



Urban Refugee Youth Livelihoods:

Findings from three cities and global guidance

Introduction

- One-year project funded by BPRM
- Panama City, Nairobi, Cairo
- Youth ages 15-24



Purpose

- Gap in knowledge and programming for refugee youth in cities.
- Little literature, few impact evaluations



Methods

- Literature review
- Field assessments
 - 254 refugee youth consulted
 - Groups by age, sex, nationality
 - Individual interviews
 - Informant interviews
 - Visits to work sites, agencies

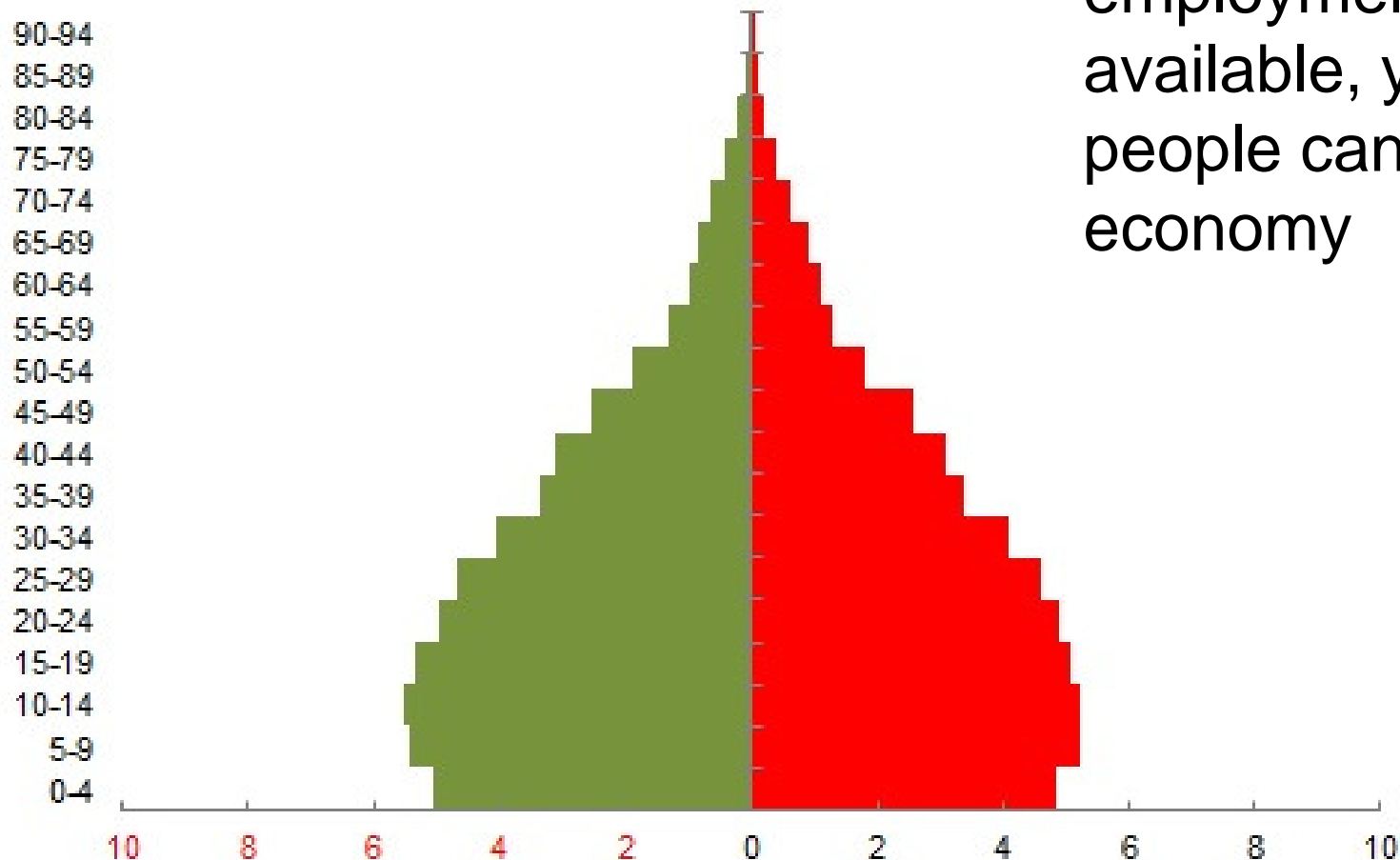


Research. Rethink. Resolve.



Youth bulge often
seen as a threat

...but when education,
healthcare and
employment are
available, young
people can revitalize
economy





Opportunities in the city

- Private firms and productive technologies
- Continuing education, mentorship, internships, apprenticeships
- Through self-selection process, many urban refugee youth have more initiative and drive



Tapping the potential of urban environments

- Economies of scale make concentrated urban areas more productive
- Urbanization is one of the biggest drivers of economic growth
- The largest 600 cities home to 22% of the population produce more than 50% GDP
- Largest 100 cities produce 38% of GDP
- 25% of global population will live in largest 600 cities by 2025
- Large cities attract the most talent
- Large cities attract more investment
- Cost of delivering basic services – water, housing, and education 30 – 50% cheaper in concentrated population centers

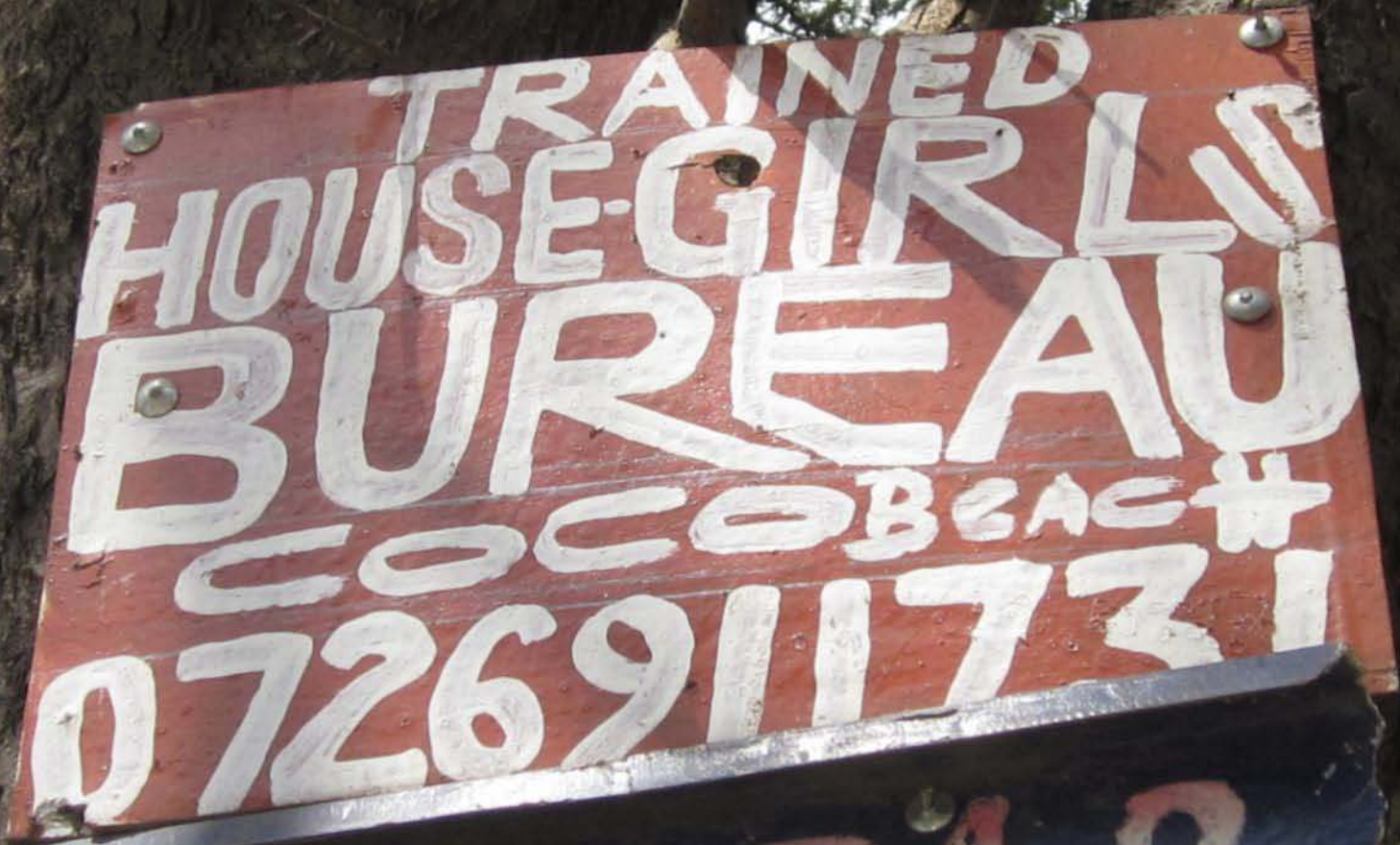




Main Findings

- Enormous untapped potential for empowerment
- Most youth contribute to household
- Insufficient income, safety
- No time to earn & learn

“Invisible” girls in domestic work face
exploitation, abuse



Policy Environment

- 2009 UNHCR Urban Refugee Policy not implemented
 - Govts still restrict right to work, freedom of movement
- Services more appropriate for camps
- Youth not aware of rights, laws, refugee policies
- Police over-zealous, suspicious of foreigners
- Local laws (municipal/neighborhood) restrict refugees from earning a living





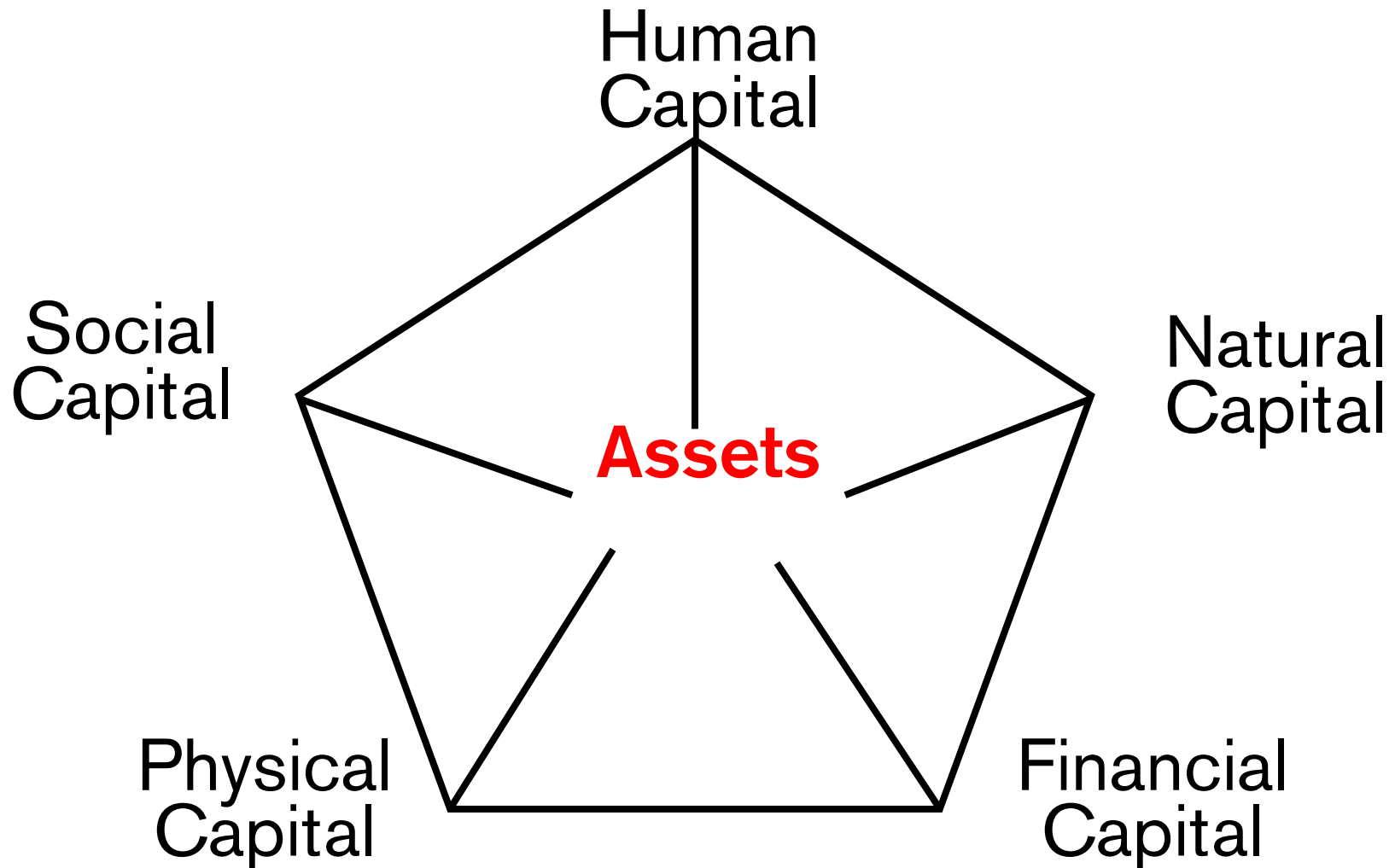
Security

- Live in least-safe neighborhoods: petty crime & violence
- Young women risk GBV in public spaces
- Males at risk of recruitment into gangs
- Police harassment: bribe-seeking, youth can't assemble
- “We just stay at home” = isolation, anxiety
 - Esp. young women b/c household chores, cultural constraints

= LIMITED ABILITY TO LEARN, EARN
& SOCIALIZE



Livelihoods Assets



Human Capital

Education

Barriers to school:

- Cost of tuition/uniforms/supplies/transport
- Discrimination
- Cultural constraints for some girls
- Low demand:
 - poor quality of instruction
 - relevance of curriculum
 - language barrier



Human Capital

- **Training**
 - Few opportunities for technical and vocational education and training (TVET)
 - youth unaware of programs
 - curricula out-of-date
 - too costly
 - Lack “work readiness” skills



Social Capital



- Young people crave affiliation & useful connections to gain access to human and financial capital
- Lack strong social networks – makes young men vulnerable to gang recruitment
- Few refugee youth groups exist

Financial Capital



- Informal market = main option
 - Capital seen as main barrier to making business
- No contact with banks or informal lending
 - No outreach by banks
 - Legal restrictions to bank accounts

Existing programs

- Limited education, training or livelihood programming
- Training is short-term, only tracks # trained, not job attainment
 - not linked to market demand
- Few programs participatory
- Little gender analysis



Guiding Principles

- **Systems approach:** build local capacity to deliver services, rather than parallel systems
- **Mainstream participation:** engage young people as resourceful contributors to program design, monitoring and evaluation



Guiding Principles

- **Inter-generational engagement:** many have lost families
- **Gender mainstreaming and gender targeting:**
 - Targets for female participation in co-ed programs AND
 - specific progs for young women
- **Start at the margin:** find and recruit out-of-school youth, disabled, ethnic and religious minorities, adolescent girls
- **Integrated approaches:** multiple, simultaneous interventions for youth



Guiding Principles

- **Link education and economic strengthening:** set targets for employment/self-employment and re-orient education programs towards transition to work
- **Cross-sectoral partnerships:** agencies, government, private sector
- **Graduated approach:** use the CGAP Graduation Model to connect beneficiaries to services specific to their poverty level



Guiding Principles

- **Build bridges:** engage mixed groups of host country and displaced youth
- **Mitigate risk:** include protection strategies in livelihoods programs
 - WRC has tools
- **Enabling environment:** mainstream youth refugees as part of a wider pro-poor urban effort



Recommendations

Advocacy:

- Fundamental rights (work, education, equal treatment for refugees of all nationalities)
- Go local... very local
- Better regulation of informal market
 - domestic workers



Education: Out-of school

- accelerated learning
- online & distance learning?
- catch-up courses
- flexible
- scheduled around income-generating activities
- maximize demand with
PARTICIPATION IN DESIGN





Education: In-school youth

- promote access to secondary and tertiary, equal with host nationals
- Help make transition to work by adding to curricula:
 - work readiness
 - business skills
 - career guidance services



Training

TVET should lead to increased income

- Measure employment not number of persons trained

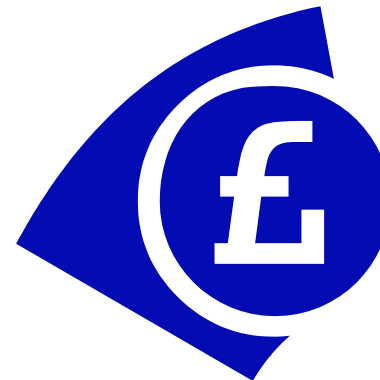
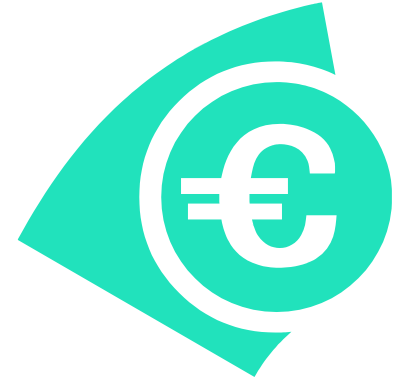
Training should be linked to:

- national strategy for youth employment
- market assessment of local demand for good and services
 - See WRC Market Assessment Toolkit



Financial Capital

- Facilitate access to youth-friendly, flexible loan and savings products



Social Capital: adding social capital components to a LLH program can make it more successful

- Support/build “safe spaces” to interact, exchange info & learn skills
- Support youth-led & youth-serving organizations
- Engagement through sports
- Support volunteer work, to create bridges w/host communities



Asset Building

Human Capital	Social Capital	Financial Capital
<p>Education</p> <ul style="list-style-type: none">•Out of school youth: flexible non-formal•In-school: secondary & tertiary <p>Training:</p> <ul style="list-style-type: none">•Transferrable skills•Vocational skills•Business development•Work readiness•Post-training follow up•Apprenticeship, internship, mentorship <p>Life skills</p>	<p>Safe spaces</p> <p>Youth self-help groups</p> <p>Constructive interaction with:</p> <ul style="list-style-type: none">•Host nationals•Older role models	<p>Youth-friendly financial products:</p> <ul style="list-style-type: none">•Savings•Credit





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