed on women by their husbands as limiting participation, and many discussed how men's disapproval of their wives' participation in courses meant that they were not able to enrol. The exceptions came from female youth participants that were currently engaged in YTP, some of whom discussed the permission and support that they received from their husbands as enabling them to participate. In both cases, female youth participants clearly indicated the significance of male family member approval to their participation.

Age Related Barriers to YTP

Throughout the assessment, there were distinctions along the lines of age regarding youth experiences with YTP, and the challenges that they reported facing. As highlighted with the issue of child-marriage, younger

⁵² UNICEF, [Running on Empty: The situation of Syrian children in host communities in Jordan. May 2016.](#)

⁵³ UNICEF, [A Study on Early Marriage in Jordan. 2014.](#)

⁵⁴ UNICEF, [Running on Empty: The situation of Syrian children in host communities in Jordan. May 2016.](#)

age groups can be especially vulnerable, and youth aged 15-17 are technically, and often programmatically, defined as children. **However, the effects of conflict and displacement have affected all young persons, and older male and female youth reported experiencing their own challenges.** Youth aged 25-32 have been included in this assessment due to specific vulnerabilities that are often overlooked when they are categorized as adults. Having potentially missed fundamental skills training and livelihoods opportunities since the beginning of the Syrian crisis, this age demographic has lost out on a critical stake in livelihoods development over the past five years.

Differences across the age brackets surveyed can be seen most acutely through anecdotal reports of youth interests in education versus livelihoods from NGO workers. For example, the needs of 18 to 24 year olds emerged as particularly acute in relation to accessing education, and younger age groups have long expressed the need for accredited learning, and tertiary education provision⁵⁵. In contrast, older youth have more generally reported the need for skills learning and sought gainful employment over educational advancement. This was clearly highlighted by NRC in its own monitoring and evaluation of youth-targeted programming in Jordan in May 2016⁵⁶, and further highlighted by the findings of this assessment

This section will explore and analyse the factors affecting participation in YTP that were especially prevalent in each of the following age groups: 15-17, 18-24, and 25-32.

Youth Aged 15-17

As with all children and youth Syrian refugees, conflict and displacement have disrupted education, making it difficult to re-enter schooling. However, as an age group beginning the transition out of childhood and adolescence, youth aged 15-17 are particularly vulnerable to dropping out, or not being able to re-enrol as they prematurely take on adult responsibilities. Furthermore, youth participants of this age group who have been unable to enrol in and attend formal school reported dealing with issues of depression and anxiety, as well as broader issues of limited future livelihoods potential.

Although informal educational programmes are offered, the participants of this age group that were not in formal school were not able to engage in YTP for the same reasons. For male youth, this was associated with acute financial need within the home and the pressure to find gainful employment. Many female youth of this age group that participated in the assessment but that were not engaged in YTP reported that the constraints of domestic duties and the attitudes of their husbands, having been forced into early marriage, prevented them from attending formal school or YTP. Although these are issues that older youth face also, this age group is especially vulnerable to the psychosocial stress associated with these responsibilities at a young age. Furthermore, it is imperative to encourage enrolment in education at an age where access to formal education is still relatively open.

Male youth participants aged 15-17, and especially those that were not currently enrolled in formal school, commented on the barriers they faced to accessing skills-based classes, as they were not available to youth aged under 18. In both Zaatari and Azraq camps, this group requested that formal minimum age limits set for enrolment be adjusted to accommodate for the livelihoods skills interests of adolescents. Where youth aged 15-17 are unable to attend formal school due to financial responsibilities, skills training courses may help ensure that individuals are equipped with tools to find adequate livelihoods opportunities in the absence of accredited learning.

Furthermore, for youth of this age group that were engaged in formal schooling, participants reported that conflicting schedules was the primary reason why they were unable to access informal education programmes and recreational activities, as well as posing barriers to any potential skills-based courses that could be made open to them. Again, male youth were the most eager to enrol in skills training courses alongside formal education. As previously discussed, they reported barriers of both minimum age limits for programmes and that the courses conflicted with their other obligations, such as school hours. They requested that more programmes be provided, with more flexible schedules. However, this issue applied to all types of YTP, including recreational activities and informal education courses such as ICT and language learning opportunities.

⁵⁵ UNHCR has reported on the demand for accredited higher education opportunities, and initiatives to meet this demand, in the most recent [Zaatari Camp Factsheet, November 2016](#). The same was reported in the factsheet for [November 2015](#).

⁵⁶ [NRC Jordan Youth Programme Evaluation, May 2016](#).

All youth in this group felt that their age group could benefit more from courses than other age groups, as they were more engaged and enthusiastic. Participants aged 15-17 that were in YTP, particularly male youth, commented that compared to the older age groups, they had fewer obligations outside of school and programmes, and were therefore more committed with regards to skills-based and educative learning. They reportedly see themselves as the age group with the most to gain regarding skills and knowledge development to achieve future goals, and requested additional support to do so.

Youth Aged 18-24

The needs and perceptions of older youth such as those aged 18-24 are particularly acute in relation to education and yet under-researched. Many Syrian refugee youth in this age group would have been school-aged children at the time of displacement, and thus their education has been severely disrupted. Now that they are above 18 years of age, and considered as adults for most education programming, their opportunities to re-enrol in school are extremely limited.

Although youth of all age categories were enthusiastic about educational opportunities, many older youth expressed regret at not having been able to finish their high school education. Participants in this age group reported needing additional support to complete their high school education whilst they were still eligible⁵⁷, or regretted not having been able to complete high school now that they are no longer eligible. This was most prevalent amongst youth participants of this age group that were currently engaged in YTP, many of whom were enrolled in informal learning courses.

For youth over the age of 18 returning to formal education after long periods of displacement and absence from school presents unique challenges. Participants reported concerns and fear of potentially finding themselves behind their classroom peers in school achievement⁵⁸. This was a particular concern for youth of this age group who would be several years older than the rest of their class. Several participants requested that additional high school classes for older students be provided. **There was a noted difference within this age group regarding the prioritisation of education: the younger participants in this group, aged 18 to early 20s, were the most interested.** This level of interest waned with age amongst participants. The lowest levels of interest in re-enrolment in education in this age group were found amongst male youth participants that were not engaged in YTP, the majority of whom were focused on finding work.

Several of the participants aged 18-24 that were engaged in YTP had completed high school and were about to start tertiary education, or had already started before leaving Syria, but have since struggled to access higher learning. The 2015 CCFA in Azraq reported that 20.2% of youths had completed high school and only 1.5% had completed university. A further 5.5% of youth 19-24 years previously started university but had to drop out⁵⁹. In Zaatari, 1.6% had completed university, and 5.2% had started but had to drop out or leave⁶⁰. Many youth of this age group that were engaged in YTP took informal education courses when possible, such as English, ICT and Arabic, or online learning courses, but felt that little was provided to help reintegrate them into the formal higher education system and find places at university.

In 2015, 83% of youths aged 18-24 in Zaatari, and 73.6% in Azraq, had not completed either high school or university⁶¹. Thus, the potential need for remedial learning⁶² is especially high for this group. Youth in the assessment, and especially those engaged in YTP from this age group, repeatedly requested additional preparatory classes to be able to continue into the formal education system in the future. Similar findings were reported in the 2015 REACH nation-wide assessment of Syrian youth educational backgrounds and interests. This mapping of higher education needs found that 57% of male and 56% of female respondents aged 19-24 indicated that they would need a preparatory course in order to continue their education⁶³.

⁵⁷ Jordanian law restricts enrollment of students who cannot document previous enrollment in formal school for the last three years.

⁵⁸ [IPI, Educating Syrian Youth in Jordan: Holistic Approaches to Emergency Response, December 2015.](#)

⁵⁹ [UNICEF-REACH Comprehensive Child Focused Assessment, Azraq, June 2015.](#)

⁶⁰ [UNICEF-REACH Comprehensive Child Focused Assessment, Zaatari, June 2015.](#)

⁶¹ [UNICEF-REACH Comprehensive Child Focused Assessment, Azraq, June 2015.](#) And [UNICEF-REACH Comprehensive Child Focused Assessment, Zaatari, June 2015.](#)

⁶² Education provided to students in order to make them achieved expected competencies in core academic skills such as literacy and numeracy.

⁶³ [REACH, UNESCO-EU Jami3ti Initiative: Mapping of higher education needs & opportunities for Syrian refugees. Jordan. May 2015.](#)

Of the youth participating in the assessment from this age group, several also reported that they had already completed their undergraduate degree. The majority of these cases were currently engaged in YTP, although a few youth participants that were not engaged in YTP had also completed higher education. These participants, whilst acknowledging the importance of education, tended to report a higher interest in skills-based learning and livelihoods opportunities. This suggests that in certain cases, youth may not be engaging in YTP because they have already achieved their educational goals, although this is likely a minority. With regards to youth participants engaged in YTP that had finished university, it is worth noting that there may be a bias showing higher numbers of youth with university degrees than would be representative at the camp level, as youth with higher levels of educational attainment are more likely to engage in additional informal and skills learning courses.

Where youth do wish to enrol or re-enrol in higher education, there are a series of obstacles preventing them from doing so. If students have, or are able to, pass high school⁶⁴, they are required to sit the Tawjihi exam, which assesses eligibility for university in the Jordanian system. Were they to complete this step, apply to university and be accepted, university studies are out of reach for most Syrian refugees due to high fees for foreign students. To address these challenges, the Jordanian government and universities worked together to create the Jami3ti higher education initiative⁶⁵ funded by UNESCO and the EU to address information gaps in Syrian refugee higher education needs, and facilitate application processes.

However, Syrian refugee youth enrolment in higher education still remains very low⁶⁶. Only one participant in the assessment was currently studying at University in Zarqa, but did not report whether he had engaged with any programmes to support his application and attendance, or if he was receiving a scholarship. Furthermore, two young women aged 18-25 in Zaatari that were engaged in YTP reported that they had been about to start university before they left Syria, and wanted more opportunities to study at this level. They did not seem to be aware of the scholarships and programmes available to facilitate access to tertiary education for Syrian refugees. **These findings suggest that awareness raising about the availability of these programmes needs to be improved, and information could be more widely disseminated at informal and formal education programmes.**

Youth Aged 25-32

The oldest youth age group faced similar challenges to the youngest with regards to programme provision and age eligibility. Many in this age group felt that there was a limited number of programmes available to male and female youth aged over 24. This is supported by the Youth Task Force in Zaatari which reported lower numbers of beneficiaries in the oldest age group when reviewing self-reported youth enrolment figures in 2015⁶⁷. Furthermore, this group required more flexible programme schedules. Amongst male youth, this was largely due to needing to work and their financial obligations conflicting with their interest in programmes.

For female youth, domestic chores and childcare were time constraints that more flexible schedules, such as shorter classes and classes in the afternoon, could address. **Female youth in general requested that programmes be held in the afternoon so that they could fulfil their domestic duties in the morning. They also reported that the course hours were too long and that they would prefer if they were for shorter periods of time in the day,** or that a break would be included. Although most predominantly reported from participants in this age group, this was common for women and girls across the assessment. The frequency with which female youth aged 25-32 reported this, however, may be due to a larger majority of these women being married with children, and needing to prioritise their household obligations and childcare over programming.

As was the case with participants from the youngest age group, youth participants aged 25-32 felt that their age group could benefit the most from these courses. They felt that their maturity meant they were more focused and committed to attaining goals through courses. They also reported they needed more support in addressing the challenges associated with their other obligations, such as domestic and financial household

⁶⁴ As previously discussed, the ability to complete high school depends upon the individual's ability to attend formal school or remedial classes, including meeting eligibility requirements.

⁶⁵ [UNESCO Jami3ti Initiative website](#).

⁶⁶ Figures regarding the percentage of Syrian refugee youth currently enrolled in tertiary education in Jordan is limited. However, the number of youth in Azraq that are currently enrolled in university will be reported in the upcoming UNICEF CCFA for Azraq camp, 2017. The report will be published on the [REACH resource centre](#).

⁶⁷ Youth Task Force Baseline Data Snapshot from August 2015 (has not been published)

responsibilities, as well as greater consideration of their needs as youth from humanitarian organisations operating in the camp. Participants from this age group felt that their needs as youth were not adequately provided for as they were generally seen in programmatic terms as adults, and therefore ineligible for many of the skills and education courses that they needed to improve their lives and livelihoods opportunities.

Transition from Youth to Adulthood

Although this was an assessment of youth aged 15 to 32, several participants mentioned the needs of adults over this age with regards to skills learning and livelihoods opportunities, especially youth participants aged 25 to 32. Participants from the oldest youth group, including both those that were participating in YTP and those that were not, consistently highlighted concerns about the absence of courses available to adults over the age of 32. Older participants found this upper age limit for enrolment particularly limiting as certain higher skilled CFW and IBV positions (available to all) require a level of training that such courses could provide. They were also concerned about what would be available to them once they reached this age. Furthermore, it was observed by data collectors that in Azraq, several female participants over the age of 32 had claimed to be younger in order to take part in programmes. **This highlighted a gap in provision for adult welfare and learning that has not been extensively covered in existing research or adequately provided for by youth programming.** However, when relaying this feedback to partner agencies, both CARE and IMC confirmed that they place no age limit on activities and programmes in the camp. It therefore underlines a **broader issue of lack of awareness amongst the camp population as well as potential issues in communication campaigns.**

Differences in YTP Provision and Access across Azraq and Zaatari Camps

Although findings were generally consistent across the camps, there were notable **differences between Azraq and Zaatari camps** regarding the challenges youth reported facing when accessing YTP. This section highlights the main three differences that emerged, including:

- Physical access challenges and lack of affordable transportation;
- Youth interest in and availability of livelihoods opportunities;
- Attitudes towards female education and area of origin;

Physical Access Challenges and Affordable Transportation

In Zaatari and Azraq camps, all participants in the assessment mentioned the physical distance to programme sites as a challenge, and many highlighted the issue of the lack of available transportation as a barrier to accessing YTP. However, this was prioritised as one of the most significant challenges in Zaatari, where participants from Azraq noted it as a problem, but not as a primary barrier.

In both camps, this was discussed as a predominantly female problem by all participants due to issues of verbal and sexual harassments outside the home, which in certain cases led to young women dropping out of school and courses. **It was reported as the primary challenge amongst women in the 15-17 age group to accessing YTP in Zaatari, and in the top three for female youth of this age in Azraq.** In Zaatari, participants noted that this was an even greater challenge for female youth that could not find childcare support due to the added challenge of needing to travel for long distances with small children. **The reporting of distance as a more significant issue in Zaatari may be due to the further distance some participants would have to travel, as the camp is considerably larger in size.** Given that many of the courses that youth were interested in, namely skills training and livelihoods activities, were reported to be limited in provision and only held in one or two programme sites, this was a considerable issue for youth that lived at further ends of the camp. The 12 districts of Zaatari measure a total distance of 3 kilometres by 1.8 kilometres (See map 2 and Annex 1). Many youth participants in the assessment that were engaged in YTP reported needing to walk for at least an hour each way to attend courses. As the majority of participants also reported having to manage courses with other responsibilities, the considerable time needed to travel presented a significant barrier.

Map 2. Map of Zaatari Camp, Districts 1 to 12

Formal Education facilities



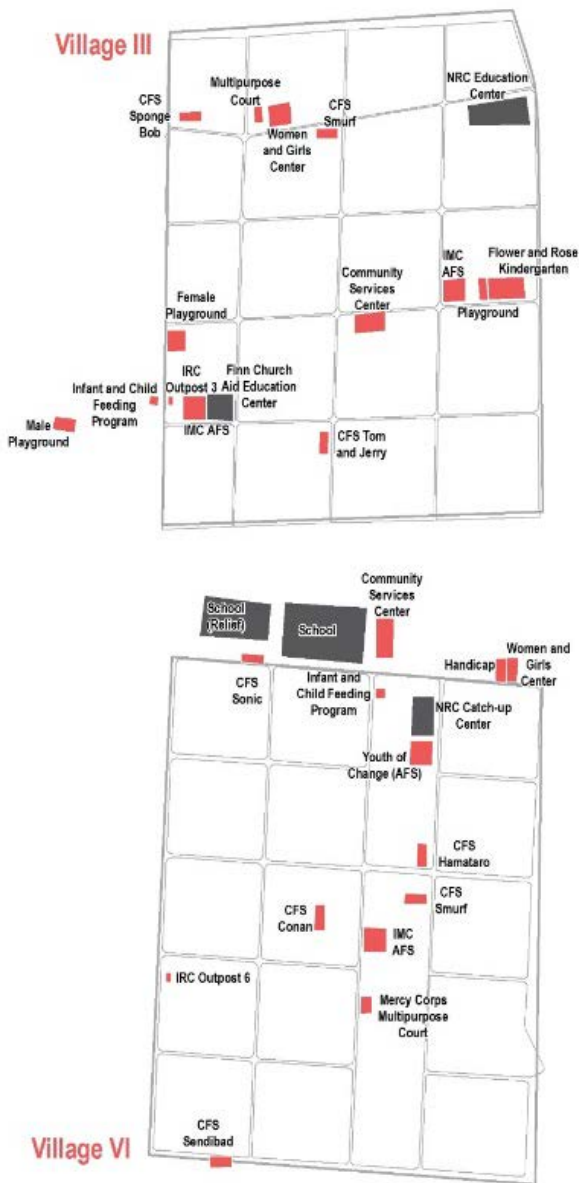
Youth related facilities



Whilst this was also reported as a problem in Azraq camp, there are programme sites in each village, which are each smaller in scale. Village 3 measures 900 metres by 720 metres, and Village 6 measures 920 metres by 710 metres (See map 3). Although participants in Azraq still reported needing to walk for long periods of time to reach programme sites, the furthest distances were considerably shorter when compared to Zaatari. However, although shorter distances made accessibility easier in Azraq, female youth in both camps reported that the issue of distance was more about fears of verbal or sexual harassment. Therefore, any walk of considerable length presented an issue for them. Participants did report that bicycles were available in the camps, which would help address these challenges. However, as female youth commented, these were only for men due to the stigma that surrounds adolescent girls and women riding bicycles.

Participants also discussed the availability and affordability of transport with regards to issues of distance. Youth participants in Zaatari and Azraq both discussed how the available buses in the camp are too infrequent and expensive to use on a regular basis, with no alternative transportation provided by camp partners who offer youth programmes. Throughout the focus groups discussions, participants repeatedly highlighted their need for free transportation as a priority improvement for YTP. However, this would not be sustainable and is unlikely to be implemented.

Map 3. Map of Azraq Camp, Villages 3 and 6
 Formal Education facilities ■
 Youth related facilities ■



Rather than free transportation, alternative schemes may be a solution. In this case, the two camps differ again, as agencies in Zaatari are attempting to address reported challenges of distance with improved regulation of existing transport means, and with innovative community initiatives. The Syrian Refugee Affairs Directorate (SRAD) is working in collaboration with UNHCR to implement standard rates for taxis that are operating in the camp, to reduce costs and avoid exploitation of the refugees who are paying for transportation between the main gate and the camp, as well as within the camp. Furthermore, UNHCR has collaborated with UNICEF/NRC to unveil a new youth-led project where programme participants build and operate rickshaws as a transport service across the camp. Such initiatives have not yet been discussed or implemented in the Azraq camp context.

Depending on the results of the pilot, this could be an effective way to address challenges faced by youth, in both camps, whilst supporting youth community organizing and entrepreneurship. These efforts will need to be monitored to ensure affordability, and therefore address distance as an access barrier for youth, especially young women.

Alternatively, youth in both camps asked for more programme sites that would be more evenly distributed across the camps. As the maps show, there are available programme sites across both camps, and there is little need for newly built infrastructure. Programmes could consider inter-agency site sharing and offer the same programmes in a range of locations across the camps to ensure equal opportunity of access.

Limited Livelihoods Opportunities in Azraq

Although participants in both Zaatari and Azraq consistently reported high levels of interest in livelihoods opportunities, there was a heightened emphasis on finding income generating opportunities amongst youth in Azraq, compared to Zaatari.

For youth participants that were currently engaged in YTP skills-based courses, this was expressed as a greater emphasis on programmes needing to improve the level of support they provide to participants in finding paid employment. For youth that were not engaged in YTP, and primarily concerned by supporting their families, there was a far greater level of apathy regarding livelihoods opportunities and the relevance of skills-based programming to their needs. Both these attitudes may derive from a comparative lack of income generating opportunities in Azraq, and subsequently higher levels of need. For example, in October 2016, at the time of data

collection, 3.8% of individuals in Azraq⁶⁸ were engaged in an IBV position, whilst 8% of residents in Zaatari were engaged in CFW⁶⁹.

Several reasons may explain the wider availability of income generating opportunities in Zaatari. Firstly, the CFW scheme in the camp is larger and more established than the IBV scheme in Azraq. Secondly, the local economy in Zaatari is stronger, with a more developed market place. Furthermore, Zaatari camp is of greater proximity to an urban centre and therefore offers more opportunities to seek employment outside of the camp. It is also reportedly easier to apply for a work permit in Zaatari. By comparison, Azraq is more geographically isolated, and the informal economy smaller and more strictly regulated. Consequently, youth participants that were engaged in YTP in Azraq more frequently requested that youth programmes provide better support for participants seeking employment following the completion of courses, compared to their peers in Zaatari.

The comparative lack of income generating opportunities in Azraq may explain higher levels of participant interest in skills training in two ways. Firstly, in a context of fewer opportunities (regarding both IBV opportunities and the external Jordanian employment market), higher competition places a greater emphasis on skills development. Secondly, as Azraq camp has a far less established market place, there is greater opportunity for entrepreneurial activity to fill gaps in service provision, such as mobile phone maintenance or tailoring businesses. Such activities require a basic skill level that youth participants engaged in YTP thought that programmes could provide. **It is important to note, however, that reported demand for income generating opportunities is high in both camps, and the accessibility of employment in the formal Jordanian labour market is still limited due to work permit regulations for Syrian refugees in general.**

The change in the current livelihoods context following the London Conference in early 2016 does underscore the importance of skills-based learning in YTP, and the potential for further Syrian youth employment in local communities. However, although the availability of livelihoods opportunities for Syrian youth may improve with the Jordanian government's commitment to increase numbers of work permits for Syrian refugees, it is not likely to drastically change levels of need in the camp. Due to the limited urban and agricultural opportunities around Azraq, increasing employment opportunities for Syrian refugees in Jordan will not likely translate to high employment of Azraq residents. Against this backdrop, the most sustainable solution would be to foster the growth of the newly emerging internal camp market.

The different landscapes of employment opportunities in the two camps also help explain the type of employment opportunities youth reported wanting to find. Both male and female participants in the assessment from Zaatari were interested in CFW positions within the camp and potential entrepreneurial activities in the informal market, such as creating a mobile phone maintenance business, as mentioned by one male YWD. The interest in livelihoods was generally more prevalent amongst male participants. Furthermore, male youth participants in Zaatari expressed a distinct focus on finding work outside of the camp, or learning skills to take back with them to Syria. They also frequently commented on the difficulty they found in obtaining permission to leave the camp and seek employment⁷⁰. **Youth in Azraq were more focused on learning skills to provide services within the camp. Several female youth, both those that were engaged in YTP and those that were not, talked about wanting additional facilities and equipment in order to establish small community businesses, such as tailoring and hairdressing. Male youth in Azraq, however, were very vague and unspecific about the kind of employment they were seeking, and generally more apathetic about their prospects.**

This observed apathy was most notable amongst participants not engaged in YTP, and especially male youth. Furthermore, the greater prevalence of this attitude in Azraq compared to Zaatari could be an alternative response to the greater lack of livelihoods opportunities in the camp; where opportunities are scarcer, youth tend to feel less hopeful about their potential opportunities. Male youth in Azraq more frequently discussed how they did not perceive even skills-based training as relevant to their needs and saw little impact with regards to improved employment prospects following the courses. As many male youth that had

⁶⁸ According to the [UNHCR IBV in Azraq Camp October 2016 Factsheet](#), based on the self reported data from agencies engaged in IBV programming.

⁶⁹ According to the [UNHCR CFW in Zaatari Camp October 2016 Factsheet](#), based on self reported data from agencies engaged in CFW programming.

⁷⁰ Again, the emphasis on work outside the camp by male youth, and not female youth, is indicative of socio-cultural expectations for men and women and their differing roles within the family.

completed skills training courses commented, they have obtained skills without being able to find opportunities to use them and earn an income.

These findings underscore the importance of skills-based training courses in YTP and of supporting youth in finding job opportunities following courses in both camps. However, this will necessitate a particular emphasis on scaling up livelihoods opportunities in Azraq, as has already begun with the newly implemented informal market run by refugees in the camp. Youth programming agencies can support in livelihoods opportunities creation. The NRC three month follow-up programmes for graduates of their post-basic training courses, currently available in Zaatari District 8 (and to be introduced in Azraq Village 3 in January 2017), present a successful model for this⁷¹, as would initiatives to support youth entrepreneurship and small business development. Further recommendations would include awareness campaigns that stress the link between enrolling in skills-based courses and obtaining gainful employment, as well as establishing complementary job placement services.

Area of Origin and Attitudes to Female Education

There was a notable difference between the cultures of the camps with regards to female youth education, both formal and informal. Female youth participants in Azraq appeared more organized, aware and motivated than their peers in Zaatari. Participants from the youngest group were more adamant about not marrying early and not before they had completed their education. They also tended to report feeling supported by their families to access formal schooling more frequently than their peers in Zaatari.

As discussed, family and communities are typically more encouraging male education due to traditional views on gender-based division of household roles. In this way, access to education (and YTP more generally) for female youth is partly dependent upon the acceptance of their family and broader community. **The Azraq community at large was reportedly more encouraging of female youth education than in Zaatari. This may be due to the different demographics relating to area of origin between the camps.**

Although Syrian society as a whole tends to be conservative, there are higher levels of education and literacy amongst men and women from cosmopolitan areas, which commonly translate to more open attitudes towards female education and employment. In Azraq, the majority of residents have originated from larger cities such as Aleppo (27.1%) and Homs (18.9%)⁷². Zaatari residents mostly originate from more traditional, rural, and semi-nomadic societies such as Dar'a (79.1%)⁷³, which tend to be more traditional and conservative regarding gender roles. **The difference in the AoO for the camps may therefore explain the more positive attitudes towards female education and YTP participation in Azraq, compared to Zaatari.**

This is further evidenced by the higher reported levels of female youth employment in Azraq compared to Zaatari in 2015, particularly for youth aged 19 to 24 (see table 2)⁷⁴.

Table 3. Proportions of youth aged 16-24 in paid employment across Zaatari and Azraq Camps

Demographic	Zaatari Camp	Azraq Camp
Females 16-18 years	0.1%	0.3%
Males 16-18 years	7.2%	5.4%
Females 19-24 years	2.2%	5.5%
Males 19-24 years	13.8%	15.6%

⁷¹ NRC. Jordan. Youth Programme Evaluation. May 2016.

⁷² UNHCR Azraq Camp Factsheet, November 2016.

⁷³ UNHCR Zaatari Camp Factsheet, October 2016

⁷⁴ Data is taken from UNICEF-REACH CCFA Fact Sheets for [Zaatari](#) and [Azraq](#), June 2015.

The same attitudes that may limit female youth attendance in formal schooling apply to gainful employment and general YTP participation. However, as discussed, there is evidence that specifically targeted awareness raising campaigns concerning the benefit of education and programming for female youth could address such challenges.

Youth with Disabilities and Issues of Inclusivity

Due to difficulties in identifying YWD in Azraq to participate in the assessment, the methodology differs across the two camps. Therefore, **findings regarding YWD in Azraq versus Zaatari cannot be analysed comparatively**, especially given that no YWD currently engaged in YTP in Azraq participated in the assessment. It is worth reiterating here that participants had physical disabilities, and the needs of youth with mental or learning difficulties were not assessed. In general, the needs of persons with disabilities (PWDs) in Azraq camp are assessed on a case by case basis by Handicap International (HI), the only organization operating in the camp that is specialised in dealing with the needs of PWDs. In contrast to Zaatari, there is not a centrally coordinated database to document cases of vulnerable individuals. **The absence of such a centralized database presents obvious barriers to understanding the needs and capacities of this vulnerable demographic.**

The challenges affecting all youth were reportedly amplified in the case of youth with disabilities (YWD). For example, female YWD reported that limited mobility made it even harder for them to leave the home and engage with the community, and therefore worsened feelings of isolation and marginalization, whilst male YWD felt fewer livelihoods opportunities were available to them as a result of their disabilities. **Many participants perceived their disability to be an additional barrier to accessing YTP that worsened the challenges that all youth reported facing. Furthermore, all commented on the negative psychosocial impact of their disabilities on their well-being, highlighting the particular vulnerabilities of this group with regards to physical health care needs, as well as social and mental health.** The majority of participants from both camps reported dealing with the stress and trauma of conflict related injuries, as well as depression following the increased isolation that they felt as a consequence of limited mobility. **This created acute psychosocial support needs for YWD, and female YWD in particular because they often felt confined to the home for reasons of gender also.**

In general, YWD reported the same interests as all other youth that took part in the assessment with similar trends according to age and gender. When programmes were available and suited their interests, this demographic reported facing predominantly physical access challenges related to their disabilities and limited mobility, although a low sense of well-being and psycho-social needs were often a limiting factor also. Youth with disabilities that were not engaged also more frequently expressed feelings of isolation and depression than youth without disabilities in the same category.

Distance and physical access emerged as a primary barrier to accessing programmes for all youth, but especially youth with disabilities. The distance that many youth are required to walk or travel to attend courses (see maps 2 and 3) presents a major barrier to access for the majority of YWD. Expanding the provision of programming by making it available at multiple sites across the camp would make a considerable difference, but some cases would still require additional support and transportation. In order to address this, youth-based initiatives such as the rickshaw programme about to be piloted could be specially adapted to the needs of PWDs. This would have the added benefit of helping this demographic engage in the community and address psychosocial challenges related to social isolation.

There is limited data regarding rates of enrolment and attendance in YTP generally, and even less for YWD. However, the 2015 CCFA in Azraq and Zaatari gives some indication of the percentage of school-aged children (6-17) with disability and/or chronic illness that were attending formal education. In Azraq, 56% of these children were not attending formal education. Of these out-of-school children with disabilities or chronic illness, 56% of boys and 67% of girls reported that the main reason for their out-of-school status was due to their condition⁷⁵. The levels of attendance were similar in Zaatari, where 54% of children and youth aged 6-17 with disabilities and/or chronic illness were not attending formal education⁷⁶.

⁷⁵ [UNICEF-REACH CCFA Azraq, Fact Sheet, June 2015.](#)

⁷⁶ [UNICEF-REACH CCFA Zaatari, Fact Sheet, June 2015.](#)

The majority of YWD that participated in the assessment were interested in programmes but found a severe lack of programming provision for their demographic. However, in principle, all youth-targeted programmes, in both camps, run on a model of inclusivity and, with the exception of cases with extreme need, all programmes are intended to be available to all youth, regardless of disability. This requires a certain level of sensitivity training and needs accommodation that YWD reported as currently being inadequate across both camps.

Addressing the challenges that YWD face in the camp requires a multi-faced approach, addressing both physical access barriers and psychosocial support needs. All YWD that participated in the assessment, including those that were currently engaged in YTP, reported a general lack of provision for special needs in the camps regarding physical access. In Azraq, participants specifically reported a lack of support with regards to healthcare. This was reported in reference to both physical and mental health service provision. Moreover, reported lack of support or access applied to all forms of programming, from education to livelihoods, as well as employment. The extent to which their disability compounded limited access for participants varied, but all felt that organizations were not doing enough, or even did not care, about their additional needs.

Difficulties YWDs reported in accessing programmes, or the lack of programmes available to them that they perceived, further highlighted an issue of lack of awareness. This seeming lack of awareness amongst YWD of the inclusivity model leads to two potential programmatic recommendations. Firstly, greater outreach and awareness raising of this inclusivity model is needed; and secondly, more could be done to promote inclusivity by emphasizing provision for YWD needs through infrastructure, programme design, and staff training. This also applies to organizations providing livelihoods opportunities through CFW and IBV opportunities, for which YWD engagement is especially low.

However, YWD did recognize the potential benefits of YTP, should programmes more effectively meet their needs. YWD that were currently participating in programming in Zaatari were highly enthusiastic about the PSS benefits of programmes; helping them to leave the home and make friends, which have been a strong source of emotional support, and encourage them to think about the future. This demographic often reported finding it harder to leave the home and engage with the community than youth without disabilities, and thus inclusive education and youth programming must be a central component to meeting the PSS needs of youth with disabilities.

CONCLUSION

This report aims to address key information gaps regarding Syrian refugee youth in Jordan, through a comprehensive assessment of youth programming that encompasses youth experiences as well as programmatic impact. Adopting a qualitative approach, this assessment has focused on identifying the impact of youth-targeted programming (YTP) on youth well-being, challenges in accessing these programmes, and the extent to which youth are able to utilize skills learnt and engage in income-earning opportunities. Although prior assessments⁷⁷ have touched on these issues, this assessment is unique in providing a purely youth centred approach to informing programmatic improvements. Engaging specifically with the perspectives of beneficiaries enabled community sourced recommendations. Furthermore, through a comparative analysis of youth perceptions across age, gender, camp and disability, this assessment highlights the gaps in current programming and provide specific and targeted recommendations for humanitarian actors to apply to programme development.

In terms of impact, this assessment underlines that YTP has a significant impact on the lives of youth in two primary ways. Firstly, all youth participants (and young women in particular) valued the programmes as a source of psychosocial support (PSS), regardless of whether life skills was a course component. This highlights the necessity of continuing to provide these programmes, expand their provision and improve access in order for all youth to experience these benefits. Secondly, the importance that youth placed on programmes as enhancing income generating opportunities provides additional advocacy tools for focusing on livelihoods programming for youth, and especially older youth groups. In the context of protracted conflict and displacement, it is important that the younger generation be equipped with the tools and skills necessary to build their futures.

Through a gender analysis of these impacts and interests in different types of YTP, this report also highlighted specific needs of female and male youth in the camps. **The stress female youth participants placed on the importance of YTP as a source of PSS speaks to the community and socio-cultural context in which they live, and the unique challenges that they face.** Understanding the gendered nature of access barriers can serve to improve community mobilization by directing awareness raising where it will have the most impact: male family members. This gendered analysis went further by unpacking the specific challenges that face male youth, and the impact of social pressures and gender roles on their lives. Although interest in skills training and livelihoods opportunities was expressed broadly, suggesting a need to expand on these programmes in particular, **key findings also emerged regarding the need to further support youth, and especially male youth, in finding or creating employment following completion of courses.**

This assessment particularly highlighted the needs of older youth, those aged over 18 and particularly those over 25, which have been notably under-researched. These groups face similar vulnerabilities to their younger peers, yet tend to be overlooked as they are often considered adults. Understanding interest in livelihoods opportunities, broken down by age bracket, highlighted the challenges of financial need that are faced by youth aged 25-32, and their need for continued support as a youth group that has missed out on a critical stake in livelihoods due to their displacement. Furthermore, through analysing the needs and challenges of youth aged 18-24, this assessment placed renewed focus on the **need for remedial education and preparatory classes to support youth in completing their education whilst they are still eligible. As some youth are reaching their sixth year of displacement, their needs are particularly acute.**

The needs of under-researched youth are further underscored by findings relating to youth with disabilities. YWD reported that they did not think their instructors were equipped to handle their specific needs and often felt that there were limited opportunities available to them. These findings suggest **a strong need to foster genuine inclusivity, through technical input at the project design phase, as well as additional sensitivity trainings for teachers and instructors. Awareness of the inclusivity model on which programmes are based, and therefore the availability of these programmes to YWD, also needs to be raised.**

⁷⁷ See: CCFA [Azraq](#) and [Zaatari](#) 2015, [JENA Zaatari 2014](#), [JENA 2015](#), and [UNICEF's 'Running on Empty' 2016](#).

Furthermore, through a comparative perspective of service provision and youth well-being across the Azraq and Zaatari camp contexts, this report has highlighted areas where lessons learned can be drawn and applied across the camps. This was most evident with regards to the **potential for community centred youth initiatives and entrepreneurship that is emerging in Zaatari such as the UNHCR and UNICEF/NRC sponsored rickshaw pilot, which equally needs to be fostered in Azraq.**

Whilst many of the barriers youth face in accessing YTP in Jordanian camps have been previously noted in the humanitarian community through anecdotal evidence, this assessment provides the first concrete and extensive overview of needs through primary research into youth perceptions. In addition, through this emphasis on youth attitudes, key community sourced recommendations for improvements have emerged, further validating the usefulness of a qualitative, focus group discussion-based methodology.

These key findings have been formulated into recommendations for how issues may be addressed through advocacy, programmatic development and research. **Most significantly, these findings have highlighted the enthusiasm and potential of Syrian youth. By assisting youth through continued provision of programming, there is clearly a fertile ground from which to develop and support youth empowerment and community based-initiatives in Zaatari and Azraq camps.**

RECOMMENDATIONS

Targeted Outreach and Engagement

Targeted Female Youth Engagement Promotion

- There is a clear need to support female youth to access school and programming in the camps.
- Although youth actors in both camps actively engage in and have institutionalised community awareness-raising mechanisms, there needs to be a greater and more targeted focus on promoting the benefits of programming for women and girls specifically.
- This could be best achieved by engaging with members of the community that present the greatest barriers to female youth attendance: male family members, including fathers, brothers and husbands.

Inclusivity Promotion and YWD

- As with female youth, more needs to be done to actively engage youth with disabilities in programming. As an especially vulnerable group, often with more acute psychosocial needs, this is a priority area for improvement.
- It would be necessary to develop advocacy efforts directed at promoting inclusivity, emphasizing provision for YWD needs through infrastructure, staff training, outreach and awareness-raising in the camps. However, inclusivity also begins at the project design phase and further technical input from disability experts needs to be sought here. This also applies to organizations providing livelihoods opportunities, which need to increase the number of CFW and IBV opportunities available to YWDs.

Programming

Addressing Gaps in Community Outreach Mechanisms

- Lack of awareness regarding available programming within the youth community highlights a gap in knowledge sharing pathways between youth programming organizations and the youth they wish to target.
- Community awareness-raising mechanisms could therefore be re-orientated to better focus on informing youth and especially those most vulnerable such as youth with disabilities and the illiterate.
- In order to address these findings, outreach could be improved in the following ways: by increasing community mobilisation efforts and sharing relevant information in community gatherings to target illiterate youth; disseminating leaflets and posters well in advance of course start date; text-based outreach should provide clear details about several aspects of the courses such as start and end dates, and registration deadlines.

Increased Inclusivity Training for Youth Programming Staff

- Handicap International provides significant technical support to organizations regarding inclusivity training, ranging from task analysis during programme design stage to sensitivity training with direct service providers, such as trainers and teachers. It is recommended that further technical input at all stages of programme design and implementation be sought.
- As mentioned, it is also recommended that more be done with regards to YWD outreach and support in the camps, specifically Azraq. This requires awareness raising of the inclusivity model applied to programming, outlining the ways in which courses are available and accessible to YWD.
- A creative approach to tackling the challenge of the lack of transportation to programme sites should also be developed, such as: mobile courses; allowing youth to participate from home; adapting youth initiatives such as the rickshaw pilot to the needs of PWDs.

Expand Livelihoods Focused and Skills Training Activities

- Given the overwhelming interest in technical skills training programmes, particularly amongst men, youth actors should consider expanding upon existing livelihoods-focused activities available. This could include: more courses at a variety of sites across the camp; new courses; advanced courses, including intermediate and advanced level training.

More Programme Facilities across the Camps

- Although participants repeatedly requested that youth actors provide transport for programme participants, this is not likely feasible due to camp management prerogatives and incompatibility with sustainability agendas of programming agencies. However, the issue of distance traveling to programme locations could be addressed by providing YTP more widely across the camp in multiple, more evenly distributed sites.
- Issues of verbal and sexual harassment in the streets could be ameliorated through partner or 'buddy' systems, where girls walk to programme sites together or escorted by male relatives. In the longer term, more awareness raising sessions could be held, specifically targeting male youth about sexual harassment and GBV.
- Rather than more programme facilities across the camps, increased programmes' availability could be best achieved through increased coordination between organizations to use existing facilities in the camps.
- More youth spaces should be made, as well as more available to different age ranges, to allow youth to engage with their peers, their community and the outside world through the internet. Such spaces would not necessarily need supervision or support, but instead would be an extension of recreational spaces that already exist in the camp.

Meeting Financial Support Needs

- Financial need emerged as one of the primary barriers for male youth in the camp and was mentioned by all male participants that were currently not engaged in YTP. Several participants reported that they were unable to engage in programmes because they needed to prioritise finding employment. To address these needs, more could be done to link skills training with IBV or CFW opportunities, or provide support to youth in seeking employment following completion of courses.

Address Issues of Accessibility and Eligibility Based on Age

- Issues of age eligibility applied to both younger (15-17) and older (25-32) age groups. In order to ameliorate the challenges faced by 15-17 year olds, youth programmes, and especially livelihoods-focused courses, could be better coordinated with formal schooling to allow youth to engage in both.
- With regards to older youth, more programmes could generally be made available. However, this also relates to issues of awareness, as both CARE and IMC place no age limit on activities and programmes, suggesting that currently youth may not be aware of the programmes they are eligible to enrol in.

Improve Childcare Facilities

- Childcare repeatedly emerged as an issue for female youth, especially for infants (aged under 2). Recommendations therefore include that childcare facilities at programme sites be expanded.
- However, recognizing limitations due to organizational liability, alternative solutions to childcare arrangements need to be thought through. Here, community-based initiative such as the UNHCR proposed elderly day centres in Zaatari camp could present an interesting model. Small networks of childcare support amongst female camp residents already exist and, with minimal support, could be expanded as (potentially income generating) community services provided by refugees themselves.

Support for Community-Based Initiatives

- In general, there is an appetite amongst youth in the camps to develop their skills further into income generating opportunities and expand upon youth community networks that have begun to emerge. As with the potential for community provided childcare services, organizations could do more to support youth empowerment and independence through community-based initiatives. In order to do so, organizations need to expand the provision of 'youth initiative' programmes where young persons are provided with support from trainers and facilities to carry out their own programmes or projects.
- To complement such endeavours, it is advised that youth actors further raise awareness around the availability of facilities and resources for youth participants outside of course hours.

Research

Assess Prevalence and Needs of Illiteracy and Innumeracy amongst the Syrian Refugee Population

- This assessment highlighted the acute vulnerability of illiterate youth and adults in the Syrian refugee population. However, little information exists about the prevalence and specific needs of this segment of the community. Future assessments of youth needs should also include a specific focus on illiteracy and remedial education.

Extensive and Targeted Research into the Needs of Youth and Persons with Disabilities

- As with illiteracy, there is very limited research regarding the specific needs and population distribution of youth with disabilities. The coverage of YWD perspectives in this assessment were especially limited, although gave some insight into the level of need amongst this demographic, especially in Azraq. Subsequently, it is recommended that further research be carried out in this area.

Quantitative Assessment of Youth Needs and YTP Engagement

- Existing quantitative research that covers youth tends to focus predominantly on formal education attendance, and the needs of children and young adolescents. It is therefore recommended that quantitative assessments be carried out to establish a baseline for future evaluation of youth programme progression to identify levels of enrolment, attendance and interests in specifically youth-targeted programming, in order to understand the extent of need to upscale programme provision and to track improvements and challenges over time. It is important that such research also include older youth.

ANNEXES

Annex 1: Map of Zaatari Youth Facilities and Table of Site Labels



Facility Number	Type of Centre	Operator	District	Name of Centre	Name of Centre (Arabic)
1	Child Friendly Space	SCI	1	CFS Dinosaur	مساحة صديقة للطفل ديناصور
2	School	UNICEF	1	School 8	المدرسه 8
3	Community Center	ACTED	1	ACTED Olive	خيمة الزيتون اکتد
4	Youth Center	Mercy Corps	1	Mercy Corps Youth for Change	مركز الشباب ميرسي كور
5	Community Center	UNFPA/Noor Hussein Foundation	2	JHAS RH & Noor Hussein	مركز المراه نور الحسين
6	Community Center		2	IRD Community Center	مركز اجتماعي IRD
7	Child Friendly Space	SCI	2	CFS Apple	مساحة صديقة للطفل
8	Child Friendly Space	SCI	2	CFS C	مساحة صديقة للطفل
9	Community Center	ACTED	2	ACTED Cedar	خيمة الارز اکتد
10	Playground	Mercy Corps	2	Mercy Corps Playground SC-B	منطقة لعب ميرسي كور M2

11	Community Center	UNFPA/Noor Hussein Foundation	3	Noor Hussein/UN Women Oasis 1	مركز المراه نور الحسين
12	Kindergarten	SCI	3	Rainbow Kindergarten	روضة قوس قزح
13	School	RI	3	School 4 (Annex)	المدرسة 4
14	School	NRC	3	School 1 (Bahrain)	المدرسة 1 البحرينية
15	Community Center	JEN	3	JEN	مركز اجتماعي JEN
16	Community Center	SCJ	3	SCJ	حماية الطفل الاردنيه
17	School	UNICEF	3	UNICEF School	مدرسة اليونيسيف
18	School	UNICEF	3	School 6 (Kuwait)	المدرسة 6 الكويتية
19	Youth Center	Save the Children International	3	SCI Drop In Center 1	حماية الطفل الاردنيه
20	Community Center	IRD	3	IRD - Service Unit 3	وحدة النشاط 3 - IRD
21	Youth Center	IMC	4	IMC AFS 1 Venus	عطارد IMC
22	Recreation	Mercy Corps	4	Mercy Corps Dream Land	منطقة ترفيهية
23	School	NRC	4	School 9	المدرسة 9
24	Community Center	SCJ	4	SCJ	حماية الطفل الاردنيه
25	Youth Center	SCI	4	Multiactivity Centre 2 Female	مركز النشاطات للبنات 2
26	Community Center	JEN	4	JEN	مركز اجتماعي JEN
27	Youth Center	Save the Children International	4	Questscope-UNFPA Youth Center	مركز شبابي مؤسسة كويزت سكوب وصندوق الأمم المتحدة للسكان
28	Youth Center	Save the Children International	4	Finn Church Aid	فين معونة الكنيسة
29	Community Center	IRD	4	IRD - Service Unit 4	وحدة النشاط 4 - IRD
30	School	NRC	5	School 2 (Saudi Arabia)	المدرسة السعودية
31	Community Center	JEN	5	JEN	مركز اجتماعي JEN
32	Child Friendly Space	SCI	5	CFS Orange	حماية الطفل اورانج
33	Recreation	IRD	5	IRD Play Area	ملعب IRD
34	Child Friendly Space	SCJ	5	SCJ	مساحة صديقة للطفل
35	Youth Center	LWF	5	LWF	LWF
36	Recreation	IRD	5	IRD Play Area	ملعب IRD
37	Community Center		5	JEN	مساحة شاغرة
38	Community Center	UNFPA/Noor Hussein Foundation	5	Noor Hussein Shared Centre	مركز المراه نور الحسين
39	Playground	Mercy Corps	5	Playground	ملعب
40	Community Center	IRD	5	IRD - Service Unit 5	وحدة النشاط 5 - IRD
41	Community Center		6	Noor Hussein Rehabilitation Centre	نور الحسين
42	Child Friendly Space	SCI	6	CFS Notes	مساحة صديقة للطفل لونة
43	Youth Center	IMC	6	IMC AFS 4 Mars	المريخ IMC

44	Community Center	IRD	6	IRD	مركز اجتماعي IRD
45	Kindergarten	SCJ	6	Kindergarten	روضة أطفال
46	Community Center	UNICEF	6	UNICEF Centre	مركز اليونيسيف
47	Community Center	IRD	6	IRD - Activity Unit 6	وحدة النشاط 6 - IRD
48	Child Friendly Space	SCI	7	CFS Jasmine	مساحة صديقة للطفل الياسمين
49	Recreation	Mercy Corps	7	Mercy Corps Playground M6	منطقة لعب ميرسي كورس M6
50	Recreation	IRD	7	IRD Play Area	ملعب IRD
51	Community Center	Oxfam	7	Oxfam C.C.	Oxfam
52	Youth Center		7	Multiactivity Centre 3 Male	مركز النشاطات للشباب 3
53	Community Center	IRD	7	IRD	مركز اجتماعي IRD
54	School		7	School 5	المدرسه 5
55	Youth Center	Save the Children International	7	SCI Drop In Center 3	حماية الطفل الاردنيه
56	School		7	School (Kuwaiti)	المدرسه الكويتيه
57	Community Center	WFP	7	UN Women Oasis3	مركز تزويد
58	Community Center	IRD	7	IRD - Activity Unit 7	وحدة النشاط 7 - IRD
59	School	NRC	8	School 3 (Qatar)	المدرسه 3 القطرية
60	Recreation	IRD	8	IRD Play Area	ملعب IRD
61	Youth Center	SCI	8	Multiactivity Centre 4 Female	مركز النشاطات للبنات 4
62	Community Center	UNFPA/Noor Hussein Foundation	8	JHAS RH & Noor Hussein	مركز المراه نور الحسين
63	Playground	UNICEF	8	Mercy Corps Playground M7	منطقة لعب ميرسي كورس M7
64	Community Center	SCJ	8	SCJ	حماية الطفل الاردنيه
65	Child Friendly Space	SCI	8	CFS R	مساحة صديقة للطفل
66	Youth Center	FCA	8	Finn Church Aid CFS	فين معونة الكنيسة
67	Community Center	Oxfam	8	Oxfam	Oxfam
68	Youth Center	NRC	8	NRC Youth Centre	مركز تمكين الشباب
69	Community Center	IRD	8	IRD - Service Unit 8	وحدة النشاط 8 - IRD
70	Playground	Mercy Corps	9	Mercy Corps Playground M5	منطقة لعب ميرسي كورس M5
71	Kindergarten	SCI	9	Little Hands Kindergarten	روضة الأيادي الصغيرة
72	Child Friendly Space	SCI	9	CFS Ice Cream	مساحة صديقة للطفل
73	Community Center	IRD	9	IRD	مركز اجتماعي IRD
74	Recreation	IRD	9	IRD Play Area	ملعب IRD
75	Community Center	ACTED	9	ACTED Orange	اكتد مكتب اجتماعي
76	Recreation		9	Norway Football Field	الملعب النرويجي

77	Community Center	IRD	9	IRD - Activity Unit 9	وحدة النشاط 9 - IRD
78	Playground		9	Sport Hall	صالة رياضية
79	School	UNICEF	10	UNICEF School	مدرسة اليونيسيف
80	Youth Center	SCI	10	Multiactivity Centre 1 Male	مركز النشاطات للشباب 1
81	Playground	Mercy Corps	10	Mercy Corps Playground M3	منطقة لعب ميرسي كورس M3
82	Child Friendly Space	SCI	10	CFS Motorcycle	مساحة صديقة للطفل الدراجة
83	Recreation		10	UNESCO Horse	منطقة لعب
84	Community Center	IRD	10	IRD	مركز اجتماعي IRD
85	Youth Center	IMC	10	IMC AFS 3 Jupiter	المشترى IMC
86	Youth Center	NRC	10	NRC Education Centre	المدرسة النرويجية
87	Youth Center	NRC	10	Youth Programing Zaatari Camp	مركز الشباب NRC
88	School		10	School (Kuwaiti)	مدرسة الكويتية 1
89	Community Center	IRD	10	IRD - Activity Unit 10a	وحدة النشاط 10 - IRD
90	Community Center	IRD	10	IRD - Activity Unit 10b	وحدة النشاط 10 - IRD
91	Youth Center		11	IMC AFS	IMC
92	Child Friendly Space	SCI	11	CFS Fish	مساحة صديقة للطفل سمكة
93	Playground	Mercy Corps	11	Mercy Corps Playground M2	منطقة لعب ميرسي كورس M2
94	Community Center	ACTED	11	ACTED Lemon	الليمونة اكد
95	Community Center		11	Korea Taekwondo Academy (KFHI)	مركز تدريب التكوندو
96	Community Center	IRD	11	IRD - Service Unit 11	وحدة النشاط 11 - IRD
97	Recreation		11	Football Field	
98	Community Center	ACTED	12	ACTED Apple	التفاحة اكد
99	Child Friendly Space	SCI	12	CFS Lamp	مساحة صديقة للطفل اللمبة
100	Youth Center	IMC	12	IMC AFS 5 Saturn	زحل IMC
101	Recreation	IRD	12	IRD Play Area	ملعب IRD
102	School	UNICEF	12	School 7 (Kuwait)	المدرسة الكويتية 2
103	Community Center	IRD	12	IRD - Service Unit 12	وحدة النشاط 12 - IRD

Annex 2: Focus Group Discussion Question Route: Sample Group 1

NRC-REACH Youth Assessment: Syrian refugee camps in Jordan

Focus group discussion question route

Sample group 1: Youth participating in programmes

Introduction

- A. Facilitator's welcome, introduction and instructions to participant [5 minutes]
- Facilitator completes an ODK form for each participant, recording the FGD code, location, number of participants, and start and end times of the discussion. Facilitator assists each participant in filling out their portion of the ODK form – age; sex; camp of residence; number of years lived in Jordan; current participant in youth programme(s) (If yes, "ok"); programme(s) currently enrolled in.
 - Welcome and thank you for volunteering to take part in this discussion. You have been asked to participate as your point of view is important. I appreciate your time.
 - In this discussion on youth programming, we want you to talk about your personal experiences and perceptions of the following types of programmes: informal education, sports/recreation activities, youth volunteering, and formal education (e.g. Tawjihi or Higher Education)
 - Please note that your participation in this discussion, and any answers or inputs you provide, do not in any way influence access to or the receipt of humanitarian assistance and programmes.
 - Anonymity: I would like to assure you that the discussion will be anonymous. We would appreciate it if you would refrain from discussing the comments of other group members outside of this session. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.
 - The discussion will take no more than 1.5 hours. We will have a quick break in between.
- B. Ground rules [2 minutes]
- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
 - There are no right or wrong answers.
 - You do not have to speak in any particular order.
 - When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
 - You do not have to agree with the views of other people in the group.
 - Does anyone have any questions? (*answers*)
 - With this in mind, may I tape the discussion to facilitate its recollection? (*if yes, switch on the recorder*)
 - OK, let's begin.

Question Route

Stage 1: Youth Well-being and the impact of youth-targeted programmes (25 minutes)

As participants in programmes targeted at youth, we are interested in understanding your day-to-day life and how you define your personal well-being: how you spend your free time, and what factors are most important for ensuring the well-being of yourselves and youth of your age.

1. Engagement question:
 - a. What factors affect your well-being? Do they have a negative or positive effect? **(Facilitator writes down these factors on the flipchart)**
 - i. Probes:
 1. For example, access to education?
 2. Access to recreational activities (e.g. sports, music, art)?
 3. Spending time family or friends?
 4. Ensuring basic needs are met (food, shelter, healthcare, etc.)?
 5. Safety and security?
 6. Livelihoods opportunities?
 - b. Which of these factors are *most important* to you for ensuring your personal well-being? **(Facilitator asks each participant to put a dot next to the 3 most important factors and adds up the dots. Highlight the 5 most important factors identified by the group.)**
2. Thinking about these factors, in what ways have youth programmes that you have participated in impacted your well-being, either positively or negatively?
 - a. **Note to facilitator:** It is important to make sure at this point in the discussion that the participants are clear on what the available youth programmes are. List these programmes on the flipchart for clarification, if needed.
 - b. Probes
 - i. Do these programmes help you learn a new skill?
 - ii. Advance in your education?
 - iii. Make new friends?
 - iv. Engage with adult mentors?
 - v. Do the programmes offered meet the needs of males and females differently? If so, how are they different?
 - vi. What about meeting the needs of different age groups?

Stage 2: Barriers and facilitators of engagement in youth targeted programmes (40 minutes)

3. Based on your experiences as young men and women and those of your peers, what are the barriers to participation in youth programmes? **(Facilitator notes down these factors during the discussion.)**
 - a. Probes
 - i. Access challenges (e.g. physical location of programme site)?
 - ii. Financial challenges?
 - iii. Finding programmes relevant to your needs and interests?
 - iv. Cultural reasons?
 - v. Are these factors the same for both male and female youth? If not, which factors apply more to males, and which apply more to females?
 - vi. Different factors between age groups?
 - b. **Note to facilitator:** We expect youth participants may not be comfortable if asked about more sensitive barriers to accessing youth programmes directly. However, please use the above probes to better understand if any of the following are factors:
 - i. Access to childcare support or services
 - ii. Psychosocial support
 - iii. Financial obligations
 - iv. Special needs for people with disabilities
 - v. [Perceptions of access according to gender] Gender-based variables such as (for women) verbal or physical harassment, early marriage (if yes, between whom?), household responsibilities inhibiting their ability to leave the home; (for men) responsibility to provide through employment, do men think that it is easier for them to access programmes compared to women?
4. Of the barriers we have discussed, which are the most significant? **(Facilitator asks each participant to put a dot next to the 3 most significant barriers affecting their participation and adds up the dots.)**
5. Are there any factors that facilitate your participation? If yes, what are they?
6. How can NGOs, UN agencies, or other organisations in the camp help address these factors and better facilitate your participation in youth programmes?
7. We have talked about youth programming, its impact on your well-being, and factors affecting your participation. In what ways do your parents and community leaders affect your participation in and contribution to these programmes?
 - a. Probes
 - i. Do your parents and/or community leaders (youth workers, teachers, religious leaders, etc) act as facilitators to programme participation? If yes, in what ways?
 - ii. Do your parents and/or community leaders present barriers to programme participation? If yes, in what ways?

- iii. What could parents and community leaders do to better facilitate youth programme participation?

Stage 3: Improvements to youth programming (25 minutes)

8. In your opinion, what improvements could be made, or would you like to see made, to youth targeted programmes?
 - a. Probes
 - i. How could current programmes be changed to better meet your needs and interests? Are there any services missing?
 - ii. How could current programmes be improved to help you access livelihood/income-generating opportunities?

Closing Question:

Finally, are there any other issues or suggestion that you would like to mention that you feel we have missed? What are they?

Conclusion

- Thank you for participating. This has been a very successful discussion. We hope you found it interesting.
- Your opinions will be a valuable asset to the study.
- I would like to remind you that any comments featuring in this report will be anonymous.
- Before you leave, please ensure you have completed the personal details questionnaire.

Annex 3: Focus Group Discussion Question Route: Sample Group 2

NRC-REACH Youth Assessment: Syrian refugee camps in Jordan

Focus group discussion question route

Sample group 2: Youth *not* participating in programmes

Introduction

C. Facilitator's welcome, introduction and instructions to participant [5 minutes]

- Facilitator completes an ODK form for each participant, recording the FGD code, location, number of participants, and start and end times of the discussion. Facilitator assists each participant in filling out their portion of the ODK form – age; sex; camp of residence; number of years lived in Jordan; current participant in youth programme(s) (If yes, "ok"); programme(s) currently enrolled in.
- Welcome and thank you for volunteering to take part in this discussion. Your point of view is important. I appreciate your time.
- In this discussion on youth programming, we want you to talk about your personal experiences and perceptions of the following types of programmes: **informal education, sports/recreation activities, youth volunteering, and formal education (e.g. Tawjihi or Higher Education)**
- **Please note that your participation in this discussion, and any answers or inputs you provide, do not in any way influence access to or the receipt of humanitarian assistance and programmes.**
- **Anonymity:** I would like to assure you that the discussion will be anonymous. We would appreciate it if you would refrain from discussing the comments of other group members outside of this session. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.
- The discussion will take no more than 1.5 hours. We will have a quick break in between.

D. Ground rules [2 minutes]

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers.
- You do not have to speak in any particular order.
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
- You do not have to agree with the views of other people in the group.
- Does anyone have any questions? (*answers*)
- With this in mind, may I tape the discussion to facilitate its recollection? (*if yes, switch on the recorder*)
- OK, let's begin.

Question Route

Stage 1: Youth Well-being and the impact of youth targeted programmes (25 minutes)

As Syrian youth, we are interested in understanding your day-to-day life and how you define your personal well-being: how you spend your free time, and what factors are most important for ensuring the well-being of yourselves and youth of your age.

1. Engagement question:
 - a. What factors affect your level of well-being? Do they have a negative or positive effect? **(Facilitator writes down these factors on the flipchart)**
 - i. Probes:
 1. For example, access to education?
 2. Access to recreational activities (e.g. sports, music, art)?
 3. Spending time family or friends?
 4. Ensuring basic needs are met (food, shelter, healthcare etc.)?
 5. Safety and security
 6. Livelihoods opportunities
 - b. Which of these factors are *most important* to you for ensuring your personal well-being? **(Facilitator asks each participant to put a dot next to the 3 most important factors and adds up the dots. Highlight the 5 most important factors identified by the group.)**
2. Thinking about these factors, in what ways *could* youth programmes impact your well-being, either positively or negatively?
 - a. **Note to facilitator:** It is important to make sure at this point in the discussion that the participants are clear on what the available youth programmes are. List these programmes on the flipchart for clarification, if needed.
 - b. Probes:
 - i. Specific types of programmes that would have the biggest impact?
 - ii. Learning a new skill?
 - iii. Advancing your education?
 - iv. The opportunity to engage with adult mentors?

Stage 2: Barriers and Facilitators of engagement with youth programmes (40 minutes)

3. Why are you and other youth your age not currently participating in youth programming?
 - a. Probes:
 - i. Access challenges (e.g. physical location of programme site)?
 - ii. Financial challenges?

- iii. Programmes aren't relevant to your needs and interests?
 - iv. Cultural reasons?
 - v. Are these reasons the same for both male and female youth? If not, which reasons apply more to males, and which apply more to females?
 - vi. Different reasons between age groups?
- b. **Note to facilitator:** We expect youth participants may not be comfortable if asked about more sensitive barriers to accessing youth programmes directly. However, please use the above probes to better understand if any of the following are factors:
- i. Access to childcare support or services
 - ii. Psychosocial support
 - iii. Financial obligations
 - iv. Special needs for people with disabilities
 - v. [Perceptions of access according to gender] Gender-based variables such as (for women) verbal or physical harassment, early marriage, household responsibilities inhibiting their ability to leave the home; (for men) responsibility to provide through employment, do men think that it is easier for them to access programmes compared to women?
4. Of the reasons we have discussed, which are the most significant? **(Facilitator asks each participant to put a dot next to the 3 most significant factors affecting their participation and adds up the dots. Then on a new sheet, write down both the 3 most significant factors.)**
5. How can NGOs, UN agencies, or other organisations in the camp help address these factors and better facilitate your participation in youth programmes?
6. We have talked about youth programming, its impact on your well-being, and factors affecting your participation. In what ways do your parents and community leaders affect your participation in and contribution to these programmes?
- a. Probes
 - i. Do your parents and/or community leaders (youth workers, teachers, religious leaders) act as facilitators to programme participation? If yes, in what ways?
 - ii. Do your parents and/or community leaders present barriers to programme participation? If yes, in what ways?
 - iii. What could parents and community leaders do to better facilitate youth programme participation?

Stage 3: Improvements to youth programming (25 minutes)

7. In your opinion, what improvements could be made, or would you like to see made, to youth programmes?
- a. Probes:
 - i. How could current programmes be changed to better meet your needs and interests? Are there any services missing?
 - ii. How could current programmes be improved to help you access livelihood/income-generating opportunities?

Closing Question:

Finally, are there any other issues or suggestion that you would like to mention that you feel we have missed?
What are they?

Conclusion

- Thank you for participating. This has been a very successful discussion. We hope you found it interesting
- Your opinions will be a valuable asset to the study
- I would like to remind you that any comments featuring in this report will be anonymous.
- Before you leave, please ensure you have completed the personal details. questionnaire

Annex 4: Focus Group Discussion Question Route: Sample Group 3

NRC-REACH Youth Assessment: Syrian refugee camps in Jordan

Focus group discussion question route

Sample group 3: Adult community members

Introduction

E. Facilitator's welcome, introduction and instructions to participant [5 minutes]

- *Facilitator completes an ODK form for each participant, recording the FGD code, location, number of participants, and start and end times of the discussion. Facilitator assists each participant in filling out their portion of the ODK form – age; sex; occupation/ relationship to youth; camp of residence; and number of years lived in Jordan (where relevant).*
- Welcome and thank you for volunteering to take part in this discussion. You have been asked to participate as your point of view is important. I appreciate your time.
- In this discussion we want you to talk about your experiences as parents and/or community leaders, with reference to the following types of youth targeted programmes: **informal education, sports/recreation activities, youth volunteering, and formal education (e.g. Tawjihi or Higher Education).**
- When discussing youth, please refer to camp residents aged between 15 and 32 (35 for EJC). As this is a large group, feel free to divide this into groups of ages 15 to 18, 19 to 24, and 25 to 32(35).
- **Please note that your participation in this discussion, and any answers or inputs you provide, do not in any way influence access to or the receipt of humanitarian assistance and programmes.**
- **Anonymity:** I would like to assure you that the discussion will be anonymous. We would appreciate it if you would refrain from discussing the comments of other group members outside of this session. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.
- The discussion will take no more than 1-1.5 hours. We will have a quick break in between.

F. Ground rules [2 minutes]

- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
- There are no right or wrong answers.
- You do not have to speak in any particular order.
- When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
- You do not have to agree with the views of other people in the group.
- Does anyone have any questions? (*answers*)
- With this in mind, may I tape the discussion to facilitate its recollection? (*if yes, switch on the recorder*)
- OK, let's begin.

Question Route

Stage 1: Youth Well-being and the impact of youth targeted programmes (25 minutes)

As members of the community, we are interested in your understanding of youth, their day-to-day life, and their personal well-being: how they spend their time, and what factors you think are most important to ensuring their well-being.

1. Engagement question: In what ways do you engage with Syrian youth in the camp?
 - a. Probes:
 - i. Do you participate in facilitating youth programmes? Which programmes?
 - ii. Engage with youth informally? In what ways?
 - iii. For how long have you been working with youth?
 - iv. Which age groups/subsets of youth have you had the most experience working with?

2. What factors do you think affect youth personal well-being? Do they have a negative or positive effect? **(Facilitator writes down these factors on the flipchart)**
 - a. Probes:
 - i. For example, access to education?
 - ii. Access to recreational activities (e.g. sports, music, art)?
 - iii. Spending time family or friends?
 - iv. Ensuring basic needs are met (food, shelter, healthcare, etc.)?
 - v. Safety and security?
 - vi. Livelihoods opportunities?
 - b. Which of these factors are *most important* to you for ensuring youth personal well-being? **(Facilitator asks each participant to put a dot next to the 3 most important factors and adds up the dots. Highlight the 5 most important factors identified by the group.)**

3. Thinking about these factors, in what ways does youth programming impact youth well-being, either positively or negatively?
 - a. **Note to facilitator:** It is important to make sure at this point in the discussion that the participants are clear on what the available youth programmes are. List these programmes on the flipchart for clarification, if needed.
 - b. Probes
 - i. Do these programmes help them learn a new skill?
 - ii. Advance in their education?
 - iii. Make new friends?
 - iv. Engage with adult mentors like yourselves?
 - v. Do the programmes offered meet the needs of males and females differently? If so, how are they different?
 - vi. How about meeting the needs of different age groups?

- vii. How about the needs of youth with disabilities?

Stage 2: Barriers and facilitators of engagement in youth targeted programmes (40 minutes)

4. Based on your role and experiences in the community, what are the barriers to youth participation in youth programmes? **(Facilitator notes down these factors during the discussion.)**
 - a. Probes
 - i. Access challenges (e.g. physical location of programme site)?
 - ii. Financial challenges?
 - iii. Finding programmes relevant to youth needs and interests?
 - iv. Cultural reasons?
 - v. Are these factors the same for both male and female youth? If not, which factors apply more to males, and which apply more to females?
 - vi. Different factors between age groups?
 - vii. Specific factors facilitating or inhibiting the participation of youth with disabilities?
 - b. **Note to facilitator:** We expect participants may not be comfortable if asked about more sensitive barriers to accessing youth programmes directly. However, please use the above probes to better understand if any of the following are factors:
 - i. Access to childcare support or services
 - ii. Psychosocial support
 - iii. Financial obligations
 - iv. [Perceptions of access according to gender] Gender-based variables such as (for women) verbal or physical harassment, early marriage, household responsibilities inhibiting their ability to leave the home; (for men) responsibility to provide through employment, do men think that it is easier for them to access programmes compared to women?
5. Of the barriers we have discussed, which are the most significant? **(Facilitator asks each participant to put a dot next to the 3 most significant barriers affecting their participation and adds up the dots.)**
6. Are there any factors that facilitate participation? If yes, what are they?
7. How can NGOs, UN agencies, or other organisations in the camp help address these factors and better facilitate your participation in youth programmes?
8. We have talked about youth targeted programming, its impact on well-being, and factors affecting participation. In what ways do you, as parents and community leaders affect youth participation in and contribution to these programmes?
 - a. Probes
 - i. Do parents and community leaders (youth workers, teachers, religious leaders, etc) act as facilitators to programme participation? If yes, in what ways?
 - ii. What could parents and community leaders do to better facilitate youth programme participation?

Stage 3: Improvements to youth programming (25 minutes)

9. In your opinion, what improvements could be made, or would you like to see made, to youth targeted programmes?
 - a. Probes
 - i. How could current programmes be changed to better meet youth needs and interests? Are there any services missing?
 - ii. How could current programmes be improved to help youth in the community access livelihood/income generating opportunities?

Closing Question:

Finally, are there any other issues or suggestion that you would like to mention that you feel we have missed? What are they?

Conclusion

- Thank you for participating. This has been a very successful discussion. We hope you found it interesting.
- Your opinions will be a valuable asset to the study.
- I would like to remind you that any comments featuring in this report will be anonymous.
- Before you leave, please ensure you have completed the personal details questionnaire.

Annex 5: Focus Group Discussion Question Route: Sample Group 4

NRC-REACH Youth Assessment: Syrian refugee camps in Jordan

Focus group discussion question route

Sample group 4: Youth with disabilities

Introduction

- G. Facilitator's welcome, introduction and instructions to participant [5 minutes]
- Facilitator completes an ODK form for each participant, recording the FGD code, location, number of participants, and start and end times of the discussion. Facilitator assists each participant in filling out their portion of the ODK form – age; sex; camp of residence; number of years lived in Jordan; current participant in youth programme(s) (If yes, "ok"); programme(s) currently enrolled in.
 - Welcome and thank you for volunteering to take part in this discussion. You have been asked to participate as your point of view is important. I appreciate your time.
 - In this discussion on youth programming, we want you to talk about your personal experiences and perceptions of the following types of programmes: informal education, sports/recreation activities, youth volunteering, and formal education (e.g. Tawjihi or Higher Education)
 - Please note that your participation in this discussion, and any answers or inputs you provide, do not in any way influence access to or the receipt of humanitarian assistance and programmes.
 - Anonymity: I would like to assure you that the discussion will be anonymous. We would appreciate it if you would refrain from discussing the comments of other group members outside of this session. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.
 - The discussion will take no more than 1.5 hours. We will have a quick break in between.
- H. Ground rules [2 minutes]
- The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished.
 - There are no right or wrong answers.
 - You do not have to speak in any particular order.
 - When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you.
 - You do not have to agree with the views of other people in the group.
 - Does anyone have any questions? (*answers*)
 - With this in mind, may I tape the discussion to facilitate its recollection? (*if yes, switch on the recorder*)
 - OK, let's begin.

Question Route

Stage 1: Youth Well-being and the impact of youth targeted programmes (25 minutes)

As Syrian youth, we are interested in understanding your day-to-day life and how you define your personal well-being: how you spend your free time, and what factors are most important for ensuring the well-being of yourselves and youth of your age.

9. Engagement question:

a. What factors affect your level of well-being? Do they have a negative or positive effect? **(Facilitator writes down these factors on the flipchart)**

i. Probes:

1. For example, access to education?
2. Access to recreational activities (e.g. sports, music, art)?
3. Spending time family or friends?
4. Ensuring basic needs are met (food, shelter, healthcare etc.)?
5. Safety and Security
6. Livelihoods opportunities?

b. Which of these factors are *most important* to you for ensuring your personal well-being? **(Facilitator asks each participant to put a dot next to the 3 most important factors and adds up the dots. Highlight the 5 most important factors identified by the group.)**

(If previously participated/ currently participating in a programme)

10. Thinking about these factors, in what ways have youth programmes that you have participated in impacted your well-being, either positively or negatively?

a. **Note to facilitator:** It is important to make sure at this point in the discussion that the participants are clear on what the available youth programmes are. List these programmes on the flipchart for clarification, if needed.

b. Probes

- i. Do these programmes help you learn a new skill?
- ii. Advance in your education?
- iii. Make new friends?
- iv. Engage with adult mentors?
- v. Do the programmes offered meet the needs of males and females differently? If so, how are they different?
- vi. What about meeting the needs of different age groups?

(If not previously participated/ currently participating in a programme)

11. Thinking about these factors, in what ways *could* youth programmes impact your well-being, either positively or negatively?
- a. Probes:
 - i. Specific types of programmes that would have the biggest impact?
 - ii. Learning a new skill?
 - iii. Advancing your education?
 - iv. The opportunity to engage with adult mentors?

Stage 2: Barriers and facilitators of engagement in youth targeted programmes (40 minutes)

12. Based on your experiences as young men and women and those of your peers, what are the barriers to participation in youth programmes? For those of you who have not, or are not currently participating, why are you and other youth your age not currently participating in youth programming? **(Facilitator notes down these factors during the discussion.)**
- a. Probes
 - i. Access challenges (e.g. physical location of programme site)?
 - ii. Financial challenges?
 - iii. Finding programmes relevant to your needs and interests?
 - iv. Cultural reasons?
 - v. Are these factors the same for both male and female youth? If not, which factors apply more to males, and which apply more to females?
 - vi. Different factors between age groups?
 - b. **Note to facilitator:** We expect youth participants may not be comfortable if asked about more sensitive barriers to accessing youth programmes directly. However, please use the above probes to better understand if any of the following are factors:
 - i. Access to childcare support or services
 - ii. Psychosocial support
 - iii. Financial obligations
 - iv. Special needs for people with disabilities
 - v. [Perceptions of access according to gender] Gender-based variables such as (for women) verbal or physical harassment, early marriage, household responsibilities inhibiting their ability to leave the home; (for men) responsibility to provide through employment, do we think that it is easier for them to access programmes compared to women?
13. Of the barriers we have discussed, which are the most significant? **(Facilitator asks each participant to put a dot next to the 3 most significant barriers affecting their participation and adds up the dots.)**

14. Are there any factors that facilitate your participation? If yes, what are they?
15. How can NGOs, UN agencies, or other organisations in the camp help address these factors and better facilitate your participation in youth programmes?
16. We have talked about youth programming, its impact on your well-being, and factors affecting your participation. In what ways do your parents and community leaders affect your participation in and contribution to these programmes?
 - a. Probes
 - i. Do your parents and/or community leaders (youth workers, teachers, religious leaders, etc) act as facilitators to programme participation? If yes, in what ways?
 - ii. Do your parents and/or community leaders present barriers to programme participation? If yes, in what ways?
 - iii. What could parents and community leaders do to better facilitate youth programme participation?

Stage 3: Improvements to youth programming (25 minutes)

17. In your opinion, what improvements could be made, or would you like to see made, to youth targeted programmes?
 - a. Probes
 - i. How could current programmes be changed to better meet your needs and interests? Are there any services missing?
 - ii. How could current programmes be improved to help you access livelihood/income-generating opportunities?

Closing Question:

Finally, are there any other issues or suggestion that you would like to mention that you feel we have missed? What are they?

Conclusion

- Thank you for participating. This has been a very successful discussion. We hope you found it interesting.
- Your opinions will be a valuable asset to the study.
- I would like to remind you that any comments featuring in this report will be anonymous.
- Before you leave, please ensure you have completed the personal details questionnaire.