YOUTH ON THE MOVE

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FCA Finn Church Aid

Contents

Hanan on her way to school in the Za'atari refugee camp. When her family fled Syria, they thought that they would stay in Jordan for a few weeks.

Cover: Rwaida, Jordan. Photo: Jari Kivelä.

ACRONYMS

ASEAN	Association of Southeast Asian Nations	MGCY	Major Group for Children and Youth
CCN	Cambodia Changemaker Network	NRC	Norwegian Refugee Council
CPD	Commission on Population and Development	OECD	Organisation for Economic Co-operation and Development
CSO	Civil Society Organisation		
FCA	Finn Church Aid [Kirkon Ulkomaanapu (KUA)]	PWD	Persons with disabilities
IDPs	Internally Displaced Persons	SDGs	Sustainable Development Goals
INEE	The Inter-Agency Network for Education in Emergencies	TVET	Technical and Vocational Education and Training
INGO	International Non Governmental Organisation	WASH	Water, Sanitation and Hygiene

Executive Summary

T o date, substantial programming and policy related to young women and men 'on the move' in fragile contexts has been largely underexplored and misunderstood. In particular, approaches that consider both humanitarian and development realities and go beyond single-issue strategies, are only starting to emerge.

This report seeks to address this imbalance and show that practitioners and policy makers must go beyond narrow understandings that focus only on the need for young people to attain job security, for example, or the geographical flows of migrants, refugees, and IDPs. They should also consider the attributes and capabilities that many young women and men already possess as active citizens (often in waiting): eager, but frustrated at being excluded from decisions that affect their lives.

Youth on the Move matter, and their numbers are massive. There are an estimated 1,8 billion young people in the world, 90 % of whom are in developing countries. These people not only carry the future of their respective states, but also of entire regions, and as is shown in this report, they heavily affect third countries. The youth are not static, but constantly 'on the move'. Facing the question of Youth on the Move, national Governments, international agencies and civil society alike meet both a challenge and opportunity that needs to be managed well.

Youth on the Move also refers to the 'social transitions' of young women and men. This is twofold. Firstly, at a personal level: the abilities of young people to transition through their life stages, or be held back. Secondly at societal levels: their ability to enable, catalyse and create momentum towards social change at local, national and international levels. Youth on the Move are those young women and men that seek positive alternatives — for a

1,8 billion
young people in the world

90 %
of all young people are in developing countries

Congolese refugees Wivine Isheja (left) and Mirimo Consolatrice participated in catering training organised by FCA in Uganda. They have started a small bakery and plan to specialize in wedding cakes.

better life for themselves and their wider family/communities. They are dynamic citizens.

FCA's report therefore seeks to address the above mentioned imbalance and show that the right to quality education, livelihoods, and peace are indivisible and vital to the wellbeing of young people who live in some of the most unstable and insecure places on the planet.

1. Introduction — Youth on the Move

T his report explores and develops the concept of Youth on the Move by examining FCA's experiences in the context of the wider literature. The report encourages policy-makers to go beyond narrow policy frameworks that only consider young people's transitions from school to work and attaining job security, or the geographical flows of migrants, refugees and the undocumented. Policies and practices should also acknowledge the attributes and capabilities that young people already possess — as dynamic citizens (often in waiting) — who are eager to be included in decisions that affect their lives.

This report draws policymakers' attention to the 'social transitions' of young women and men, particularly in fragile contexts where their lives are in a state of flux. This is twofold. Firstly, at a personal level: the capabilities of young people[1] to transition through their life stages, or be held back. Secondly at societal levels; their capabilities to catalyse and create momentum towards **social change** at local, national and international levels.

With the arrival of the 2030 Agenda on Sustainable Development (2015), there is renewed momentum from governments, policymakers, and practitioners in both the development and humanitarian sectors to focus more funding and quality adaptive programming to support the needs and capabilities of youth. While, in our view, the 2030 Agenda for Sustainable Development does not go far enough, it certainly is an

improvement compared to the Millennium Development Goals, in terms of the realisation of youth rights. Similarly, the development of UN global compacts (for example the UN Global Compact on Migration, the UN Global Compact on Refugees, the UN Compact for Young People in Humanitarian Action) may broaden the scope for better youth integration.

There is a need for substantial changes in programming and policies related to young people in fragile contexts. In particular, approaches that consider both humanitarian and development realities and go beyond single-issue strategies, are needed. FCA's report therefore seeks to fill this gap and show that the right to quality education, livelihoods, and peace are indivisible and vital to the wellbeing of young people who live in some of the most unstable and insecure places on the planet.

> All my friends have friends, partners, and family in other countries, so they move a lot. People want to move. It is part of growing up.
>
> Young female Finnish student, aged 20

1.1 'Youth': a discursive screen for society's fears and hopes

There is no globally agreed definition of what age group is covered by the terms 'youth' and 'young people'. The United Nations defines 'youth' as "persons falling between the ages of 15 and 24 years inclusive". It is, however, worth noting that Article 1 of the UN Convention on the Rights of the Child (CRC) defines 'children' as "persons up to the age of 18", meaning that there is an overlap between the ages of 15–18, who are considered to be children, older adolescents, and youth[2].

FCA uses the term 'youth' for young people of all genders aged 15–24 as a guide, but acknowledges that the socio-contextual understandings of youth should always be put first, and age parameters second. In several African and Asian countries[3] this is culturally appropriate, also because the 'waithood' or delay in familial independence via job security, marriage etc. is increasingly delayed[4]. Therefore, from an anthropological perspective, it is important that age alone does not define 'youth': for many young people and their societies it is a period of transition for young people in their life cycle —

IT IS IMPORTANT THAT AGE ALONE DOES NOT DEFINE 'YOUTH'.

a period when they take on greater financial, family and communal responsibilities. However, this approach is not to be misinterpreted as perceiving youth as simply adults in the making: rather it is a time in a person's life cycle when they have specific roles, needs, aspirations and capabilities.

For the purposes of this report, we will focus on a diversity of youth (by gender, age and background) from across the world. Being clear on which youth groups an intervention seeks to engage, and why, is imperative. Otherwise, interventions risk reinforcing societal barriers for young people.

Youth beyond chronological age

"Young people create their own cultures, distinct from, embedded in, or in opposition to the dominant cultures" (Nilen et al., 2006: p. xi)[5]. Any study of youth must look at their own conceptual understandings of who they are and the role they see for themselves in the world, as well as the roles, structures, and barriers that a broader society ascribes to and constructs around them.

As Bill Osgerby suggests, "It is perhaps inevitable that conceptions of 'youth' and chronological age will figure in attempts to make sense of social change"

[2] Young people aged 15–18 enjoy specific protections under the UN Convention on the Rights of the Child, which has been universally ratified among UN member states, with the exception of the USA. The key watchwords of the Convention are evolving capacities: young people's views taken into account in accordance with age and maturity. Protection and young people's own positive risk-taking are brought into an appropriate balance.
[3] For example, the Nepal Youth Policy (2010) refers to youth as 16–40. This was controversial.

[4] 'Waithood' was first used by Dianne Singerman (2007) in her work on youth in the Middle East, as she looked at delayed family formation and the increasing rates of youth unemployment. In Alcinda Honwana/ African Arguments (2013) Youth, Waithood, and Protest Movements in Africa.
[5] Pam Nilan, Carles Feixa (eds.) (2006). 'Global Youth?: Hybrid Identities, Plural Worlds'. Routledge: Abingdon.
[6] Usha M Rodrigues and Belinda Smaill (2008). 'Youth, Media and Culture in the Asia Pacific Region.' Cambridge Scholars Publishing: Newcastle.

Social circus participants during rehearsals in the Za'atari refugee camp. FCA's circus schools have successfully provided psychosocial support for Syrian refugee youth in Jordan.

(1997, p. 319). Rather than functioning as a straight-forward biological category, 'youth' often becomes the discursive screen onto which a society's fears and hopes are projected (Smaill, 2008: p. 3).[6] It is therefore important to acknowledge that young people often carry a burden and/or experience a societal tension with adults and organisations that want to mould them in some way. It is no coincidence that as the world moves into a period of transition (for example demographic changes, shrinking space of civil society, migration flows, or environmental changes) there is an increased interest in youth development.

Youth: both sexes and all genders
Working 'with youth' means working with both sexes and different genders. The current development and humanitarian focus on adolescent girls[7] is highly relevant and justified. Yet it should not take away from the vulnerabilities and agency that young men face and create; rather it should embrace diversity within our common humanity. It is therefore important that young men are not 'left behind' in terms of their education, gender awareness, and health and livelihood concerns[8].

Many young men across the world are burdened with warrior complexes[9]: they are often seeking glorification, a sense of 'being somebody' and looking for social standing. In a fragile world with limited economic opportunities, and increased competition for limited resources, this disjuncture between aspiration and reality is hugely frustrating.

> YOUNG PEOPLE ARE TO BE CELEBRATED; THEY ARE PART OF THE SOLUTION; YOUNG PEOPLE HAVE AGENCY – THE MEANS OR POWER TO TAKE ACTION.

Understanding young people's own agency and sense of direction
Much of the literature points to simmering violence amongst youth ('youth as threats' i.e. violent protestors) because of the so called 'demographic time bomb'[10]. Yet this is a superficial understanding perpetuated by mainstream media. The structural barriers (exclusions) that different types of young people face in their varied contexts are defined around gender, identities, and unmet aspirations.

The other side of the demographic coin presents a tendency to overly instrumentalise youth — as resources to be used to solve all the world's problems[11]. Again, this can overly simplify complex systems, as well as take away young people's own agency and sense of direction and purpose. The UNFPA's State of the World Report, 2017 sums it up well: "Today's generation of young people is absolutely massive: some 1.8 billion people are between ages 10 and 24. Most of them live in developing countries, often comprising a huge proportion of the population. How well they navigate adolescence will determine not only the course of their own lives, but that of the world."

Youth agency therefore also means that how equity and welfare are understood is subject to change. "Young people have the capacity to create, contribute, and make a difference; young people are the present and not just the future; they are to be celebrated; they are part of the solution; young people have agency — the means or power to take action."[12]

In order to understand youth movements, it is important to differentiate formal and informal civic participation, as well as traditional and new forms of being an active citizen.

Youth may play a role in movements and protests, but the dynamics of arriving, departing, and returning young people may need to be contextually under-stood, for example in terms of forms and shapes of participation. In addition, the digital layer of partici-pation has certainly increased opportunities to partic-ipate broadly. If two things define an era of youth digital activism, it is the ability to virtually participate in any even local cause, and also to make and widely share media.

1.2 Defining Youth on the Move

'On the Move' narratives have appeared in development and humanitarian discourses in recent years, especially in relation to women and children (other potentially vulnerable groups)[13]. Save the Children for example refer to 'Children on the Move' as: "an umbrella term that brings together a series of categories of children including: children who have been trafficked, children who migrate (e.g. to pursue better life opportunities, to look for work or education or to escape exploitative or abusive situations at home, or because of other protection needs), children displaced by conflict and natural disasters, and children who live and work in the streets." This informed the recommendations from the Global conference on Children on the Move in 2017. They focus on: non-discrimination and integration; ensuring the best interests of the child; ensuring children's access to services; ending child immigration detention; promoting durable solutions; and child protection.

There are many different ways to conceptualise and define 'Youth on the Move'[14]. The University of Greenwich forthcoming conference on Youth on the Move suggests that the concept can relate to going beyond movements across borders. Interpretations may include individual and collective, localised and global, permanent and temporary, desired and feared movements. The summary overview on the next page is by no means exhaustive, or mutually exclusive, however it does provide a synopsis of the dominant narratives in the humanitarian and development literature at present.

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[7] For example, the 2015 US Global Strategy to Empower Adolescent Girls.
[8] E.g. Nanda R. (2014) 'All men beat their wives, one day you will do the same' in The Guardian, 27th March.
[9] Mubashir, M. (2015) Case Study baseline report on Kenya for FCA and BF. Unpublished.
[10] See 'Guest post: Youth unemployment in the Arab world: tackling the demographic time bomb.'

[11] An instrumentalist approach to young people sees them as "human re-sources" for growth (or cost saving) and often fails to foreground young peo-ple's own needs for sustainable livelihoods, self-empowerment and building connectedness. It often prioritises absorption into micro structures (training or employability initiatives) at the expense of macro ones (broader economic/ social empowerment). This approach may posit young people as assets — but not as fully-fledged citizens for whom assets are mobilised.

[12] British Council and SALTO Youth (2017), 'Young people and extremism: a resource pack for youth workers'. London: British Council p. 5.
[13] Another notable resource is the UN Women (2013) training manual 'Gender on the Move: Working on the Migration-Development Nexus from a Gender Perspective.' It aims to build the gender analysis capacity on topics related to
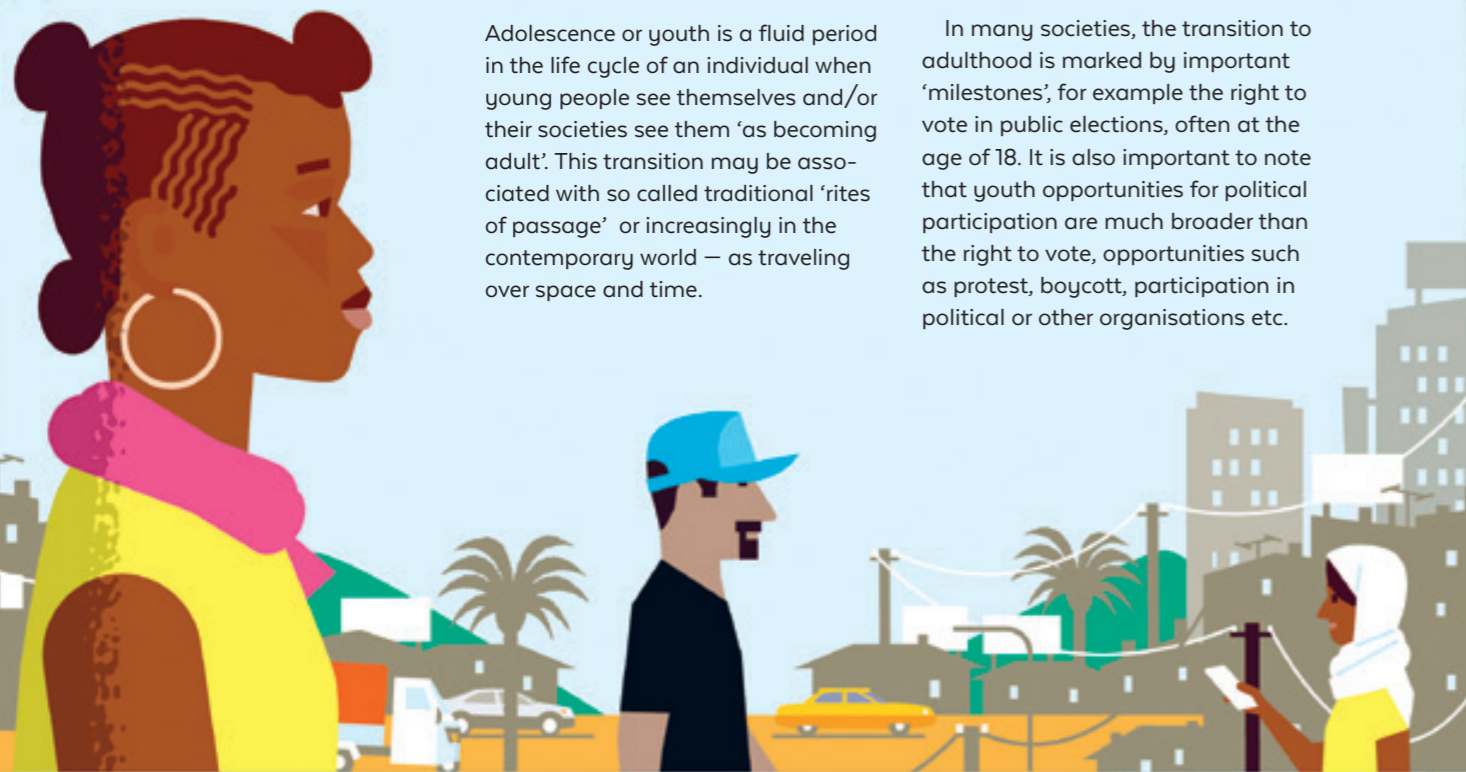
migration and development, and it offers tools to help design programs and policies that strengthen the positive effects of migration in terms of develop-ment, both in origin and destination countries.
[14] Including a sport conceptualisation: http://youthonthemove.nowwemove.com/about/

YOUTH ON THE MOVE

TRANSITION TO ADULTHOOD — YOUTH AS DYNAMIC CITIZENS

Adolescence or youth is a fluid period in the life cycle of an individual when young people see themselves and/or their societies see them 'as becoming adult'. This transition may be associated with so called traditional 'rites of passage' or increasingly in the contemporary world — as traveling over space and time.

In many societies, the transition to adulthood is marked by important 'milestones', for example the right to vote in public elections, often at the age of 18. It is also important to note that youth opportunities for political participation are much broader than the right to vote, opportunities such as protest, boycott, participation in political or other organisations etc.

COPING WITH SOCIAL, POLITICAL, CULTURAL, AND ECONOMIC BARRIERS

"If you are not spiritually free you should move — even if someone is not threatening to kill you."

Young male asylum seeker, mid 20s, Espoo, Finland.

The actions of transitioning, moving and changing can also be viewed as coping mechanisms towards structural barriers and exclusion. Structural barriers are contextual, and can be exacerbated depending on social markers such as gender, age (both inter-generationally and intra-generationally), ethnicity, disability and so on. There are multiple dimensions of exclusion (as Kabeer, 2006, notes) that include cultural status, social exclusion via lack of access to services, a lack of political participation, as well as lack of livelihood opportunities.

These multiple dimensions of exclusion are heightened and worsened in conflict and fragile states. Much has been written regarding youth exclusion, conflict and fragile states. Some of the literature is highly controversial, such as Urdal's assertions regarding demographic 'time bombs' and the propensity for youth violence. He also refers to the correlation of 'youth bulges' with (voluntary) migration (whether rural-urban or South-North) as a safety valve for youth discontent.

MOVEMENT ACROSS BORDERS: MIGRANTS, IDPS, REFUGEES, ASYLUM SEEKERS AND RETURNEES

Important types of Youth on the Move are refugees, IDPs and returnees. According to the UNHCR's annual Global Trends report, 65.6 million people were uprooted from their homes by conflict and persecution in 2016. One in every 113 people was a refugee. According to the UN Department of Economic and Social Affairs 10.2 per cent of international migrants live in developed countries, 14.9 per cent in developing countries, and 20.9 per cent of those in least-developed countries were youth in 2013.

International migration is a tremendous challenge for countries in fragile situations. Fragility often has regional dimensions. With youth constituting the majority populations in many fragile contexts, low-income host societies face difficulties in absorbing additional young people.

SEEKING LIVELIHOOD ASPIRATIONS: EDUCATION AND TRAINING

There are two common definitions in the literature of Youth on the Move. Firstly, movement across borders, and secondly the association of Youth on the Move in terms of gaining education and livelihood. This is the explicit focus of several recent reports from multilaterals including the European Commission and the World Bank.

Exclusion from livelihoods and decent, dignified jobs was one of the main push factors for Youth on the Move acknowledged during the interviews conducted for this report and conversely one of the main pull factors, in terms of perceived better pay and rights.

illustration: jukka pylvās

Social circus participants during rehearsals in the Za'atari refugee camp. The circus rehearsals are even more important to the girls than boys, as girls' lives can be very restricted in the refugee camp.

Syrian Mohammed Rajub plays soccer with his friends. Rajub studied English at the FCA supported activity centre for local and refugee youth in East Amman.

> "Age alone does not define 'youth' or youth associated rights violations. In many humanitarian crises adolescent and youth specific needs are overlooked, complicating their access to basic services.

Minna Peltola
Senior Adviser – Right to Quality Education

Even though being less of a challenge in Europe, youth migration has become highly politicized in recent years. One aspect that is given little attention in the mainstream media is the fact that Europe has the fastest aging population in the world, and the majority of migrants from Africa, Asia and the Middle East are in fact between 18–34[20] .The 'UN World Youth report 2013: Youth Migration' suggests that youth engagement in policy and programming should improve the situation of young migrants.[21] There are several notable networks and/or organisations working to support youth migration (with young migrants) in programming, research or advocacy. These include the Inter Agency Network on Education in Emergencies (INEE), which FCA is a member of; the Refugee Support Network; the organisations that were part of the Women's Refugee Commission Global Refugee consultations 2015–2016; and the Young Lives Study (at Oxford University) see their internal migration papers[22].

Some notable findings from a recent report show that youth migration patterns are complex. This may be true for both cross-border and internal movement, for attraction to urban centres in some countries and moving back to rural areas in others. The decision to move depends on many factors, such as peer pressure, age group, exposure to other cultures, and the effect of self-esteem (S4YE's 'Toward Employment Solutions for Youth on the Move').

The internal motivation and drive to move does not always, however, match the conditions in the recipient country. Are people allowed to stay, and are they welcomed?

The recent unprecedented number of asylum-seekers and refugees both in developing as well as for example in European countries has increased the challenging of the norm on voluntary repatriation as the "durable solution of choice" (UNHCR). The potential return of Myanmar's Rohingya refugees from Bangladesh has raised international alarm, as little evidence exists that the return would be neither voluntary nor safe[23]. This concerns refugees of all ages, including thousands of children and youth. European Union countries have been repatriating asylum-seekers without their consent for example to Afghanistan, Iraq, Libya and Sudan. Many European countries and the United States are discussing enforcing involuntary repatriation to Eritrea. Other countries may consider third country deals. Israel for example is making deals with other countries (Rwanda, Uganda) in accepting the movement of asylum seekers that takes place either against the will of the refuges or together with a financial package[24].

It is not possible to draw firm conclusions on the relationship between Youth on the Move and recent examples of involuntary repatriation. It is, however, clear that certain actions by states, together with a tacit agreement by international organisations such as the UN, risk compromising the security and rights of refugees. Furthermore, involuntary repatriation might endanger national and regional security through the injection of dissatisfied youth to fragile societies which often lack tangible pathways for their development.

[20] Desilver, D. (2015). 'Refugee surge brings youth to an aging Europe'. Prew Research Center.
[21] UNDESA (2013). 'World Youth Report: Youth and Migration'. UNDESA: New York.
[22] Agency vs victimhood: Victimhood and Agency in the Sex trade; Experiences and Perceptions of Teenage Girls in Rural West Java PhD by Atsushi Sano; and Boyden J et al. (2013). 'Why does child trafficking policy need to be reformed?

The moral economy of children's movement in Benin and Ethiopia'. In Children's Geographies Vol. 11, Issue 3,2013
[23] UNHCR (2017) Rohingya refugee returns must meet international standards http://www.unhcr.org/afr/news/briefing/2017/11/5a16fe014/unhcr-rohingya-refugee-returns-must-meet-international-standards.html
[24] http://www.aljazeera.com/news/2017/11/rwanda-10000-refugees-israel-minister-171123203151743.html

FCA definition of Youth on the Move

While FCA recognises that Youth on the Move can be understood in many ways, based on the primary and secondary analysis for this report, it will be conceptualised in the following way.

Youth on the move is not only about young people attaining job security or the geographical flows of migrants, refugees and IDPs.

It is also about the attributes and capabilities that many young women and men already possess as active citizens (often in waiting): eager, but frustrated at being excluded from decisions that affect their lives.

Youth on the Move therefore also refers to the 'social transitions' of young women and men. This is twofold.

Firstly, at a personal level (the abilities of young people to transition through their life stages, or be held back).

Secondly at societal levels (their ability to enable/catalyse/create momentum) towards social change at local, national and international levels.

Youth on the Move are those young women and men that seek positive alternatives — for a better life for themselves and wider family/communities. They are dynamic citizens and dynamic residents.

Anwar Abujesh has a dream: to start the first circus in Syria some day. He was one of the first circus trainers in the Za'atari refugee camp.

WHEN ASKED ABOUT GLOBAL TOP PRIORITIES, YOUTH PARTICIPANTS IDENTIFIED QUALITY EDUCATION, HEALTHCARE, LIVELIHOODS AND GOOD GOVERNANCE.

UN My World survey (2013–15)

1.3 Why work with youth? — Issues and priorities

90 percent of young people live in developing countries, where they tend to make up a large proportion of the population (UNFPA, 2010). The number of adolescents and youth today is at an all-time high. According to the OECD, World Bank and UN agencies, one of the biggest challenges facing young people across the globe is youth unemployment. According to the International Labour Organization (ILO), in 2017 'there are an estimated 70.9 million young people [15–24] unemployed globally… [and] the bulk of international migrant flows consists of young people — around 70 per cent are younger than 30.'[25]

Young people's own development priorities depend on their lived experiences and context i.e. an educated, middle-class, male student will have different development priorities compared with a young mother in a rural part of the same country, let alone in different countries, or fragile states.

One measure of young people's priorities is the UN My World survey (2013–15)[26]. It asked participants from across the globe to vote on six out of sixteen development priorities that matter to them most. More than seven million people from 194 countries voted, and the overwhelming majority of participants were young people under 30, with almost equal participation by men and women. The results show that globally, the youth participants identified quality education, healthcare, livelihoods (job security) and good governance as their top priorities.

Those priorities, however, are not entirely met by major donor policy or funding. Further attention is needed to ensure those areas remain or indeed become policy priorities.

In many countries that FCA works in, youth are or soon will be the majority, which cannot be ignored. But demographics in isolation do not explain fully why youth should not be left behind. Youth population booms, coupled with the inherent propensity of young people to 'make something' of their lives, or 'provide for family' — shed light on a driving will power to seek positive alternatives if encouraged, and this is equally significant.

The personal and collective capabilities of young men and women to catalyse 'social transitions' (personal and collective), and ultimately recraft themselves as dynamic citizens, should not be underestimated in our globalized world. Yet the ability of institutions to work with change, and (young) people who are changing themselves, is at present very limited.

Youth on the Move (those in fragile contexts seeking school-to-work transitions, rites of passage, a better life in another place), are in effect a reminder of how the aid sector is struggling to adapt. As a result, 'youth engagement and development' is often consciously pushed back, or left in the dark. Yet this is risky: not just because of what may happen if valid youth frustrations boil over but also because by not focusing on how the aid sector can be reformed itself — with Youth on the Move — we are missing our own life boat. Lack of trust in political and social institutions is on the rise, and rather than scapegoating, why don't we engage, listen and reform.

The recent INEE Resource for Youth Programming in Emergency Settings identifies current gaps in humanitarian youth resources. The desk review covers four key domains (education, livelihoods, health and durable solutions), and it states that "Youth (ages 18–24) are even more neglected than younger age groups within the spectrum of programmatic humanitarian guidelines…a linear approach of focusing solely on phases might not be the best and only approach when talking about youth; the combination of their living context and individual situation determines the type of assistance that is feasible. The most flagrant gap shared by all the sectors is the very little guidance identified on preparedness and prevention." (p. 51)

The literature points to several reasons as to why agencies should not only focus on youth issues/needs in humanitarian and development contexts, but also their role in creating and delivering local and national development priorities. Plan UK's report 'Global Agreements: Grassroots advocacy' (2015)[27] highlights several reasons. Notably:

1. It is young people's right to participate in the decisions that affect them (youth rights are human rights — as laid out in the UN Universal Declaration of Human Rights).
2. Consulting young people means that decisions are informed by young people's experiences and perspectives, and are therefore likely to have a greater impact.
3. By including young people, they themselves are more likely to become active citizens — with the skills, knowledge and motivation to contribute to their communities and countries more widely throughout their lives.

1.4 Youth civic engagement in fragile contexts

Youth civic engagement refers to young citizens working together (both inter- and intra-generationally) to make a collective change or difference in the quality of life for a specific community or target group[28].

The engagement of young people in civic and public life can benefit both young people themselves and their societies. For young people it can build leadership skills, communication skills, confidence, social and political awareness, a sense of responsibility for their communities and a commitment to positive social change and justice. It can enable them to exert political influence and help shape opinions and decisions, in short to make them active citizens. For their societies, young people's participation can strengthen democracy and state governance, create more responsive services, and help ensure public service accountability, enhance community development and cohesion[29]. Several pieces of research have identified a strong link between participatory processes and influence, and impact for social change (Badham et al., 2010).

The 'Three lens approach to youth engagement' (youth as beneficiaries; with youth as partners and/or with youth as leaders) is a useful tool towards understanding levels of independence and the nature of engagement with young people. It should never be seen as a linear tool i.e. there is no judgement that every initiative must strive towards a 'leader' approach. This is a negotiation/navigation based on individual contexts — that includes an assessment of diverse stakeholder's values, and their conditions. Working in fragile contexts, may mean that oscillating between the three approaches for one initiative is in fact the reality.

[25] ILO (2017). 'Global Employment trends for Youth.' ILO: Geneva.
[26] There is also a number of indexes now that aim to capture macro-level data on youth development and wellbeing to help direct investments. The Commonwealth Youth Development Index (2015), OECD Youth Inclusion Index (2017), and the Global Youth Wellbeing Index (2013 and 2017) are examples.

[27] Plan UK et al. (2015) Global agreements, grassroots advocacy toolkit.
[28] For a comprehensive overview of youth engagement theories/models see here.
[29] Percy-Smith & Thomas (2010).

2. FCA's work on youth

Major changes are happening in the world: on one hand during the last two decades, major progress has been made in human development. This has led to the highest standards of living in human history. On the other hand, instability is spreading, suffering is growing and space for civil society is shrinking. The very building blocks of protecting people's rights and dignity — international human rights and humanitarian law — are under immense pressure.

The times we are all living in are highly volatile and in a state of flux. As a result, people, and particularly youth, are on the move on a global scale. FCA's strategy offers a response to these global challenges (see diagram 1 below).

2.1 FCA Strategy 2017 onwards

As the current global FCA strategy indicates, FCA is prioritising working with youth[30]. FCA's change narrative states that youth play a central and pivotal role in the realisation of human rights for all. Young people can be great networkers, bringing together marginalized groups (such as children, women), and acting as catalysts for just societies through dynamic citizenship.

FCA has to date worked on enabling learn to earn (see diagram 2) for young people, which intertwines the right to quality education and the right to livelihood (see case study examples Uganda, Jordan and Greece). FCA has also worked with youth on convening and supporting local dialogue and peace making (see case study examples Myanmar and Eritrea), or as actors working for positive political change. Another

important field of work has been encouraging youth empowerment and leadership as well as their participation in community development (see case study Cambodia). In the coming years FCA will further explore the linkages between all three thematic areas: right to quality education, right to livelihood and right to peace. Not just in terms of young people's needs, but also with regard to their capabilities to effect change — as movers of change — for their wider communities and societies. FCA's and the Network for Religious and Traditional Peacemakers' initial work on livelihood innovations through at risk young people, provides an example of cross-thematic work (see case study Kenya). Well targeted education and livelihood
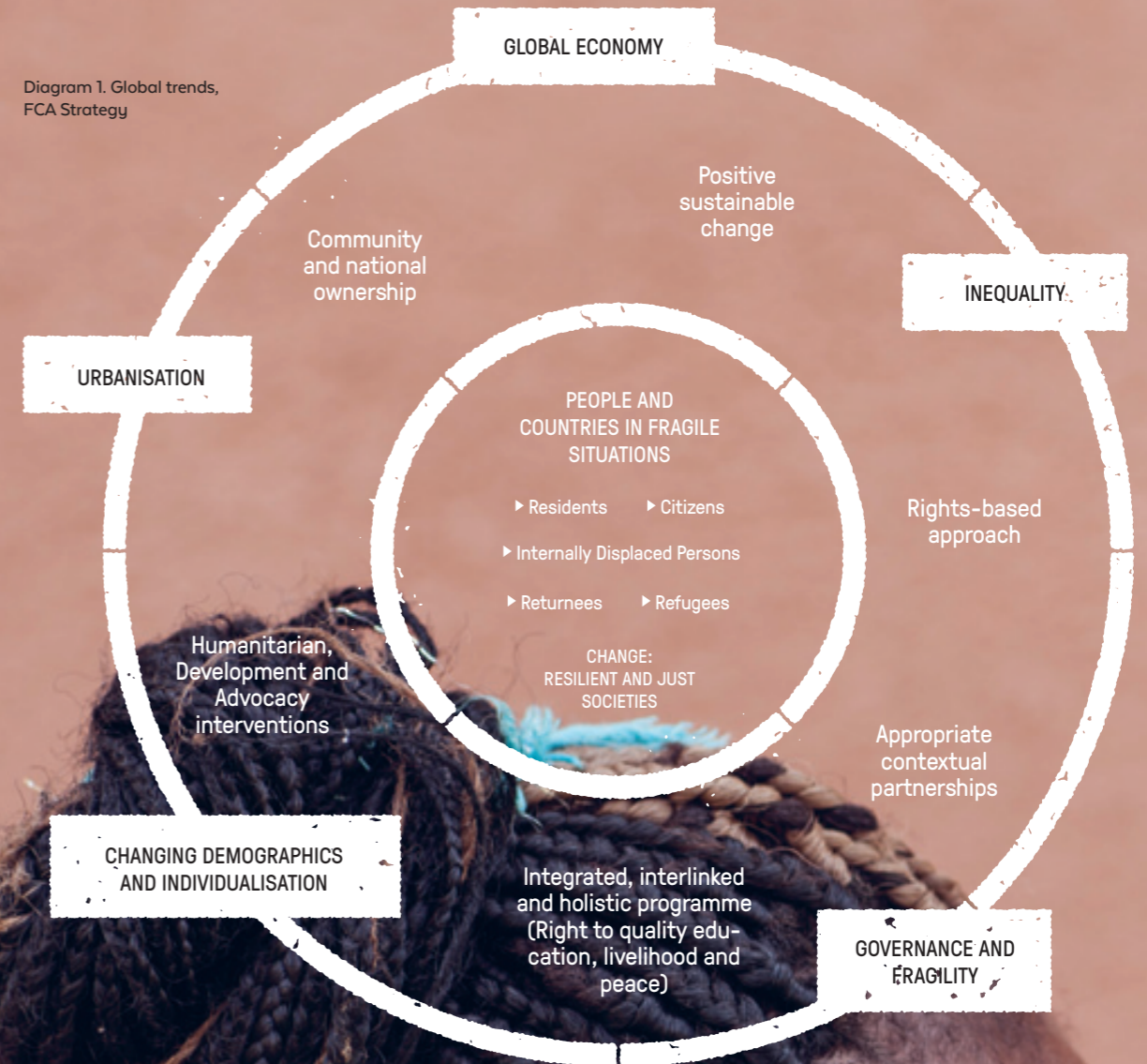
[30] A comprehensive list of youth programmes since 2015 can be found in annex 1.

> In fragile contexts, youth constitute the majority of the total population. Young people present a potential for change and are known to adapt quickly to changing circumstances. We see that the biggest development potential, and the biggest development challenge, lies in the growing number of young men and women in developing countries and fragile contexts.
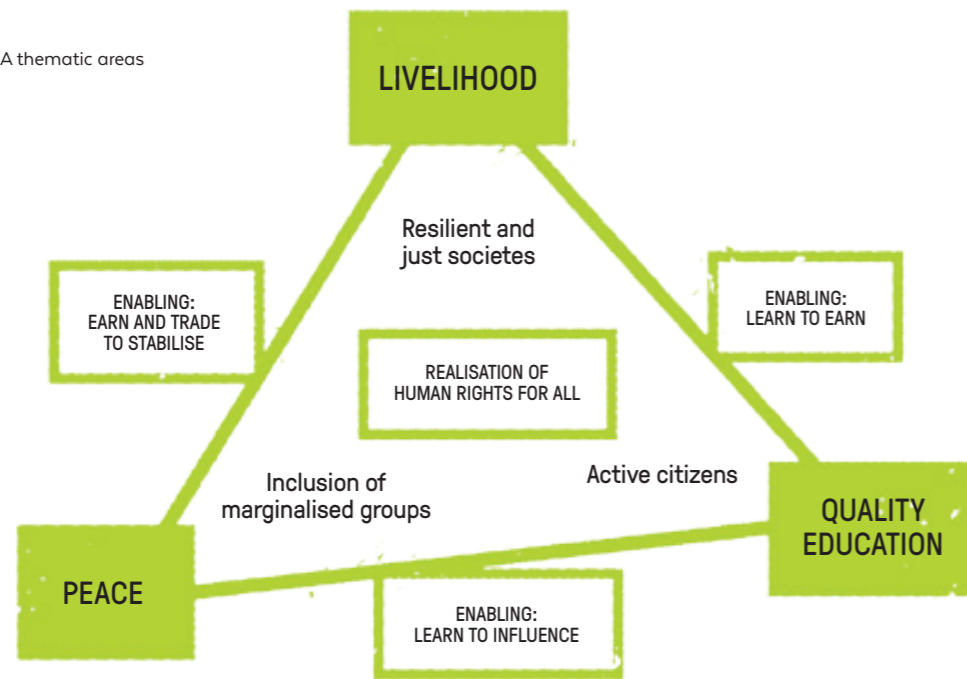>
> FCA Global Strategy

Diagram 1. Global trends, FCA Strategy

GLOBAL ECONOMY

Positive sustainable change

Community and national ownership

INEQUALITY

URBANISATION

PEOPLE AND COUNTRIES IN FRAGILE SITUATIONS

▸ Residents ▸ Citizens
▸ Internally Displaced Persons
▸ Returnees ▸ Refugees

CHANGE: RESILIENT AND JUST SOCIETIES

Rights-based approach

Humanitarian, Development and Advocacy interventions

Appropriate contextual partnerships

CHANGING DEMOGRAPHICS AND INDIVIDUALISATION

Integrated, interlinked and holistic programme (Right to quality education, livelihood and peace)

GOVERNANCE AND FRAGILITY

Training participant Leila Adasa in the Rwamwanja Vocational Training Center in Uganda. Including entrepreneurship skills in the training programme has improved employment.

Diagram 2. FCA thematic areas

LIVELIHOOD

ENABLING:
EARN AND TRADE
TO STABILISE

Resilient and
just societes

ENABLING:
LEARN TO EARN

REALISATION OF
HUMAN RIGHTS FOR ALL

Inclusion of
marginalised groups

Active citizens

PEACE

ENABLING:
LEARN TO INFLUENCE

**QUALITY
EDUCATION**

FCA built temporary learning spaces, trained teachers and
provided school supplies for 5600 students in Myanmar
in 2014. For some, including Hla Tin, it was the first time in
their life that they were able to go to school.

work may reduce the risk of violent conflict. Youth as
movers of change play versatile roles across and within
countries.

Development and humanitarian assistance are
often required concurrently, especially in complex and
protracted crises. FCA is a rights-based actor and our
action is guided by international human rights standards
and principles. FCA's experience has shown that equal
access to information, and participation and dialogue for
both rights-holders and duty-bearers at different levels
of governance is the best way to build more just societies
and to increase accountability mechanisms.

For FCA, understanding the fluidity of contexts, and
the adaptive programming needs of marginalized youth
(and people) on the move in fragile contexts is crucial to
the work FCA does. Even though FCA's work is progres-
sively based on rights; when working in fragile contexts,
needs, resilience and rights-based approaches are not
mutually exclusive. In practice, they are all underscored
by ways to create ownership and sustainability via
empowerment, and are most relevant for the humani-
tarian and development nexus, as Pauliina Parhiala,
FCA's Regional Director for the Middle East, points out:
"Thinking about the nexus encourages us to think about
empowerment processes and community processes from
the beginning...many of our engagements in the Middle
East are in the resilience phase. For example, volunteers
from the refugee population should be appropriately
engaged in a way that they have a say and make deci-
sions that affect their lives. This is often missing across
all stages of the nexus. At FCA we do this."

FCA is not alone in focusing on youth in fragile situa-
tions. The European Consensus on Development (June
2017) acknowledges that working with and for youth is
an important and cross-cutting theme: 'While acknowl-

edging that the 2030 Agenda must be implemented as
a whole, not selectively, the EU and its Member States
will address a range of cross-cutting elements to achieve
sustainable development and accelerate transformation,
such as: youth; gender equality; mobility and migration.'
Similarly, the EU consensus agrees to support the 'needs
of youth' in connecting learning to earning. This is prom-
ising, but Member States will need to be reminded that
policy and implementation should seek balance: on what
youth can do for society (responsibility), but also what
society can do for Youth on the Move (to fulfil their rights).

2.2 Resilience, active citizens and inclusion

FCA has made a strategic decision to focus on fragile
contexts and countries, where FCA's work has the greatest
impact. In these contexts, states and administrative areas
often fail to provide basic services to people and to protect
them from violence because of an unwillingness or inability
to do so. This is often combined with limited political
legitimacy. FCA's work brings together a humanitarian
response with enhanced resilience of people in often chron-
ically fragile contexts, while working with rights-holders
and duty-bearers to progressively support structural trans-
formation as a prerequisite for sustainable change.

According to the EU, 'Fragility and resilience are two
sides of the same coin'. Assessing fragility means iden-
tifying risks, vulnerabilities, and their underlying causes;
assessing resilience means looking at coping capacities
and at the capacity to adapt and to transform. The OECD
in its 2016 report on 'States of Fragility' distinguishes
five dimensions of fragility: Economic, Environmental,
Political, Security, Societal. The report acknowledges
that youth fragility is interrelated with unemployment
and demographic youth bulges. But it could go further

in terms of the political and societal barriers that youth
face, such as lack of political engagement that can in
fact erode life chances and opportunities. Youth on the
Move is a central rights-holder group for FCA to work
with in fragile situations. Youth resilience may provide an
important entry point for this work.

Resilience is the ability of an individual, a household,
a community, a country or a region to withstand, adapt
to, and quickly recover from stresses and shocks, such as
sudden or recurrent natural disasters (e.g. earthquakes,
tsunamis or droughts). State and
societal resilience is also referred to
as a broad concept encompassing
all individuals and the whole of
society that features 'democracy,
trust in institutions and sustainable
development, and the capacity to
reform'. Issues around corruption,
lack of trust in institutions are often
cited as frustrations amongst youth
groups; strengthening these aspects
of resilience is likely to increase
inter-generational social cohesion.
Case studies Greece and Jordan
are exploratory ways to strengthen
societal and socio-economic resilience — not only via
skills training for sustainable livelihoods or enhanced
livelihood opportunities, but also by integrating host and
refugee populations.

A useful starting point when thinking about youth
resilience and the factors beyond an individual that
influence is whether/how much an individual can

'bounce back'. Ungar for example emphasizes how
individual qualities are triggered or suppressed by envi-
ronment (Ungar, 2004).'[31]

In this perspective, the environment has the capacity
to facilitate growth, and an individual grows through
his/her environmental interactions. Ungar identifies
seven tensions of resilience: 1. Access to material
resources, 2. Relationships, 3. Identity, 4. Power and
control, 5. Social justice, 6. Cultural adherence and 7.
Cohesion.

Indeed this notion of a life cycle
trajectory in relation to resilience
is picked up in the UNDP HDR
2014 'Sustaining Human Progress:
Reducing Vulnerabilities and
Building Resilience'. It considers the
way in which vulnerabilities change
during our lives — by taking a 'life
cycle approach'. Unlike more static
models, this analysis suggests that
children, adolescents and the elderly
each face different sets of risks,
which require targeted responses.
For Youth on the Move this means
that interventions need to be
tailored, specialized, and need to be based on solid
analysis.

It is important to acknowledge that some periods of
life are identified as particularly significant: for example,
the first 1,000 days of a child's life or the transition from
school to work or from work to retirement. Setbacks at
these points 'can be particularly difficult to overcome
and may have prolonged impacts' (ibid. p. 15). The report
goes on to say that investments at these earlier stages
will increase individual and societal prospects through

> POLICY AND
> IMPLEMENTATION
> SHOULD SEEK BALANCE:
> ON WHAT YOUTH CAN
> DO FOR SOCIETY, BUT
> ALSO WHAT SOCIETY
> CAN DO FOR YOUTH ON
> THE MOVE.

[31] Mandie Sheen (2015) Current theories relating to youth resilience.
VicHealth: Sydney.

Diagram 3. Youth and resilience

SOCIETAL LEVEL
▸ Institutional Resilience

GROUP LEVEL
▸ Community Resilience

INDIVIDUAL LEVEL
▸ Life-cycle
Resilience

"We did not want war. We never wanted war, only peace", said Syrian refugee Ghuzlan.

Case Study 1

TAREEQI (MY WAY) – YOUTH ENTREPRENEURSHIP AND VOCATIONAL TRAINING IN JORDAN

Four hundred young Jordanians and Syrians aged 18–30 receive accredited certificates in vocational skills; 100 receive online business training; 40 small seed grants. Timeframe: 16 months starting from June 2017 (piloted in Feb–May 2017)

The project aims to

Overall: improve socio-economic status and resilience of Syrian refugees in Jordan as well as host communities.
Specifically: enhance livelihoods and access to market opportunities through employment and small scale entrepreneurship for marginalised refugees and host community members, with special focus on women and people with disabilities (PWD).

Results so far

Result 1
Enhanced market-oriented vocational skills and capacities of women and people with disabilities
Result 2
Start-up business ideas and access to market opportunities provided.
Result 3
Improved coordination and awareness of enterprise promotion and socio-economic development at a national and regional level.

Type of youth engagement

Youth are 'leaders' in this project, for example working as trainers, as business coaches, career counsellors, and project managers. There are also youth participants as beneficiaries who design their own business plans with our experts. The degrees of support needed differ from participant to participant. Still, being an entrepreneur means also being a leader – it's about the whole identity of being a young entrepreneur.

Click for further information
> FCA blogpost on Tareeqi
> Finn Church Aid trains Syrian youth also in the Azraq refugee camp in Jordan

reducing vulnerabilities and building resilience i.e. tackling needs (victimhood) and supporting resilience (agency and empowerment). One such approach 'Linking Learning to Earning' can be seen in case studies on Uganda, Jordan and Greece. Youth on the Move are affected by the "learn-work" transition even more than other young people, for example in stable societies. Fragile situations may cause youth to have to cope with multiple delays, whether in access to education, completion of education and availability of work, or feasibility of becoming an entrepreneur. But then again, resilience in coping with crises may also mean that the normality of continuing education (even if 'delayed') may also be perceived as a considerable improvement to an individual's situation.

A recent report on resilience programming picks up on this in highlighting the "sense of hope [resilience] gives in the capacity to overcome crisis rather than focusing on vulnerability" (State of Resilience Programming (3RP) Syria); resilience there is seen as the ability of individuals, communities, countries or regions to anticipate and manage risks, as well as to respond to, cope with, and recover and transform from shocks. In doing so, the report suggests, *"resilience bridges the gap between humanitarian and development interventions, and between existing knowledge about complex systems and* *good development and its actual translation into action; and partly in that it offers a framework and vocabulary that facilitate cross-institutional and cross-disciplinary dialogue and learning."*

The report reflects extensively on Youth on the Move and offers a quite rare input on youth in the humanitarian-development nexus. It suggests — through resilience — "to help both refugees and host community members, especially youth, not to be perceived as victims (with no hope and no options), but as active agents of change with access to options for dealing with their situation and contributing effectively to their community. This is done by expanding both their livelihood and their educational options, by providing them with life skills and psychosocial support, by connecting them with each other (building social capital) and by engaging them in service to their communities." See case study examples on Jordan and Greece.

FCA suggests a similar approach for actors implementing or funding Youth on the Move related interventions. Youth life cycle-based resilience as internal, and humanitarian and development nexus as external factors need to be considered when working with young women and men on the move. Those factors require both an analytic and cross-thematic lens. Interventions could be

23

What does resilience mean in relation to Youth on the Move?

"

I have many identities: if one fails, I still feel I have a passion for something.

Finnish graduate

"

Creating the opportunities for young people to be more independent and gain a meaningful livelihood. It's also about being free. Perhaps this is a very western point of view: once a person has an income it makes many things possible, and you are freer to decide about your own life.

Ville Wacklin, Project Manager, FCA

"

In terms of education, there are different levels:
1. personal; this is about looking for future opportunities through education
2. institutional; this is about supporting learner's resilience and institutions capabilities to be less dependent on donors (local ownership)
3. education sector resilience.

Minna Peltola
Thematic Adviser – Right to Quality Education, FCA

Case Study 2

CODE CREATE – DIGITAL & TECH SKILLS TRAINING FOR REFUGEE AND GREEK YOUTH

This project provides introductory courses in an open technology lab for a mixed class of refugee and Greek youth to learn computer science, coding and programming. By November 2017 there were over 320 students aged 15-18 engaged in the Code to Create training courses.

The project aims to

1. Give refugee youth who are not in school or have no access to other educational activities a solid foundation in digital & tech skills.
2. Provide Greek vocational students a solid foundation in digital & tech skills for the future of work.
3. Provide a space for refugee and Greek youth to interact, learn and work together on digital projects.
4. To create an inspiring learning environment where youth are encouraged to learn and problem solve.

Results so far

During the course, the students' confidence dramatically increased: even the students that were shy and kept to themselves at the beginning were becoming more vocal and interactive.

FCA used the open source online platform "Moodle" (https://elearn.ellak.gr/) for the courses, and after each week there were assignments. The overall average grade for the participants was 81 out of 100.

Type of youth engagement

Most are beneficiaries: because at this stage in the project the digital teacher needs specific knowledge to teach. Therefore it wouldn't be possible for youth to lead this work. It's important to still find ways to not talk of them as beneficiaries (it doesn't have to have a lesser meaning; working with refugees is about changing perceptions).

In Greece the operations have oscillated between humanitarian, resilience, and development approaches since operations started. There is a great need for donors to recognise that funding should no longer be siloed, and instead focus on adaptive programming as contexts require.

Click for further information
> Coding workshops: building robots, self-esteem and new friendships – FCA blog post 8th November 2017
> Code Create project on Instagram

"

The whole atmosphere was amazing. Completely different from school.

Young participant

---

otherwise misunderstood as overly simplistic or instrumentalist i.e. whereby an over-emphasis is placed on 'engaging them in service', and whereby education is seen as a standalone method for increasing resilience.

Similarly, young people are often seen as perpetrators, and this is noticeable in the literature on 'violent extremism' and 'radicalisation', which often portrays a view that the majority of young people are violent perpetrators[32]. Just take a minute to reflect on how the mainstream media uses the term 'youth'. Footage often shows young men in violent protest, warfare or gang culture. Yet in line with FCA's thinking, this is simply not true of the majority, and as the forthcoming Progress study on Youth Peace and Security will explain: there are dangers in tainting non-violent youth resistance and social movements as extremist, dangerous or condemnable, when they are not. Similarly, it's important to not reduce and make simplistic causal linkages with regard to the direct efficacy of education and livelihoods,

[32] It will be interesting to track the findings for example from the Building Resilience to Radicalization Inquiry in the UK.

as being the only routes to safe and secure communities.

A component of the FCA global strategy is fostering active citizenship. If we think of ways to foster active citizenship, it's important to also consider the structures (institutions, relationships, environment) that young women and men find themselves in, and how these actively strive to include or exclude them. In Myanmar, through FCA's dialogue workshops or public consultation, adults are able to see and listen to young people (case study Myanmar). This is an underdeveloped approach in initiatives across the humanitarian and development sectors. But it is rather fundamental, as it does not problematize young people as inherently 'lacking' in qualities, but rather looks at the enablers/disablers of the structural environment around young people. It is not always about youth capacity. Creating a conducive environment with youth well-positioned in the process may be as important for developing resilience.

For example, formal youth civic participation such as voting fell in the EU from 2011 to 2014. Political party membership also varies, with some countries such as

Finland and Sweden showing an increase in formal political participation, and the UK and Greece showing a decline. Youth's mistrust in government's ability to respond adequately to societal needs, as seen in both their low participation in voting processes and engagement with traditional media and news outlets, has begun to extend to formal civil society institutions as well. At the same time, statistics may have a strong contextual story to tell, for example about Greece during the so-called financial crisis, during which youth may have shifted to more informal participation. In the same time period, youth in Luxembourg have more than doubled their political party membership. Youth are often at the forefront of the new forces driving social change: dynamic networks, movements, enterprises and other initiatives. This is also in line with wider trends in general in civic activism, movements and protest culture. Youngs (2017) observes a trend towards community-level protests that mobilise for more tightly defined aims, specific to local contexts. He also sees more variation in the organisational patterns that lie behind protests: "…contemporary protest is

organisationally minimalistic or 'hybrid', even 'leaderless', heavily dependent on social media and wary of any alliance with 'old' forms of civic and political organisation" (Youngs).

Active citizenship discourses though are in danger of overly romanticizing young women and men. And it can be argued that after a while, 'agents of change' becomes a hollow label for young people: especially if they are not given powerful or influential roles in decisions that affect their own lives, but are ascribed the label. Active citizenship should include a conscious acknowledgement of ways to encourage duty-bearers to transform their (often narrow) perceptions of youth capabilities. Organisations that have started to do this include the British Council Active Citizens Programme. But it is noticeable that in the current climate of shrinking political space (see chapter 3), that the rights-based realization of active citizenship is under threat and should be protected.

Case studies Myanmar, Cambodia and Eritrea provide examples of ways to seek dynamic citizenship (active citizenship for Youth on the Move').

YOUTH ENGAGEMENT IN PEACE AND DIALOGUE IN MYANMAR

FCA Myanmar started a series of consultations between December 2016 and December 2017. These consultations have informed the design of a 3-year programme starting in 2018, which will work with 18-35 year olds (young women and men) from Karen state. The project will focus on capacity-building and the engagement of youth in the formal peace-building processes.

The project aims to

Equip 100 youth (male and female) with skills to participate in the formal peace process at the community level and national dialogue level. And strengthen youth's knowledge of peace related issues via establishing spaces for inter-generational dialogue among them and key stakeholders.

Project outputs and activities will include

▸ 100 youths (18–35) will be recruited in the capacity-building program in Karen state.
▸ Capacity-building activities: leadership, peace, personal development, conflict sensitivity, dialogue and mediation skills.
▸ Youth-led strategy development on the peace process, consultation workshops on the national process and peace thematic issues.
▸ Support youth action plan on peace related activities through a small grant scheme.

Type of youth engagement

In the previous workshops, young people were beneficiaries, but in the 2018 design they will be partners and leaders. In the second year they will lead their own action plans. Much youth programming can and should be inter-generational — as long as young people are afforded opportunities and platforms to assert their needs and capabilities, and these are recognised. This is the plan for the Myanmar case study in 2018.

Click for further information
> Berghof Foundation and Finn Church Aid (2017) 'Exploring the Youth Space of Dialogue and Mediation in Myanmar'
> NRC (2016) 'A Fine Line between Migration and Displacement Children on the Move in and from Myanmar.' December 2016 Briefing note.

VOCATIONAL TRAINING FOR CONGOLESE YOUNG FEMALE REFUGEES IN SOUTHWESTERN UGANDA

Finn Church Aid has implemented a vocational training programme in Rwamwanja, where Congolese refugees are housed. This "Education in Emergencies" project operated from 2015 to 2017. The aim was to provide vocational skills to Congolese refugee youth and youth from the host community. It is connected to an earlier project in the Rwamwanja refugee settlement, where FCA supported partner organizations via a disaster relief fund in 2013. Children and youth currently make up 85 % of the refugee population in the settlement.

The project aims to

▸ Provide young women (especially mothers) opportunities to train in vocational skills in order to secure livelihoods.

▸ Link Learning to Earning: the Model is implemented in such a way that as youth are undergoing training they work directly with members of the private sector through industrial training. During this time, they are able to demonstrate what they have learnt and are paid. This shows them that the course they are doing is relevant to the market needs, and their hopes are raised knowing that they will finally get employed when they complete the training.

Results so far

Result 1
Increased access to skills by Congolese youth.
Result 2
Increase in the number of youth employed. Currently, 85 % of the trained youth are employed.

Training participant Wivine Isheja in the Rwamwanja Vocational Training Center in Uganda.

Type of youth engagement

Youth are beneficiaries of the project.

Click for further information
> Finn Church Aid to organize education for refugees in Uganda for three years

THE CAMBODIAN CHANGEMAKER NETWORK (CCN)

It started with only 6 members in April 2014 (after a visit to Finland in 2013); the informal network has now attracted more than 60 other youth from high schools, university students, and employees from the private and public sectors. In 2017 there were over 80 active Changemaker members.

The project aims to

Encourage youth empowerment and leadership, and young women and men's participation in community development. Currently the activities organised by CCN members focus on quality education for primary aged students. Most of the CCN members are aged between 15–30, and in some activities the network reaches and engages younger children. The CNN has a far reach. For example in 2016, 5(3F) active members organized 5 events that engaged 427(244F) people across three provinces.

Transport is an important micro business in Cambodia.

Results so far include

▸ In 2017 the CCN designed and conducted 3 campaigns on the right to education (focusing largely on parents). Their campaign on World Teacher Day raised awareness and gained public attention via the media at both a village and national level.
▸ Sixty percent of CCN members said that they had gained skills and confidence working on advocacy and raising awareness to villagers/parents about education issues in Cambodia.
▸ Changemaker members have inspired and support local youth to take actions and contribute to their community through volunteering.
▸ Members have also joined national, regional and international workshops and forums to support like-minded youth networks.

Type of youth engagement

They are leaders because the Changemaker members run the whole process; right through to monitoring. FCA only supports in terms of admin, finance and advice. The youth are the decision makers in CCN. At the beginning they worked with a partner youth organisation, however, there were challenges related to administrative processes. The Changemaker network is very informal and the organisation was very formal. This slowed down youth's ambitions and creativity due to organisational processes, and so FCA now supports the network. 'The space is always open for talking. FCA will not limit the themes they want to address.'

Click for further information
> Changemaker Cambodia's Facebook page

"
The added value is that the Changemaker network is not affiliated. They can reach out at the real local and ground level like no one else. They have created a space for youth to be able to express their opinions.

Young coordinator

Case Study 6

PREVENTING VIOLENT EXTREMISM THROUGH LIVELIHOOD INNOVATION

The lack of livelihood and employment opportunities has broadly been recognized as one of the root causes driving individuals, particularly youth, to join extremist organizations. Studies carried out by the Network for Religious and Traditional Peacemakers on violent extremism in, for example, Somalia and Nigeria similarly highlight the need to secure income and employment for the growing youth population. During the past couple of years, initial planning with FCA's Kenya and Somalia country offices and a feasibility study commissioned by the Network on the gums and resins sub-sector in Kenya and Somalia have explored possibilities for the implementation of the project. They also examined potential private sector-civil society collaboration in improving the livelihoods of local communities, youth and women collecting gums and resins.

The project aims to

The goal of the project is to create employment and livelihood opportunities in a way that fosters socioeconomic development and strengthens the resilience of local communities in the face of violent extremist movements. The project will advance sustainable peace efforts in the region more broadly. The informal business networks and the effective organisation of the different actors in the gums and resins supply chain will support inter-tribal and interethnic co-operation and local conflict prevention and resolution efforts. Particular attention will be paid to supporting the vital role women play in income generating activities and local PVE efforts. Trust-building efforts, the establishment of conflict prevention mechanisms and the creation of inclusive livelihoods through training and employment opportunities all go hand in hand to advance conflict transformation, socioeconomic stability and sustainable peace in the region.

Project outputs and activities will include

The project is completing its feasibility study as a vital step to verifying the cross-thematic approach and to concretize implementation planning.
The expected outcome is a sustainable community-business model that is built on a mutual interdependence between the community and the business. Training will be an essential component in the implementation, for example on entrepreneurship skills, sustainable harvesting methods, quality assurance, and marketing.

Click for further information
> Preventing Violent Extremism Through Livelihood Innovations in Kenya and Somalia

Sabdio Serehe owns a gums and resins shop in Isiolo, Northern Kenya. Serehe buys the gums and resins from local collectors and sells them forward for processing.

Case Study 7

ERITREA YOUTH TO YOUTH DIALOGUE

In 2014, the Governments of Finland and Eritrea agreed on establishing bilateral cooperation which paved way for several Finnish actors to start collaboration with Eritrean partners. In line with resolution 2250 on Youth, Peace and Security adopted by the UN Security Council, FCA supports the recognition of youth in creating sustainable societal development and durable peace. To excel in this role, both Finnish and Eritrean youth needed facilitated access to exchange views about their role in local communities and in international collaboration.

Young people studying to become primary school teachers at the Asmara Community College of Education in Eritrea.

The project aims to

▶ Establish networks between Finnish and Eritrean youth civil society and link the challenges and opportunities youth share in both countries to the global context.
▶ Lead a workshop addressing a) the role of young people in societal development and in promotion of international peace and security and b) the role of youth in finding solutions for local challenges.
▶ Together develop new ideas for advancing youth participation; youth leadership; the role of young people in the UNSCR 2250; and ideas to create innovation ecosystems for local resilience and development.

▶ Address the recognition of young women and young men engaged in efforts to prevent violence, reconcile communities and resolve conflict.
▶ Advocate for the youth to play a decisive and active role when addressing the complexity and diversity of pressing issues such as energy, food production, health and access to quality learning in their own societies.

Results so far

The First Finnish Eritrean Youth Dialogue was organized between representatives of 8 Finnish youth organizations and the National Union of Eritrean Youth and Students in 2016. The process used both formal and informal dialogue mechanisms.

A youth delegation of 4 men and 3 women showcased what Finnish and Eritrean youth can do in their context and together to enhance the youth's role and leadership in supporting peace work and advocate for the inclusion of youth in decision making related to the UNSCR 2250.

During the United Nations General Assembly, FCA also organized a side event "How Young Professionals are Leading Youth, Peace and Security Work" to advocate the importance of engaging young people in peace and security dialogue, share experiences and provide examples on the implementation of the UN Security Council Resolution 2250 on Youth, Peace and Security. As a result, the Eritrean and Finnish youth-to-youth dialogue for peace and the related work gained recognition.

FCA supports teacher training in Asmara Community College of Education in Eritrea.

Type of youth engagement

Youth as leaders; youth to youth peer collaboration on a horizontal level.

Click for further information
> Finnish and Eritrean youth leaders demand the inclusion of young people in decision making

3. Recommendations for policy and practice

Youth on the Move matter, and their numbers are massive. There are an estimated 1,8 billion young people in the world, 90 % of whom are in developing countries. These people not only carry the future of their respective states, but also of entire regions, and as is shown in this report, they heavily affect third countries. The youth are not static, but constantly 'on the move'. Facing the question of Youth on the Move, national Governments, international agencies and civil society alike meet both a challenge and opportunity that needs to be managed well.

Important types of Youth on the Move are refugees, IDPs and returnees. According to the UNHCR's annual Global Trends report, 65.6 million people were uprooted from their homes by conflict and persecution in 2016. One in every 113 people was a refugee. Due to unresolved conflicts, violence, persecution and climate change as well as the growing socio-economic interdependence between nation states, there will be more 'People on the Move' in the future. Less wealthy nations and developing countries take in the biggest share of the millions of refugees worldwide. The major humanitarian operations supporting refugees are dramatically underfunded and funding for development cooperation is decreasing.

Even though 'being on the move' is a massive challenge globally, to date substantial programming and policy related to Youth on the Move in fragile contexts has been largely underexplored and misunderstood. This report contributes to the body of knowledge of Youth on the Move, in suggesting conceptual clarifications and considerations. It also presents initial evidence demonstrating that the right to quality education, livelihoods, and peace are indivisible and vital to the wellbeing of young people who live in some of the most unstable and insecure places on the planet. Based on those, the report makes the following recommendations:

THE RIGHT TO QUALITY EDUCATION, LIVELIHOODS, AND PEACE ARE INDIVISIBLE AND VITAL TO THE WELLBEING OF YOUNG PEOPLE.

1. Broader conceptualisation of Youth on the Move

The narrow conceptualization of Youth on the Move needs to be broadened, from youth migration, to social transitions of young women and men. This is twofold:

Firstly, at a personal level the abilities of young people to transition through their life stages, or be held back.

Secondly, at societal levels their ability to enable/catalyse/create momentum towards social change at local, national and international levels.

These two levels need to be addressed when writing policies of working with Youth on the Move.

Young refugees participating in a workshop in Athens. Sofia (left) has found new friends at the Code+Create workshop. The participants coded robot cars to perform different tasks.

> I had power to affect decisions, projects and campaigns, even though I was younger, and some members were at university: I still had my opinion heard.
>
> Male Changemaker member, in early 20s.

2. Tailored approaches for Youth on the Move

Youth on the Move are not a homogenous group, and therefore narrow standardized approaches do not work. The drivers, motivations, and skills of Youth on the Move differ from group to group, or even case to case (who are Youth on the Move; and why/in which way are they on the move?). The contextual setting of Youth on the Move also varies (from where and to where are they moving?). Equally, their abilities, opportunities or obstacles to move or transition are different, which all need to be taken into consideration. For Youth on the Move this means that interventions need to be tailored and specialized, and need to be based on solid analysis. Engagement strategies need to take into account context-specific elements in order to determine how and what youth engagement is possible, what platforms exist and what youth movements are in the process of starting.

Abed Al-Wahab Samody works in a carpentry shop in Bir Nabala, in the West Bank.

Left. Balancing time to study and to work is a challenge for young people and refugees in the Middle East. Ahmad Rezeq Qamber worked as barber in the mornings and went to school in the afternoons at King Abdullah Park refugee camp.

Middle & right. FCA's circus school has restored Fatima Hariri's self-confidence after her divorce and the horrors of the war. She has worked as a trainer for the girls circus group.

3. Transition at a personal level: reduce 'waithood'

For young people, at a personal level, it is important that they can transition through school to working life without any major setbacks. However, in fragile situations youth have to cope with multiple delays, whether in access to education, completion of education and availability of work or the feasibility of becoming an entrepreneur. Many youth need to cope with a prolonged process of 'waithood'[33]. In a fragile context youth might not have had the chance to go to school in the first place and are forced to work in the grey economy to make a living. Education for them is a privilege. Youth moving within, from and to fragile contexts are affected by this extended 'learn-work' transition even more than other young people, for example in stable societies. Education is one

of the key sectors where the future and capacity of the Youth on the Move is being built. Both education and economic opportunities are necessary. Given the exceptionally high youth unemployment rates among the Youth on the Move, and a lack of future prospects for youth, more attention must be paid to linking these two aspects to each other. Youth (ages 18–24) are even more neglected than younger age groups. There is an increasing need to address the following issues:

▸ **Improve access** to formal and non-formal quality education for youth aged 15+, including vocational training e.g. increase funding and coverage of education programming for youth at large.

▸ **Provide for a re-entry** to educational paths (including secondary, vocational and higher education) for Youth on the Move. Thus far, educational solutions have strongly focused on primary education, which alone is not enough.

▸ **Youth on the Move need to** receive formal certificates of their education, which are applicable in countries where they are staying or where they return.

▸ **Ensure access to work** e.g. supporting governments to issue work permits for mobile youth.

▸ **Invest in 'Linking Learning to Earning'**: enhance dialogue with the private sector to ensure the relevance of education interventions for labor market needs, increase entrepreneurial training, provide possibilities for young start-up entrepreneurs, and deconstruct bureaucratic barriers hindering their aspirations.

▸ **Career guidance** is provided in secondary education incl. vocational training. Formal on-the-job training is offered. These are supported by in service and mobile mentoring.

▸ **Measures should target** both Youth on the Move/refugee youth and local host community youth who are at risk of being marginalized, to improve social cohesion. Such measures need to be complemented by psychosocial support for youth in vulnerable life situations.

▸ **Strengthen the protection** of 'Youth on the Move', especially in fragile contexts, as they are at great risk of being exploited, neglected, vulnerable to violence, abused, or hurt. The current child protection norms and laws cover children and youth until 18 years of age, creating a rights-realisation challenge for young adults from 18 to 25 years of age.

▸ **The current development** and humanitarian focus on adolescent girls should not take away from the vulnerabilities and agency that young men face and create; rather it should embrace diversity within our common humanity. It is therefore important that young men are not 'left behind' in terms of their education, gender awareness, and health and livelihood concerns.

▸ **Policies that extend** beyond regional or sectoral/thematic borders are necessary, and they must include breaking down barriers for mobile young people. Promote multi-issue approaches (i.e. education, livelihoods and peace) to tackle inter-related societal barriers for young people e.g. FCA example in Kenya

▸ **Funding instruments** need to better reflect the humanitarian and development nexus, in order to better support young people on the move, recognizing the different motivations, pressures of movement and the status of young people at points of transition and arrival, as well as for potential returnees. At the same time, there is a need to increase efforts to prevent unnecessary or unwanted departures (such as forced departures due to conflict).

▸ **Youth and Youth on the Move** needs and capabilities must be integrated into wider development agendas and spaces. Life-cycle-based resilience requires recognizing the multiple levels of social transitioning of youth.

[33] Prof. Honwana also referred to the notion of waithood. 'Waithood' was first used by Dianne Singerman (2007). This concept addresses youths who cannot move into adulthood, due to lacking developmental potential and education. It is a prolonged, difficult, but also dynamic process and phase. http://diplomat.unsamaastricht.org/2018/01/30/waithood-the-periphery-and-marginality-of-the-youth-in-todays-world/

Daily life in the occupied Palestinian territories.

YOUTH ON THE MOVE ARE AT RISK OF BEING MARGINALIZED AND REMAINING EXCLUDED.

4. Transition at the societal level: increase inclusion

The chance for young men and women to transition at the societal level depends on their ability to enable, catalyze and create momentum. Youth on the Move have the universal right to organise, assemble, express themselves, move freely and participate in public affairs. However, the fulfilment of those rights is not a reality in many societies. Combined with a shrinking participation space for civil society actors, Youth on the Move are at risk of being marginalized and remaining excluded from political, social and economic participation in societies they live in. By including young people, they themselves are more likely to become active citizens and active residents. There is a need to address the following issues:

▸ **Increase political efforts** to reverse the phenomenon described as 'shrinking space of civil society' across the globe; provide opportunities for collective action of youth in their communities, especially for the Youth on the Move. They should be able to play a role in movements and protests locally.

▸ **Recognize youth abilities** to challenge the erosion of civic space. Networking and facilitating networking – creating and stimulating systemic connections – can be the best form of support among youth and within and across societies

▸ **The structures** (institutions, relationships, environment) that young women and men find themselves in, need to actively strive to include them instead of excluding them.

▸ **Utilise the potential** mobile young people bring to interacting in the host civil society space.

▸ **Participation** in political, economic or social processes is no longer limited to physical location. Participation in election campaigning for example happens online or offline, within and across countries. Youth on the Move are mobile digital influencers in more than one location and opportunities to reach them and engage with them in those locations need to be better utilized.

Youth soccer game at the Za'atari refugee camp.

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Young women transporting water in Cambodia.

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Acknowledgments

Annexes

Annex 1. List of FCA youth initiatives since 2015

	Title	Main thematic area/ modality	Country
1	Young mediators	Peace	Myanmar
2	Youth assessment and change maker network	Inclusion/active citizenship	Cambodia
3	Learn to Earn – vocational	Education/Livelihoods	Uganda
4	Learn to Earn – Training of Trainers, vocational and entrepreneurship	Education/Livelihoods	Jordan
5	Skills for future work (digital, robotics, programming) and yoga classes	Education/Livelihoods	Greece
6	Circus school – Za'atri refugee camp	Humanitarian	Jordan
7	Finish changemaker network – campaigners	Inclusion/active citizenship	Finland
8	Faith based young mediators	Peace	Global
9	Dialogues and Gums and resins; ex combatants manu-facturing	Livelihoods/Education/Peace	Kenya/Somalia
10	Young advocates for vocational training	Education	Nepal
11	Mothers club – with daughters	Inclusion	Liberia
12	Civic and political engagement – women and youth	Civic education (from 2018)	Somalia
13	Rabbis for HRs and paramilitary teaching.	Education & peace	Occupied Palestinian Territory /Israel
14	Youth exchange (between Finn and Eritrean change maker)	Inclusion/active citizenship	Eritrea
15	Refugee education certification with Omnia	Education certificate (from 2018)	Global

Annex 2. Youth Voices interviews with young asylum-seekers and Finnish students (Nov. 2017)

What would you ask NGOs to do in order to improve the lives of Youth on the Move?

"Mix younger ages with older youth; if the youngest don't have responsibility then they don't feel they can do things."

"Many NGOS are used to working with existing groups – so they should think about how they can reach new groups; what is the reality? And use user-centred planning."

"It would be nice if there was more cooperation between organisations; they can duplicate."

What would you ask of international organisations and networks e.g. UN, EU?

"Have better monitoring mechanisms on human rights of youth; the UN mechanisms currently don't do this sufficiently."

"There should be an action plan in Finland on how [UN resolution] 2250 will be implemented. We need funds to do this!"

"There is a focus on youth at the Human Rights council now: OHCHR currently has youth consultations requesting inputs from youth on policies and programmes aimed at supporting young people to realise their rights. The findings will be presented at the 39th session."

What would you ask the Finnish government to do to improve the lives of Youth on the Move?

"Give immigrants the opportunities to improve themselves. It was hard to come to a new country; I had no idea how to find a job; how to send applications and where."

"Increase investment in Youth on the Move projects."

"Don't judge people by how they look or how they are – all countries have this issue."

Claris Mwamini at the Rwamwanja Training Center in Uganda.

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