

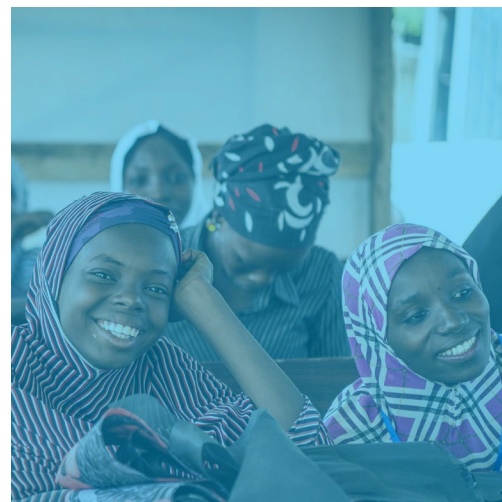
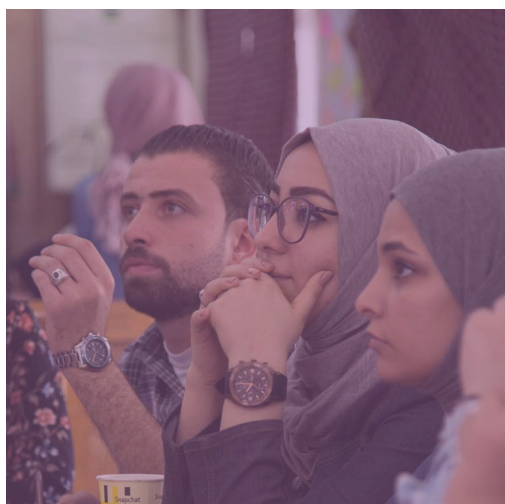


**Compact for
Young People**
in Humanitarian
Action

FACILITATOR'S GUIDE

**for In-person
and Online Training**

With Us & For Us: IASC Guidelines on Working with and
for Young People in Humanitarian and Protracted Crises



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Acknowledgements

The Facilitator's Guide, which is part of an inter-agency training package, has been developed by UNICEF, the Norwegian Refugee Council (NRC) and United Nations Population Fund (UNFPA), as part of the Compact for Young People in Humanitarian Action to support the roll out and training efforts for the IASC Guidelines on Working with and for Young People in Humanitarian and Protracted Crises.

The Facilitator's Guide has been developed by a young humanitarian consultant, Erika Isabel Yague, under the supervision of Priya Marwah (UNICEF), and in close collaboration with Sophia Kousiakis, Paul Fean and Maria Doyle (Norwegian Refugee Council). The Facilitator's Guide builds on initial drafted developed by Purba Tyagi (UNFPA) and Fatène Ben-Hamza (UNICEF). Much appreciation to the participants and facilitators of pilot tests of these materials, particularly to colleagues from the Iraq Country Office of UNICEF, NRC and UNFPA. The Facilitator's Guide has been edited by Jessica Money of Green Ink, United Kingdom with financial support from Action Aid, and designed by LS graphic design with financial support from UNICEF.

Preface

What is this guide?

This guide will assist you in delivering in-person or remote (offline/online) training to roll out the Inter-Agency Standing Committee (IASC) Guidelines on Working with and for Young People in Humanitarian and Protracted Crises (hereinafter referred to as the IASC Youth Guidelines). It is intended to be used together with the IASC Youth Guidelines by providing concepts and practice of delivering training, matched with relevant education and practical non-formal education methods, on including and meaningfully engaging young people in humanitarian action. This guide is the result of requests from young people and humanitarian practitioners who wanted to have access to trainings resources with concrete examples of programmes and methods in rolling out the IASC Youth Guidelines.

What is the Compact for Young People in Humanitarian Action?

The Compact for Young People in Humanitarian Action was launched at the World Humanitarian Summit 2016, under the leadership of the International Federation of Red Cross and Red Crescent Societies (IFRC) and United Nations Population Fund (UNFPA), as a deliberate step by the humanitarian community to work with and for young people. The Compact builds on processes led by and for young people – including the Global Refugee Youth Consultations in 2015–2016, the 2015 Doha Youth Declaration on Reshaping the Humanitarian Agenda, and the 2015 United Nations Security Council Resolution 2250 on Youth Peace and Security – all of which emphasize the need for and importance of meaningful engagement of young people at subnational, national, regional and global levels.

What are the IASC Youth Guidelines?

The IASC Youth Guidelines provide a framework for working with and for young people throughout the humanitarian programme cycle, complete with tips, examples and case studies. In addition, humanitarian actors and young people can use the Guidelines as a reference to design programmes that respond to their context.

The Guidelines can and should be applied in all phases of humanitarian action (to inform disaster risk reduction, preparedness, response, transition and recovery), in the context of both rapid-onset and slow-onset emergencies, for natural hazards, conflicts, protracted crises, and during refugee and internal displacement situations, as well as in peacebuilding contexts.

The IASC Youth Guidelines have been developed through an extensively inclusive and collaborative process. The responses of more than 500 crisis-affected young people and humanitarian practitioners from across the globe were incorporated into this document.

What is the training?

The aim of this training is to support humanitarian professionals and young people working in these contexts to meaningfully engage with adolescents and youth. This Facilitator's Guide complements the broader IASC Youth Guidelines and serves as a template for application at workshops/orientations/training. The content from both the IASC Youth Guidelines and this Facilitator's Guide should always be tailored to the needs and context in which the training is delivered. On the slides that accompany this guide, specific areas that require adaptation to context/region/jurisdiction are highlighted.

Training objectives

- Understand the IASC Youth Guidelines
- Identify programming opportunities and challenges in a given country or local context with and for adolescents and youth
- Understand tools for programming with and for adolescents and youth in all phases and processes of humanitarian action
- Develop concrete workplans to strengthen adolescent and youth in programming in the given context

Who is it for?

This Facilitator's Guide is for facilitators/organizers of training workshops on the IASC Youth Guidelines. These may include inter-agency workshops, cluster workshops or an internal cascade training by a single agency. It is advisable for facilitators to undergo training on the IASC Youth Guidelines before delivering training themselves. This is to ensure that trainers have a solid grasp of the principles underlying the IASC Youth Guidelines and are familiar with interventions for working with and for young people across all phases of the humanitarian programme cycle.

How to use this guide

Duration: It is suggested that the in-person training outlined in this Facilitator's Guide is delivered over two days. For online delivery, it is suggested that training covers a maximum of four hours a day; however, the training can be adapted according to the situation. A sample outline and agenda for an orientation session can be found in Annex 1.

Methodology: This training is designed to be participatory and interactive. To facilitate this, group work, scenarios, role-plays and panel discussions featuring young people themselves are included in this guide – all adapted to both in-person and online sessions. The training also focuses on the practicalities of implementing the IASC Youth Guidelines and outlines specific steps organizations can take to include and engage young people across the Humanitarian Programme Cycle.

We recommend a facilitation style that is less about presenting the information, and more about participants discovering and discussing how the information applies to their context. Most activities have been designed to encourage participants to answer questions and be guided by the facilitator to access any relevant information that they may not be aware of. The overall approach can be described as collaborative, discovery-based and participant-focused.

Resources: Template presentations covering each of the 7 sessions and orientation in this training are available. Presentations have been designed to work for both in-person and online training sessions. The case studies and examples in the presentations are drawn from the IASC Youth Guidelines. Facilitators should adjust case studies to reflect the context in which the training is being delivered. Any revisions to the presentations should be made with reference to the IASC Youth Guidelines.

Pre-training preparation: Context-specific sections, that are indicated in the PowerPoint slides, should be contextualized by facilitators. Participants should bring and share with the facilitators an actual Humanitarian Programme/Project which will be used for the final session. Specifically, Session 2, 'Understanding Adolescents and Youth & Key Principles of the IASC Youth Guidelines' should be contextualized with region-specific statistics.

PLEASE FIND ALL PRESENTATIONS AND RESOURCES IN THIS FOLDER [HERE](#) ►



TIP: For both in-person and online delivery of the training, ensure that you have the IASC Youth Guidelines with you at all times for more detailed explanation and information on the different sessions.

Legend



Group work



Group discussion



**Presentation/
Plenary**



Panel discussion



Activity/Energizer

Workshop planning

Participants

The targeted participants for this training are humanitarian workers and young people impacted by and/or with experience participating in humanitarian action. Organizations that may be interested in participating include international and national non-governmental organizations (NGOs), United Nations agencies, government agencies and youth representatives.

Aim for a cohort of 20–35 participants. A maximum of 35 participants is recommended to keep the training manageable, and a minimum of 20 to ensure all learning activities are as interactive as possible. This applies to both in-person and online training.

Pre-training reading assignments

Share reading assignments with participants via email at least a week before training begins. During the training, ensure that all participants have access to the reading materials, translated into the relevant language (if available). Encourage participants to do targeted reading before each session – particularly on ‘Section E: Implementation of adolescent- and youth-responsive programming’ of the IASC Youth Guidelines, which includes specific recommendations of working with and for young people in the different sectors.

Required: *IASC, With Us & For Us: Working with and for young people in humanitarian and protracted crises*, UNICEF and NRC for the Compact for Young People in Humanitarian Action, 2020 (<https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises>)

Optional: *COVID-19: Working with and for young people* (2020) (www.youthcompact.org/the-compact-response); *Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement* (www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement)

Preparation checklist

In-person training

- ✓ Suggested materials and supplies: several boards and/or flip charts for group work and discussion notes, paper and pens/pencils for all participants, name tags and markers for participants.
- ✓ Technology considerations: stable internet connection (if possible); projector.
- ✓ The venue should be able to accommodate all participants comfortably. The venue should have moveable chairs and tables to transform the room with each new activity.
- ✓ Make sure that all participants have a copy of the IASC Youth Guidelines.

Translation

To ensure training is as inclusive as possible, it is critical to have translators or sign language interpreters present, depending on the needs of the participants.

It is recommended that translators who are familiar with the training content are used, to ensure translations are as accurate as possible. In addition to simultaneous translation, handouts and presentations translated into the local/contextually relevant language are also recommended.

Online training

- ✓ Technology considerations: stable internet connection; all participants and facilitators should have accounts for the following software and websites before the training begins:
 - [Zoom/Skype/Microsoft Teams/Google](#)
 - [Miro, Sli.do](#) or [Padlet](#)
- ✓ You may choose any of the above suggested platforms or any other platform that will work best for you and your participants.
- ✓ Ensure all participants and facilitators are comfortable using online video conferencing platforms such as Zoom, Skype, Microsoft Teams or Google Hangouts. Online training requires an additional facilitator to: ensure that questions and comments made in the chat are addressed, slides are changed, Online Learning Platforms (such as Miro, Sli.do or Padlet) run smoothly, and notes/screenshots of activities are recorded. It is recommended that there are at least two facilitators. Agree the division of work: for example, one moderates the session while the other monitors the chat and facilitates the applications and presentations.
- ✓ Make sure that everyone has a copy of the IASC Youth Guidelines.

Training agenda (in-person)

Note: The in-person training agenda can be adjusted to fit the number of hours allocated to each session, as appropriate. The suggested agenda below is based on previous roll-out training.

Duration	Session	Activities – Day One
70 mins	1	Welcome and introduction Programming with and for adolescents and youth
15 mins		Break
50 mins	2	Understanding Adolescents and Youth & Key Principles of the IASC Youth Guidelines: Part I
60 mins		Break
65 mins	2	Understanding Adolescents and Youth & Key Principles of the IASC Youth Guidelines: Part 2
15 mins		Break
170–185 mins	3	Meaningful participation

Duration	Session	Activities – Day Two
10 mins		Ice breaker
113 mins	4	Cross-sectoral engagement through the Humanitarian Programme Cycle – Part I
15 mins		Break
111 mins	4	Cross-sectoral engagement through the Humanitarian Programme Cycle – Part 2
60 mins		Break
60 mins	5	Panel discussion: Programming with/for Young People
75 mins	6	Implementing adolescents and youth-responsive programming
15 mins		Break
80 mins	7	Group work: Action Planning
25 mins		Evaluation and closing

Training agenda (online/virtual training)

Note: Online training can be delivered over several days, with a maximum of four hours of training per day.

Duration	Session	Activities – Day One
70 mins	1	Welcome and introduction Programming with and for adolescents and youth
100–115 mins	2	Understanding Adolescents and Youth & Key Principles of the IASC Youth Guidelines
170–185 mins	3	Meaningful participation
225 mins	4	Cross-sectoral engagement through the Humanitarian Programme Cycle
60 mins	5	Panel discussion: Programming with/for Young People
75 mins	6	Implementing adolescent- and youth-responsive programming
80 mins	7	Group work: Action Planning

Session 1

Programming
with and for
adolescents
and youth

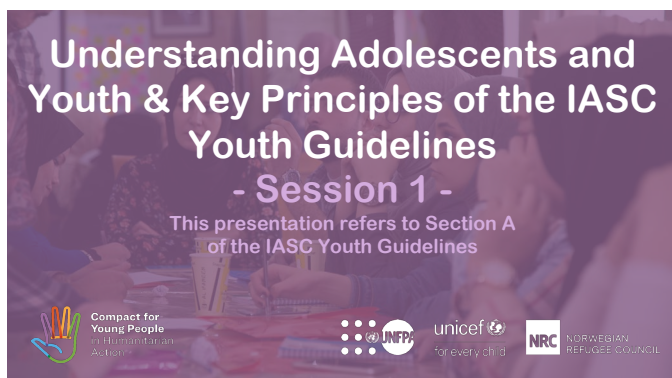




Session 1: Programming with and for adolescents and youth

LENGTH	70 minutes	
OVERVIEW	This session covers the background, agenda and training objectives. This will be the time for the organizers to welcome participants, set expectations, establish ground rules and introduce participants to one another.	
OBJECTIVES	<ol style="list-style-type: none"> 1. Learn about The Youth Compact and the IASC Youth Guidelines. 2. Participants get acquainted with one another and commit to building a safe space for the training. 	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary style (make sure that there is space for people to move around for group activities, moveable chairs and table are preferred)	Zoom link should be sent to all participants before the training.
MATERIALS	Training Session 1 Presentation, flip chart, marker, print copies of agenda and handouts, projector/ screen, pen and paper (per participant).	Prepare Online Learning Platform Document/Jamboard templates and links before session begins.

Opening remarks



SHOW SLIDE:
PROGRAMMING WITH AND FOR
ADOLESCENTS AND YOUTH

10 MINUTES



What are you hoping to achieve with this slide?

- Introduce facilitators and welcome participants
- Introduce a senior member of the host organization(s) to open the training
- **The key message should highlight the importance of working with and for young people in humanitarian and protracted crises.**

Key messages that could be included in this opening are:

- Emphasis on the meaningful engagement of young people in all sectors/sub-sectors and all phases of the Humanitarian Programme Cycle.
- The training is crucial in applying the IASC Youth Guidelines in the Emergency Preparedness Plans, Humanitarian Needs Overviews, Humanitarian Response Plans (HRPs), Joint Response Plans and other humanitarian processes.
- The IASC Youth Guidance is a critical part of raising the agenda of adolescents and youth in humanitarian action within the IASC and broader humanitarian system, as well as with local authorities and partners.

Section 1: Introduction to the Global Compact for Young People in Humanitarian Action



**SHOW SLIDE:
THE GLOBAL COMPACT FOR YOUNG
PEOPLE IN HUMANITARIAN ACTION**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are introduced to the Compact for Young People in Humanitarian Action (or simply the 'Youth Compact') and what makes it unique, as well as the five focus areas.

Notes for delivery

- Introduce the Compact for Young People in Humanitarian Action using the talking points in the supplementary notes and the background section below.
- The facilitator can also recognize the participants whose organizations are signatories of the Compact.
- Clarify that the common terminology for the Global Compact for Young People in Humanitarian Action is either 'the Youth Compact' or, in this specific training, 'the Compact', to avoid confusion. Ensure that you have clearly discussed the background of the Compact before proceeding.

engage them in humanitarian response efforts. The Compact for Young People in Humanitarian Action was launched at the summit, under the leadership of the International Federation of Red Cross and Red Crescent Societies (IFRC) and the United Nations Population Fund (UNFPA), as a deliberate step by the humanitarian community to work with and for young people. The Youth Compact builds on processes led by and for young people – including the Global Refugee Youth Consultations in 2015–2016, the 2015 Doha Youth Declaration on Reshaping the Humanitarian Agenda, and the 2015 United Nations Security Council Resolution 2250 on youth, peace and security – all of which emphasize the need for and importance of meaningful engagement of young people at subnational, national, regional and global levels.

- Highlight the significance of The Compact as a way of changing the narrative of having young people as partners and change agents, rather than simply perpetrators or beneficiaries.

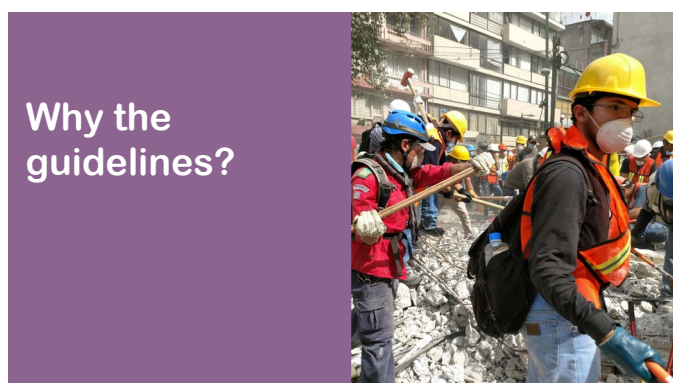
Five key actions work is centred around:

1. **Services:** Promote and increase age- and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings.
2. **Participation:** Support systematic inclusion of engagement and partnership with youth, in all phases of humanitarian action, through sharing of information and involvement in decision-making processes at all levels, including budget allocations.

Supplementary notes/background knowledge

- The Youth Compact is a group of like-minded individuals and organizations working together towards a single cause. A network of 60+ members, including youth-led organizations, United Nations agencies, NGOs and the private sector.
- The World Humanitarian Summit, held on 23–24 May 2016 in Istanbul, emphasized the urgent need to safeguard the rights of adolescents and youth and

3. **Capacity:** Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors.
 4. **Resources:** Increase resources intended to address the needs and priorities of adolescents and youth affected by humanitarian crises and identify ways to more accurately track and report on the resources allocated to young people in humanitarian contexts.
 5. **Data:** Ensure the generation and use of age- and sex-disaggregated data pertaining to adolescents and youth in humanitarian settings.
- Feel free to explore the [Youth Compact's website](#) for more information.



**SHOW SLIDE:
WHY THE GUIDELINES?**

10 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the gap that the IASC Youth Guidelines fill and how programming improves through their implementation.
- Participants understand that the IASC Youth Guidelines development was a key deliverable of Action 1: Services of the Youth Compact.
- Highlight that the IASC Youth Guidelines is an output of the Youth Compact under 'Action 1: Services' (as shown in previous slide), which is key for inclusive, age- and gender-responsive programming and implementation.

Supplementary notes/background knowledge

What gap do the guidelines fill?

- Ask participants if they have reviewed the guidelines and what their initial thoughts are on the document. If some participants have already used the guidelines, ask them to share their experience.
- Explain that the development of the IASC Youth Guidelines is intended to fill the gap in addressing the specific needs and priorities of young people in humanitarian crises through their meaningful engagement – by recognizing their contributions and creating avenues for their participation in all sectors and phases of the Humanitarian Programme Cycle (HPC).
- Youth have no natural home in the humanitarian system. Young people have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for adults. The guidelines address a gap in humanitarian tools, which tend to overlook young people – a specific but broad demographic with interlinked needs across multiple clusters/working groups.
- The guidelines provide a framework for working with and for young people throughout the HPC, complete with tips, examples and case studies. In addition, humanitarian actors can use this guidance as a reference to design programmes that respond to their context.

- We must involve young people in humanitarian responses and peacebuilding efforts, from design through to implementation and monitoring. These inter-agency guidelines are part of the effort to address that.

Why/how programming improves through their implementation:

- These IASC guidelines are not just about 'mainstreaming' the needs of young people, but about recognizing the contributions they make towards improving humanitarian response and programming. The image you see on the screen from the World Scouts shows young people supporting the Haiti response. Historically, there has been a tendency to approach adolescents as a problem to be solved, and youth as a period of risk, when in fact they are often leading humanitarian action in their communities. The guidelines help responders to recognize this, and to make humanitarian response more relevant and inclusive.

The guidelines as key deliverable of 'Action 1: Services of the Youth Compact'

- Under the umbrella of the Compact, UNICEF and the Norwegian Refugee Council (NRC) have globally led pillar 1: the development of the Inter-agency Guidelines for Working with and for Young People in Humanitarian Settings.
- Adolescents and youth are a vital positive force in emergency preparedness and response. They have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for older adults.
- The guidelines are the go-to programming tool for all humanitarian aid workers at country level for working with and for adolescents and youth in humanitarian settings.

To understand the history of how the Youth Compact decided to focus on the development of the IASC Youth Guidelines, see the recommendations of [Desk Review of Programming Guidelines for Adolescents & Youth in Emergencies](#) (2017).

The IASC Youth Guidelines include:

- **Section A:** Introduction with key definitions and advocacy messages. Disperses confusion around the definitions of 'adolescents', 'youth' or 'young people'. Includes key advocacy messages in the case for increased focus on young people – can be used in the field when preparing presentations, for working group meetings or in proposals, etc.
- **Section B:** Key principles. Describes key principles, which were informed by consultations with adolescents and youth and focus on changing our narrative and engaging young people as positive agents of change, ensuring that we engage them meaningfully and safely, and not for tokenism, bringing them to the table as partners, leaving aside biases and ensuring inclusivity across all their diversities – be it gender, sexual orientation, disability, etc., and applying a Do No Harm approach at all times.
- **Section C:** Meaningful participation. Describes the various forms of meaningful participation, including examples from various contexts.
- **Section D:** Young people across the humanitarian programme cycle. Practical information on engaging young people throughout a programme cycle – from needs assessment through to monitoring and evaluation. Includes examples and case studies of youth-led assessments, youth-led research, etc., with links and resources from various organizations to provide examples of similar processes. In essence, the guidelines act as an umbrella/hub for valuable resources and tools.
- **Section E:** Implementation of adolescent- and youth-responsive programming. Improving adolescent- and youth-responsive programming in every sector. Interesting new sections include climate change and disaster risk reduction, sustaining peace, and housing, land and property.

History of the IASC Youth Guidelines

2017 INEE (Inter-agency Network for Education in Emergencies) Adolescents & Youth Task Team Global Desk Review – NRC, INEE, RET International, MYAN.

[Desk review: A New Resource for Youth Programming in Emergency settings](#)

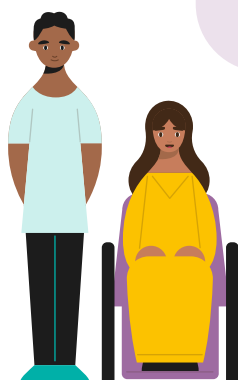
A global desk review

While a range of guidelines for engagement in Adolescent and Youth programming has been developed to date, there has been no systematic consolidation or compilation of these resources, nor has there been any review of the existing gaps in availability of practical guidance and tools. To contribute to the closing of this gap, the four organizations have undertaken a desk review, covering the following domains: Education, Health, Livelihoods and Durable Solutions (repatriation, re-integration into the hosting country and resettlement).

The recommendation of the desk review was that while the concerns, needs and expectations of adolescents and youth in the humanitarian sector have been given greater public consideration in recent years, they were still represented in high-level stakeholder speeches rather than in concrete response measures. The desk review clearly demonstrated the need to put adolescents and youth at the centre of programme guidelines across all sectors in emergency settings to build robust interventions.

The review found that young people are not differentiated in existing humanitarian guidelines, which too often associate them with the needs and concerns of children. Finally, the review suggested that an important step would be to assess if the tools, framework and guidelines currently in use could be combined to develop youth-specific guidelines in a humanitarian context.

"Young people felt they have had similar conversations like this before, but no action was taken. They asked if this will actually make a difference to them having more opportunities to get experience and to work. They emphasized that what they needed was action - opportunities to get involved, opportunities to work and volunteer. And that this should be the focus of the guidelines."



Section 2: Getting to know the IASC Youth Guidelines

SHOW SLIDE:
INTRODUCTION TO THE IASC YOUTH GUIDELINES

10 MINUTES



INTRODUCTION TO THE IASC YOUTH GUIDELINES

- **WHY** young people?
- **WHO** is the target audience of this guidance?
- **WHAT** is this document?
- **WHEN** should this guidance be used?
- **HOW** should organizations use this guidance?



What are you hoping to achieve with this slide?

- Participants understand why young people are the focus of the guidelines, who the target audience is, what the document is about and when and how the guidelines should be used.

Notes for delivery

- [Play video](#)
- Show slide
- Discuss why/what/when/where the Guidelines should be used.
- Ask participants if there are any questions or clarifications on these points. Explain why working with young people is important and how the Guidelines support that objective.

Supplementary notes/background knowledge

- **WHY young people?** Adolescents and youth are a vital positive force in emergency preparedness and response. They have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for adults. These IASC guidelines are not just about 'mainstreaming' the needs of young people, but about recognizing the contributions they make

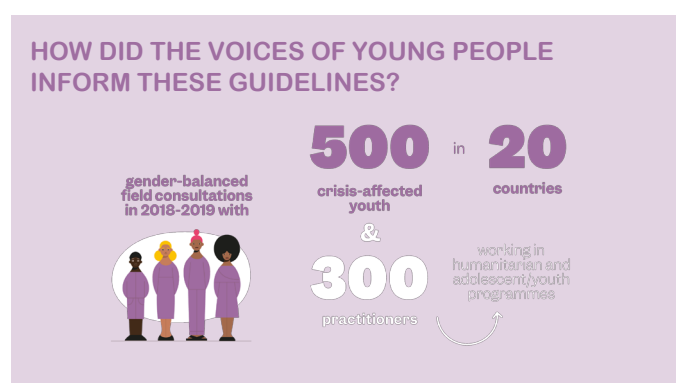
towards improving humanitarian response and programming. These guidelines address a gap in humanitarian tools, which tend to overlook young people – a specific but broad demographic with interlinked needs across multiple clusters/working groups.

- **WHO is the target audience of this guidance?** All humanitarian aid staff at the country level, including staff of civil society organizations (CSOs; including disabled persons organizations), local and national NGOs, government agencies, international NGOs, Red Cross and Red Crescent Societies, and United Nations agencies. These actors should consult and work closely with young people and with youth-led organizations and networks to apply the guidelines. Other stakeholders, such as private sector firms and aid donors, will also find this guidance useful as they support the work of these implementers.
- **WHAT is this document?** It provides a framework for working with and for young people throughout the HPC, complete with tips, examples and case studies. In addition, humanitarian actors can use this guidance as a reference to design programmes that respond to their context.
- **WHEN should this guidance be used?** In all phases of humanitarian action (to inform disaster risk reduction, preparedness, response, transition and recovery), in the context of both rapid-onset and slow-onset emergencies, for natural hazards, conflicts, protracted crises, and during refugee and internal displacement situations, as well as in peacebuilding contexts.

→ HOW should organizations use this guidance?

A core set of principles is presented, which should be applied to humanitarian programmes for young people across differing humanitarian contexts, keeping in mind that the approach should always first be adapted to the local context, to ensure practical and cultural appropriateness. These guidelines can

be applied to lay the groundwork when developing good humanitarian programmes for adolescents and youth that will do no harm. For example, there is information on the importance of training staff on functional referral pathways before they engage with young people.



SHOW SLIDE: HOW DID THE VOICES OF YOUNG PEOPLE INFORM THESE GUIDELINES?

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the consultative process of the IASC Youth Guidelines.

- In total, the responses of approximately 500 youth and 300 practitioners were recorded, consolidated and incorporated into this guidance.

Notes for delivery

- After watching the video from the previous slide, reiterate to participants that the development of the guidelines was a three-year process that included a series of gender-balanced field consultations (in-person and online) held during 2018 and 2019 with a combined total of more than 500 crisis-affected youth. Workshops were subsequently held with practitioners working in humanitarian and adolescent/youth programmes, including United Nations agencies, clusters and NGOs.
- Highlight the active participation of adolescents and youth in the development of the Guidelines, going into the extensive and gender-balanced consultations held with young people.
- The youth participants were from more than 20 countries across the globe: Afghanistan, Brazil, Chad, Ecuador, Egypt, El Salvador, Ethiopia, the Gambia, Indonesia, Iraq, Jordan, Kenya, Malaysia, Mexico, Nepal, Nigeria, Peru, the Syrian Arab Republic (online consultation), Turkey, United States, and Venezuela, among others.

Supplementary notes/background knowledge

- The participants were given a draft of these guidelines as a basis for discussion and feedback, and a youth-friendly consultation toolkit was used for the youth consultations. Many targeted requests for individual feedback were also sent via email to focal points across clusters/working groups and to specialists in adolescent and youth programming.
- The Major Group for Children and Youth were major contributors to ensuring young people's recommendations were consolidated into these final guidelines. Mercy Corps and the Capstone student team from Columbia University, New York, were the first to validate the IASC draft guidelines in the field. Workshops and interviews were conducted in Nepal with young people and humanitarian workers, reflecting on the engagement of young people during the 2015 earthquake response. Key findings and recommendations were incorporated into these guidelines: [Engaging Young People in Humanitarian Response: From Compact to Guidelines to Action in Nepal](#), Columbia University and Mercy Corps, 2019. The Capstone Programme is a core requirement for students in selected master's degree programmes at the University of Columbia's [School for International Policy and Affairs \(SIPA\)](#).



ENERGISER

Sociograms
Move around
the room and
stand according
to the groupings

**SHOW SLIDE:
ENERGIZER**

5 MINUTES



What are you hoping to achieve with this slide?

- Facilitators increase the energy level of participants by engaging them in an activity. Having fun and laughter can boost participants' attention level, stimulate creativity and break down any barriers between people and/or the topic of the training.

Notes for delivery

- In-person: Allow participants to interact and get to know one another. A series of questions will be asked in the next slides where participants can share more about themselves. Ensure space is set up to allow for movement.

- Online: Participants should come prepared with their Online Learning Platform accounts, such as a Padlet, Miro or Google account (depending on which platform will be used). Ensure participants have, and are logged into, their Online Learning Platform accounts before starting.
- Share the Online Learning Platform link that you have created to access the following slides. The sample slides below are images of Miro boards that can be replicated on Google Jamboard, Padlet or any similar online interface.



**SHOW SLIDE:
YOUR EXPERIENCE WORKING
WITH YOUNG PEOPLE**

10–15 MINUTES



What are you hoping to achieve with this slide?

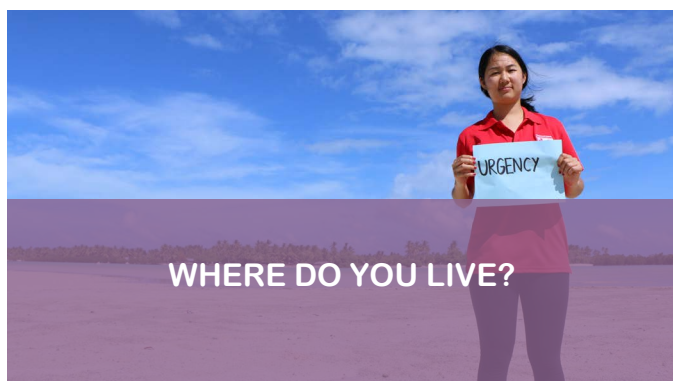
- Participants interact and get to know one another.

Notes for delivery

- In-person: Ask participants to organize themselves in a line from who has worked with young people the longest amount of time to the least. Ask participants who have worked with youth the longest to briefly reflect on their experiences.

- Online: Create a sticky note on the Online Learning Platform (Miro, Google Jamboard or Padlet) and place it along the timeline according to the number of years you have worked with young people.

Then ask participants to do the same. Ask participants who have worked with youth the longest to briefly reflect on their experiences.



SHOW SLIDE:
WHERE DO YOU LIVE?

10 MINUTES



What are you hoping to achieve with this slide?

- Participants interact and get to know one another.

Notes for delivery

- In-person: Ask participants to group themselves according to the region/province/city they currently work/live in.
- Online: Populate the next Online Learning Platform board (Miro board, Google Jamboard or Padlet) (divided by region of the world) with sticky notes listing your home city and country.
- Ask the participants to place a sticky note on the Online Learning Platform board (Miro board, Google Jamboard or Padlet) to show where they currently live.
- Divide the Online Learning Platform board (Miro board, Google Jamboard or Padlet) into four quadrants and assign a designated 'place' per quadrant. For example, all participants living in the city where the training is being held will be in quadrant 1, all participants living in other parts of the country will be in quadrant 2, all participants living in other parts of the region will be in quadrant 3, and all participants living in other parts of the world will be in quadrant 4. Alternatively, a world map placed on the Online Learning Platform board (Miro board, Google Jamboard or Padlet) would also be a good option.



SHOW SLIDE:
ARE YOU A YOUNG PERSON?

5 MINUTES



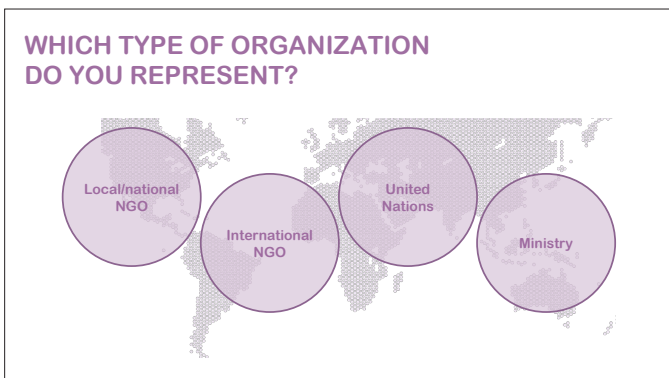
What are you hoping to achieve with this slide?

- Participants interact and get to know one another.

Notes for delivery

- In-person: Divide the room into two sections, ask participants who are young people to stand in one section and those who are not to stand in another.

- Online: On the next Online Learning Platform board (Miro board, Google Jamboard or Padlet), label a sticky note with your name, and place it on either end of the continuum. Ask the participants to place a sticky note of their names on the Online Learning Platform board (Miro board, Google Jamboard or Padlet) indicating whether they are a young person or not.



SHOW SLIDE:
WHICH TYPE OF ORGANIZATION DO YOU REPRESENT?

10 MINUTES



What are you hoping to achieve with this slide?

- Participants interact and get to know one another.

Notes for delivery

- In-person: Divide a flip chart into four sections and assign a designated space for type of organization per quadrant, for example, all participants from local/national NGOs in quadrant 1, all participants from United Nations agencies in quadrant 2, all participants from international NGOs in quadrant 3,

and all participants from government ministries in quadrant 4.

- Ask the participants to place a sticky note of their names on the flip chart board according to the type of organization they represent.
- Online: Ask the participants to place a sticky note of their names on the Online Learning Platform board (Miro board, Google Jamboard or Padlet) according to the type of organization they represent.

- Divide the Online Learning Platform board (Miro board, Google Jamboard or Padlet) into four quadrants and assign a designated space for the organization per quadrant. For example, all participants from local/national NGOs in

quadrant 1, all participants from United Nations agencies in quadrant 2, all participants from international NGOs in quadrant 3, and all participants from government ministries in quadrant 4.

ICEBREAKER: FIND SOMEONE IN THE ROOM WHO:

- ...travelled to attend this training (from where?)
- ...works directly with young people (in which role?)
- ...can name an example of a success story of an adolescent and youth programme (what was it?)
- ...has an interesting hobby or personal interest (what is it?)
- ...has attended a workshop about young people before (what was it?)



SHOW SLIDE:
ICEBREAKER: FIND SOMEONE IN THE ROOM WHO...

15 MINUTES



What are you hoping to achieve with this slide?

- Participants interact and get to know one another.

Notes for delivery

- In-person: For 5 minutes, turn to the person sitting next to you and introduce yourself with one of the following additions:
 - Where are you from?
 - Do you work directly with young people (in which role?)
 - Can you name and describe an example of a success story of an adolescent and youth programme?
 - Tell us about a hobby or interest of yours!
 - Have you previously attended a workshop on youth? What was it like?

- Online: Moderator should go down the Zoom (or Microsoft Teams or any other platform that you are using) list of participants to ensure everyone in the training has a turn. Introduce yourself with one of the following additions. Choose 5–10 participants to answer one of these questions, remaining participants can do this in the chat box.

- Where are you from?
- Do you work directly with young people (in which role?)
- Can you name and describe an example of a success story of an adolescent and youth programme?
- Tell us about a hobby or interest of yours!
- Have you previously attended a workshop on youth? What was it like?

TRAINING OBJECTIVES

1. Understand the IASC Youth Guidelines
2. Identify potential opportunities and challenges in a country context with regards to programming with and for adolescents and youth
3. Support the understanding of M&E tools when programming with and for adolescents and youth in humanitarian action
4. Develop concrete workplans to strengthen programming in specific contexts



**SHOW SLIDE:
TRAINING OBJECTIVES**

10 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the objectives and the facilitator understands the expectations and objectives of the participants.

Notes for delivery

- Present the objectives and expectations of the training. It is important that the participants have a clear understanding of the structure and content of the training. Ask the participants if they have any additional objectives they would like to cover during the training.
- In-person: Write additional objectives and expectations on a flip chart.

- Online: Record any additional objectives and expectations on the Online Learning Platform (Miro board, Google Jamboard or Padlet)/Document. Remember to share the screen so participants can see the additions. Participants may also opt to write their suggestions via the chat function of the platform.
- Highlight that the training is participatory and practical. Encourage participants to share their experiences and draw from these experiences for examples or questions. For online, encourage participants to also use the chat box for sharing experiences and questions.
- Highlight that the aim of this training is to have a good understanding of the IASC Youth Guidelines, to integrate the Guidelines into their humanitarian programmes and to operationalize them in the field.

AGENDA – DAY ONE

Duration	Session	Activities – Day One
70 min	1	Welcome and Introduction
65 min	2	Understanding Adolescents and Youth & Key Principles of the IASC Youth Guidelines
15 min		Break
60 min	3	Meaningful Participation
60 min		Break
90 min	4	Cross-sectoral Engagement through the Humanitarian Programme Cycle
15 min		Break
60 min	5	Panel Discussion: Programming with / for Young People

**SHOW SLIDE:
AGENDA – DAY ONE**

2 MINUTES



What are you hoping to achieve with this slide?

- Introduce the agenda for Day One

Notes for delivery

- Adjust the agenda according to the design of the training.
- You may opt to include an agenda at the beginning of every training session.



**SHOW SLIDE:
LET'S AGREE SOME GROUND
RULES FOR OUR TRAINING**

10 MINUTES



What are you hoping to achieve with this slide?

- With participants, agree on the ground rules for the training

Notes for delivery

- In-person: Ask participants to share any 'ground rules' that they might like to establish during the training. This is essential to ensure that the training runs smoothly. Add or adjust rules as needed throughout the training.
- Write the suggested ground rules on a flip chart, to remain available throughout the training.
- Online: The facilitator should record ground rules in an Online Learning Platform board (Miro board, Google Jamboard or Padlet)/Document and use the 'Share Screen' function of the platform to share with all participants. Participants may also opt to type their suggestions via the chat function.

Supplementary notes/background knowledge

Tips for setting ground rules:

- Ground rules might include: turn off/silent mobile phones, respect time (start/end on time), respect all participants and facilitators, listen while others are speaking, participate.

- It is also possible to add a flip chart (or if online, a shared document such as Google Doc or via Online Learning Platform board) beside the ground rules to act as a 'parking lot'. The parking lot will be used to record questions that are not directly relevant to the topic being discussed. These questions can be addressed in the later part of the training or could be assigned as homework.



**SHOW SLIDE:
WHAT ARE YOUR EXPECTATIONS
FOR THE TRAINING?**

10 MINUTES



What are you hoping to achieve with this slide?

- Understand participants expectations for the training

Notes for delivery

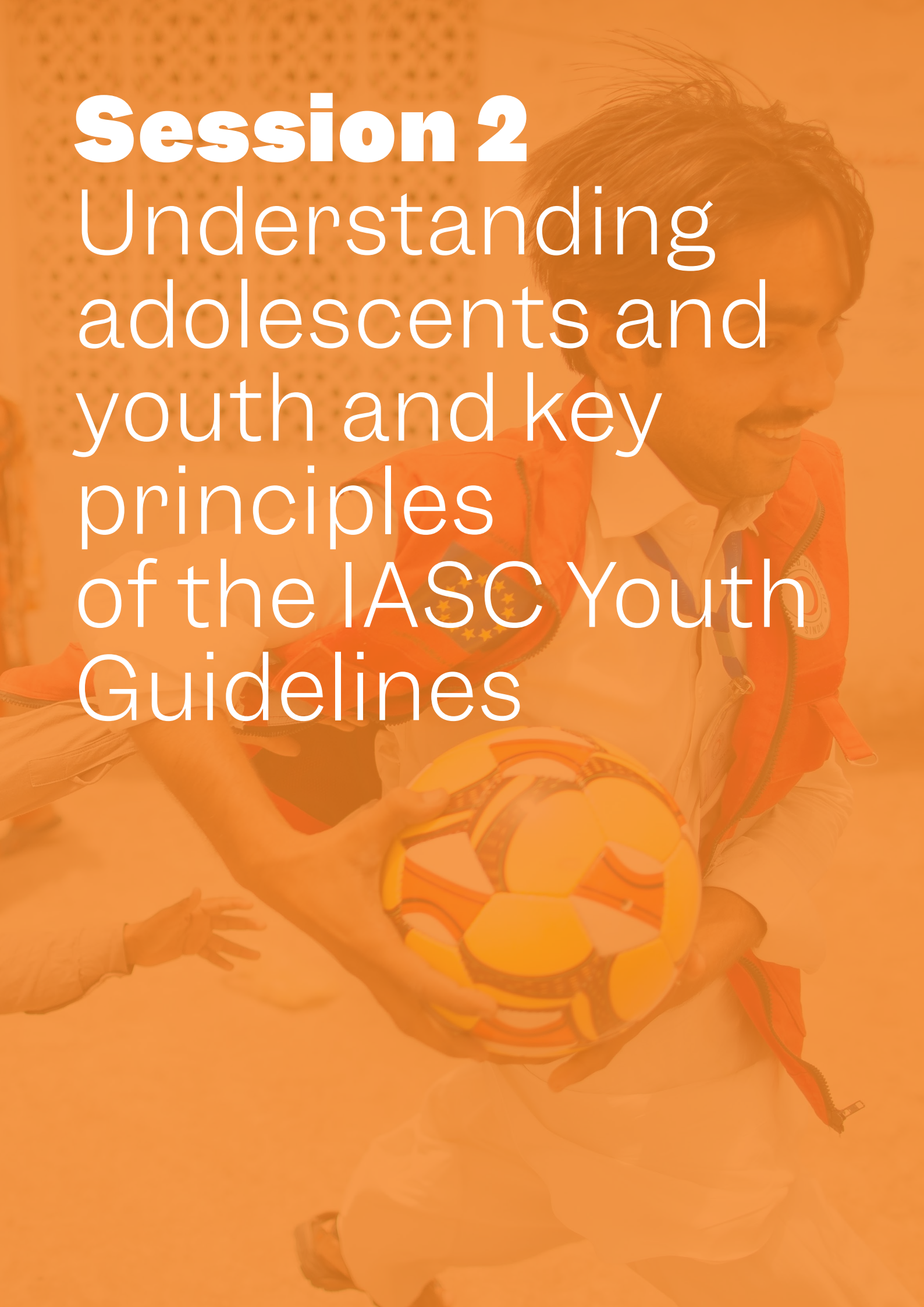
- In-person: Ask participants what they expect from the training in general and specifically from that day/training session. These expectations can be compared with the training objectives previously presented. If gaps are identified, express that these will be discussed with the organizations leading the training and, if possible, will be addressed at the end.
- Online: The facilitator may opt to use different shared online boards, such as Zoom whiteboard, Online Learning Platform board (Miro board, Google Jamboard or Padlet), for participants to type or draw their expectations for everyone to share (remember to take notes/a screenshot to share later). Another option could be to create a word cloud via Mentimeter, which provides a visual that can be shared with participants post-training – see www.mentimeter.com/features/word-cloud.

Supplementary notes/background knowledge

- It is also possible to add a flip chart (or if online, a shared document such as Google Doc or via Online Learning Platform board) beside the ground rules for a 'parking lot'. The parking lot will be used to record questions that are not directly relevant to the topic being discussed. These questions can be addressed in the later part of the training or could be assigned as homework. To understand more about using parking lots in training, see [What is the Parking Lot workshop tactic?](#)

Session 2

Understanding
adolescents and
youth and key
principles
of the IASC Youth
Guidelines

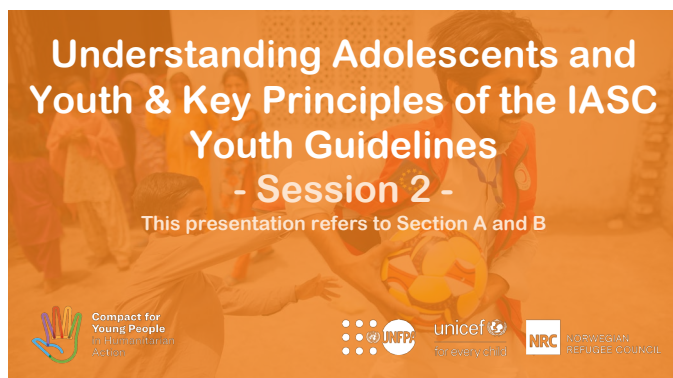




Session 2: Understanding adolescents and youth and key principles of the IASC Youth Guidelines

LENGTH	100–115 minutes	
OVERVIEW	This session covers the definition of adolescents, youth and young people, to better understand the demographic.	
OBJECTIVES	<ol style="list-style-type: none"> 1. Participants understand the definitions of young people. 2. Participants can identify trends and issues facing young people in their region. 	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary	Zoom link sent to all participants
MATERIALS	Training Session 2 Presentation, flip chart, markers	Training Session 2 Presentation, Online Learning Platform (Miro board , Google Jamboard or Padlet) Template

Opening remarks



SHOW SLIDE:
**UNDERSTANDING ADOLESCENTS
AND YOUTH & KEY PRINCIPLES OF THE
IASC YOUTH GUIDELINES**

1 MINUTES



What are you hoping to achieve with this slide?

→ Introduce facilitators and welcome participants



"There needs to be a stronger emphasis on technology - we haven't had any experience using technology – and when thinking about programmes for young people, learning these skills are very important."

**NRC consultations with young people,
Jalalabad, Eastern Afghanistan**

Section 1: Definition of adolescence and youth

QUESTION 1

What do **YOU** understand by adolescents and youth?



SHOW SLIDE:
QUESTION 1: WHAT DO YOU UNDERSTAND BY ADOLESCENTS AND YOUTH?

10–15 MINUTES



What are you hoping to achieve with this slide?

- Help participants to start building empathy for young people by reflecting on their own experiences.
- This exercise should help to transition participants into a mode of putting themselves in the shoes of others, which will be important for the rest of the training. 'Putting yourself in someone's shoes' means to imagine oneself in the situation or circumstances of another person, to understand or empathize with their perspective, opinion, or point of view.

Notes for delivery

- To start the session, take participants back to when they were an adolescent (ages 10–19 years), by asking them to remember their lives at that time. Ask participants to close their eyes (if they wish/if it is culturally appropriate). Prompting statements may include:
 - Remember the days of your adolescence/youth.
 - Your experiences of playing with friends, going to school, asking permission from your guardian/parents when you want to do something.
 - What were the issues you had back then? How was it addressed? How did you feel adults treated you?
- For in-person and online: participants can share their reflections in plenary, or via the chat function of the online platform.



SHOW SLIDE: DEFINITIONS FROM THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD AND FROM UNESCO



10-15 MINUTES

What are you hoping to achieve with this slide?

- To get participants talking about United Nations and United Nations Educational, Scientific and Cultural Organization (UNESCO) definitions of adolescents, youth and young people, and how these are different to their own definitions from the previous slide.
- Note (when facilitating the discussion) that:
 - the definitions are based on statistical ranges and cultural markers, therefore it is important to learn about the context in which 'youth' is defined.
 - If there is a country-specific definition of adolescents, youth, and young people, make sure to also include it in the presentation.
 - Stress that youth is more than just an age group, but a period of transition from childhood to adulthood.

Notes for delivery

- Get participants to read the slide and decide whether their opinions from the previous slide were different from the definitions on this slide. If so, why?
- Allow a maximum of 5 minutes for silent reading.
- In-person: share with a partner for 3–4 minutes, then share in a group discussion (do a think-pair-share activity).
- Online: ask for any ideas from the group one by one and discuss.

Supplementary notes/background knowledge

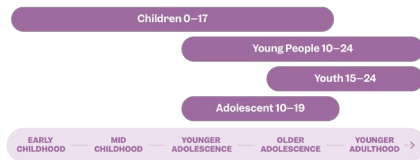
Adolescence is a transitional phase from childhood to adulthood and is a period during which various changes are observed. In many cultures, adulthood and childhood are defined not by age, but by achieving a certain status in society – often linked to milestones such as marriage, having children, or becoming a property owner. Because of these social definitions, while an unmarried 35-year-old may still be considered a 'young person', a child soldier, child labourer, teenage wife/mother, or orphan can take on an adult role as young as 10 years of age.

Especially in humanitarian settings, where displacement or conflict have prolonged the period of transition to adulthood (e.g., by delaying education, employment or marriage), young people's lives are put on hold. Youth, therefore, is sometimes defined as 'waithood', a prolonged period of suspension between childhood and adulthood, when young people are no longer children, but are not yet regarded as adults.

For further explanation, see [Defining terms: Adolescents, youth and young people](#) on p.20 in the IASC Youth Guidelines.

DEFINING TERMS

These IASC guidelines use the term 'young people' to include adolescents and youth (ages 10–24 years, inclusive). All of these terms are mapped to ages in *Figure 2*, including the distinction between younger adolescents (age 10–14) and older adolescents (age 15–19).



SHOW SLIDE: DEFINING TERMS

10 MINUTES



What are you hoping to achieve with this slide?

- For participants to understand the defined age brackets for adolescents and youth, as seen on [Figure 2](#) on the slide, and to understand why it is important to know and use the definitions.

Notes for delivery

- Before revealing this slide, ask participants, "What age do you think children/younger people/youth/adolescents are?"
- Ask the group for their ideas
- Reveal the answers
- Reveal WHY this is important (see notes below)

Supplementary notes/background knowledge

The definition of a child, as formalized by the United Nations Convention on the Rights of the Child (CRC), is every human being under the age of 18. The definitions of adolescent and youth vary across countries, cultures and organizations. For statistical purposes, the United Nations defines 'youth' as being aged 15–24 years, while UNICEF and partner agencies WHO and UNFPA also define 'adolescents' as being aged 10–19 years and young people as 10–24 years of age. These two age brackets overlap, and definitions of youth have changed over time, which complicates the collection and reporting of standardized or comparable data.

These IASC Youth Guidelines use the term 'young people' to include adolescents and youth (ages 10–24 years). However, we recognize that in different countries, organizations and cultures 'youth' may be defined in different ways. It is important that participants understand these differences – be prepared as they will very likely ask.

To aid these discussions, see '[Defining terms: Adolescents, youth and young people](#)' on p.20 and '[Box 4: Suggested age groups for data disaggregation](#)' on p.21 of the IASC Youth Guidelines.



QUESTION 2

What do **YOU** perceive to be the main issues for adolescents and youth?

SHOW SLIDE:
QUESTION 2: WHAT DO YOU PERCEIVE TO BE THE MAIN ISSUES FOR ADOLESCENTS AND YOUTH?

5 MINUTES

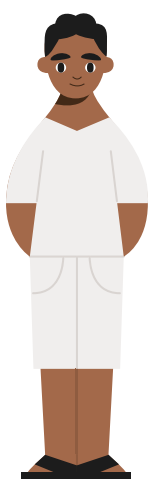


What are you hoping to achieve with this slide?

- Participants should reach a better contextual understanding of the lived experiences of the youth in their region.
- Take note of the answers and integrate or refer to them as examples throughout the training.

Notes for delivery

- Ask: What do you see as the main issues for adolescents and youth in [insert relevant country or region]?
- In-person: participants can share their answers in plenary
- Online: participants can share their answers in plenary and/or type their answers on the shared Google Document/Online Learning Platform board, or collect answers on an open-ended Sli.do board.



"You must remember that we haven't been allowed to talk as children, so we have very little experience talking in public or voicing our opinion. We're not used to it."

Section 2: Facts and figures of young people



**SHOW SLIDE:
FACTS AND FIGURES**

2 MINUTES



What are you hoping to achieve with this slide?

- Introduce this part of the session as a factual and realistic overview of adolescents and youth in general and then zoom in to their specific region.

- This part of the session aims to inform participants about the situation of and the issues faced by adolescents and youth, supported by statistics.

STATISTICS: YOUNG PEOPLE IN EMERGENCIES

- 408 million youth aged 15–29, or 23% of the global youth population, are affected by violence or armed conflict.
- 9.7 million young people aged 15–24 living in internal displacement because of conflicts, violence or disasters at the end of 2019, of those, 3.1 million under 18.
- 175 million children annually will be affected by natural hazards attributed to climate change.
- 70.8 million people have been forced from their homes, among them nearly 25.4 million refugees, over half of whom are under the age of 18.
- Internal migration peaks among those in their 20s, who often migrate to learn new skills or make the most of those already acquired.
- 225 million youth in the developing world (20% are not in education, employment or training (NEET)).
- Nearly 3 in 10 youth (aged 15–24) in countries affected by conflict or disaster are illiterate.
- Enrolment in secondary level education has risen among refugees from 23 to 24% in the past year.

**SHOW SLIDE:
STATISTICS: YOUNG PEOPLE
IN EMERGENCIES**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are aware of the facts and figures on adolescents and youth generally. By the end of the session, they should understand how young people's needs, vulnerabilities and risks are exacerbated in humanitarian and protracted crises.

Notes for delivery

- Reveal the first slide (without any of the numbers on it) and ask participants to read through each bullet and try to guess what the missing numbers are.
- Reveal the second slide, bullet by bullet, and ask the participants to guess each number before you reveal the answers.
- Facilitators may opt to add statistics from their country or region.

Supplementary notes/background knowledge

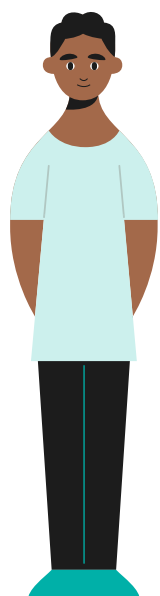
In a globalized world shaped by concerns about terrorism, transnational crime and extremist violence, stereotypes often frame young people as a problem to be solved and a threat to be contained. These assumptions have fuelled ‘policy panic’, particularly as it relates to the ‘youth bulge’, youth migration and violent extremism. This skews youth responses towards hard security approaches, ignoring the fact that most young people are not involved in violence.

How young people are supported to transition through humanitarian crises – across gender, ethnicity, nationality, disability, education, class, and so on – will have a lasting impact not only on the disaster recovery process, but also on the future of humanity. Investments are needed to build institutional capacity for working with young people, strengthen their human capital, improve their employment prospects, and promote youth-inclusive governance and human rights.

See [Making the case: Key advocacy messages](#) on p.22 of the IASC Youth Guidelines.

Useful websites for statistics on adolescents and youth (can be used to update the slides in this section so they reflect the facts and figures for a particular region):

- Use www.youthpolicy.org as a starting point and check the country factsheets online
- Look for up-to-date statistics at the original source (e.g., many figures on youthpolicy.org are from UNESCO – <http://uis.unesco.org/>).
- World Bank – e.g., <https://data.worldbank.org/country>
- International Labour Organization Youth Labour Statistics - e.g., <https://ilostat ilo.org/topics/youth/>
- UNDP human development report country profiles - <http://hdr.undp.org/en/countries> - includes education, early marriage, youth not in education/employment/training, demography includes median age.
- Where large scale data is not available specific to youth – which is often the case – focus in on a key theme (e.g., education, employment) to try to get some data analysis.
- Consider grey literature (United Nations/NGO assessments) for contextual data to complement, depending on what is required.



Young people asked for these Guidelines to include a section on peacebuilding. Young people can be peacebuilders, especially since they have been personally affected by wars. Young refugees can be moderators in their community, whether in their host country or in their country of origin.

Key issues - facing young people in [insert your region here]

- insert issue 1
- insert issue 2
- insert issue 3



SHOW SLIDE: KEY ISSUES - FACING YOUNG PEOPLE IN THE REGION

10 MINUTES



What are you hoping to achieve with this slide?

- Discuss/confirm issues specific to youth in your region with participants to emphasize issues faced by adolescents and youth. Issues will differ from one place to another, but common themes include: violence, protection, discrimination, unemployment, Not in Education, Employment or Training (NEET), issues specific to adolescent girls, political/social/economic exclusion, inequality and inequity, and access to services and opportunities.

Notes for delivery

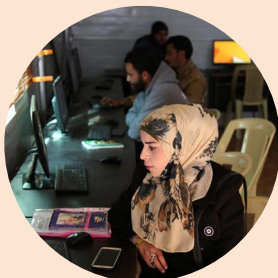
- Prepare the bullet points to reflect the issues in your region (see ideas below)
- Ask participants whether they agree with the bullet points on the slide
- Are there more points? Engage with participants and get to the heart of the issues in the region.

Instructions for slide editing (the workshop facilitator is required to edit this slide):

- TITLE: Insert target region into the title of the slide
- BULLETS: Use this space to consider key issues facing young people as a demographic group in the region where the training is taking place. Consider:
 - rates of young people NEET
 - political/social/economic exclusion
 - inequality and inequity
 - access to services
 - unemployment
 - access to education
 - violence, harmful practices, protection

WHY IS THIS IMPORTANT?

- Investing in young people **breaks cycles of poverty, violence and discrimination** that pass from one generation to the next
- Benefits are enjoyed through generations** - the present, into adulthood and also by the next generation
- Adolescence, specifically ages 9–14, represents a **'second window of opportunity'** for nurturing rapid learning and brain development
- Growing research shows brain development still happening into your early 30s



SHOW SLIDE: WHY IS THIS IMPORTANT?

10 MINUTES



What are you hoping to achieve with this slide?

- Participants understand why working with and for young people is important.
- Participants understand that important developments are still taking place at this age – both as an adolescent, but also as a youth and into the early 30s.

Notes for delivery

- Ask participants why they think this kind of information is important? (Reveal title only)
- Reveal bullet points one by one – and ask participants why that point is important for the region (before moving on to reveal the next bullet point and ask/discuss the same question)

Supplementary notes/background knowledge

Targeted investment in health, education and skills and the promotion of gender equality for this large population of young people can contribute towards a 'demographic dividend'. 'Dividend' here means considerable social and economic growth resulting from a shift of the size of a population, such as youth. Benefits for young people can be enjoyed in the present, into adulthood and by the next generation – their children.

Young people experience major changes when transitioning from childhood to adulthood, in all aspects of life. Advances in neuroscience reveal that the adolescent brain is still a work in progress, offering a crucial **second window of opportunity** to influence the development of children in their second decade of life. **A growing body of research** shows that people do not become fully 'adult' until they are in their 30s, showing a much more nuanced transition that takes place over three decades.

See **Making the case: Key advocacy messages** on p.22 of the IASC Youth Guidelines.

Section 3: Making the case

HOW DO WE MAKE THE CASE FOR WORKING WITH YOUNG PEOPLE?

- Young people's fundamental rights
- Often overlooked, seldom acknowledged
- Differentiated needs
- Adolescent girls and young women

**SHOW SLIDE:
MAKING THE CASE: YOUNG PEOPLE IN
EMERGENCIES**

15-20 MINUTES



What are you hoping to achieve with this slide?

- The understanding that, if you are going to make the case for working with youth, to authorities, your own agency (internally), with partners, and with donors, the points on this slide will help you to advocate for increased investment and attention to young peoples' needs and capacities.

Notes for delivery

- Reveal the title only and ask participants, "How can we convince authorities, your own agency (internally), partners, or donors, that we need more investment in working with youth? What are the arguments? How would you pitch? How would you convince them to hand over funding?"
- Depending on time, activities could include:
 - A quick breakout room (online) or small group discussion (in-person) and ask groups to put forward their arguments
 - Extend this and make it more like a full pitch to an investor
 - If time is running short, simply share answers in the group
 - THEN reveal the answers on the slide.

Supplementary notes/background knowledge

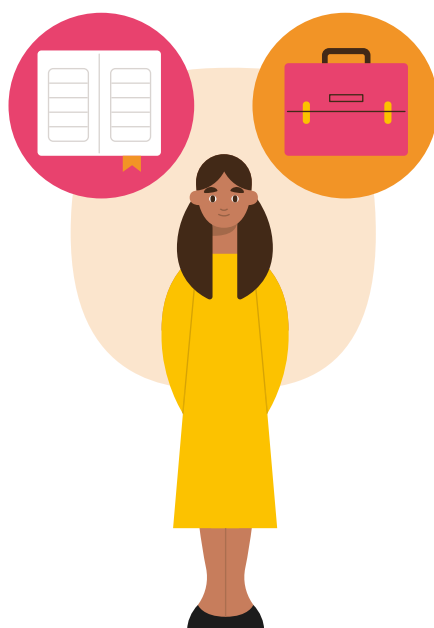
- **Young people's fundamental rights:** There are a series of normative frameworks that guide work with young people:
 - General Comment No. 20 (2016) by the Committee on the Rights of the Child
 - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
 - Convention on the Rights of Persons with Disabilities (CRPD)
 - Sendai Framework for Disaster Risk Reduction 2015–2030 (the Sendai Framework)
 - 2019 United Nations Human Rights Council Resolution on the right to education.

The Global Compact on Refugees also refers to youth and highlights the importance of their meaningful participation. International humanitarian law and refugee law enshrine the right to access to life-saving services for sexual and reproductive health and the right to access to prevention and response services for gender-based violence.

- **Often overlooked, seldom acknowledged:** A sense of exclusion is widespread among young women and young men across the globe. This may be especially true of those in humanitarian disaster settings, where their vulnerabilities are heightened, their concerns are rarely heard, and their needs rarely prioritized. Humanitarian actors have often, perhaps unwittingly, contributed to the exclusion of young people by failing to involve them in decision-making and processes that affect their lives.
- **Differentiated needs:** Young people and their needs vary across ethnic identity, disability and other characteristics related to diversity and context.
- **Adolescent girls and young women:** Even outside the context of a humanitarian crisis, the 'starting point' for girls and young women is far behind that of their male peers.

For more on these key advocacy messages see [Making the case: Key advocacy messages on working with and for young people in humanitarian action](#) on p.22 of the IASC Youth Guidelines.

"Invest in youth education that tackles employability skills."



NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordanian young people in Jordan

Section 4: Key principles

Key Principles for Programming With & For Young People in Humanitarian & Protracted Crises

- Youth as positive assets and rights-holders
- Meaningful Participation
- Giving away power
- Commitment
- Equity, non-discrimination and inclusion
- Accountability
- Do No Harm
- Safeguarding



SHOW SLIDE:
KEY PRINCIPLES FOR PROGRAMMING
WITH & FOR YOUNG PEOPLE IN
HUMANITARIAN & PROTRACTED CRISES



20 MINUTES

What are you hoping to achieve with this slide?

- Participants become familiar with the eight Key Principles of the IASC Youth Guidelines.

Notes for delivery

- Ask the participants to define each principle.
 - If time is limited, each small group could be given one principle to discuss as advised below, before coming back into plenary.
- Discuss if they apply any of the principles in their current work – why and why not?
- Ask the participants if they would be able to apply the principles and if not, why.
- Ensure that participants have time to ask questions.
- Collect answers on a Google doc (or other interactive document) – this is a core source of information to prepare the group for Action Planning in Session 7.
- In-person: participants can share their answers in plenary.
- Online: participants can share their answers in plenary and/or type their answers on the Shared Google Document/ Online Learning Platform board.

Supplementary notes/background knowledge

- **Youth as positive assets and rights holders** is about acknowledging young people as positive assets and rights-holders rather than 'a problem to be solved' or 'a threat'. YouthPower's '[Positive Youth Development Framework](#)' provides more information on this approach.
- **Meaningful participation** throughout a programme's cycle. Young people participate in planning, implementation, monitoring and evaluation not only to make the programme more sustainable and relevant, but because participation is a basic right.
- **Giving away power** by partnering with young people. Adolescents and youth are partners, not simply beneficiaries. This requires a shift in thinking and ceding a significant amount of control to young people themselves. This principle is often forgotten by humanitarian practitioners but is crucial to creating effective partnerships with young people.
- **Commitment** from organizations to, at a minimum, collecting sex- and age-disaggregated data based on the age bracket recommendations in these guidelines and to ensuring representation in the humanitarian cluster/sector system and refugee coordination.
- **Equity, non-discrimination and inclusion** break down barriers to participation. Within the broad age range of adolescents and youth (i.e., young people aged 10–24 years) lies a rich variety of needs and interests by age, sex, gender identity, sexual orientation, disability, socioeconomic status and many other characteristics and demographic variables.

- **Accountability** to include the views and contributions of young people. See p.58 of the IASC Guidelines, '[Box 11: Accountability to affected young people](#)', in Section C.
- **Do no harm:** Sensitivity to divides and inequities among young people and their communities so participation does not put young people at risk. Participation should not put young people, especially girls, at risk of backlash from the family or community, or from other young people. Many may have suffered trauma; facilitators must be equipped to refer them to specialized services and must pay particular attention to the potential for harm among those living in vulnerable situations.
- **Safeguarding** is defined as all actions taken by organizations to protect their personnel from harm and from harming others. Humanitarian agencies should have a safeguarding policy in place. All staff, volunteers (including young people) and partners (local or international, public or private entities) must sign a code of conduct demonstrating their understanding and adherence to critical guidelines that safeguard beneficiaries and must be trained in Protection from Sexual Exploitation and Abuse. Additionally, humanitarian actors must have safeguarding systems in place.

For further detail see [Key Principles](#) on p.33–36 of the IASC Youth Guidelines.

INCLUDE REGIONALLY-SPECIFIC RESOURCE HERE

**SHOW SLIDE:
INCLUDE REGIONALLY SPECIFIC
RESOURCE HERE**

**5–10 MINUTES,
DEPENDENT ON TIME AVAILABLE AND
THE COMPLEXITY OF THE EXAMPLES**



What are you hoping to achieve with this slide?

- Inspire participants by sharing good practice from your region or country by including country or regionally specific resources on the last slide to strengthen the case for meaningful participation of young people. This can be a case study, videos, or any other media.
- By sharing contextually relevant research, examples and case studies, participants can see that these good practices are also applicable to their work.

Notes for delivery

- If possible, use an example from one of the participating organizations by asking participants to submit suggestions of good practice beforehand. Be clear with participants that there might not be time to share all submissions.
- If you do not receive submissions, refer to the wide range of examples provided in [Section C, D and E](#) of the IASC Youth Guidelines. These sections provide tips and case studies on adolescent- and youth-responsive programming across different sector-specific entry points and in different regions.



**SHOW SLIDE:
QUESTIONS AND COMMENTS**

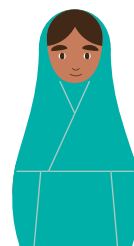
AS LONG AS NECESSARY



→ Open the floor for questions and comments from the participants.

→ Online: ask participants to unmute or use the chat function.

"These guidelines need to include the importance of housing for young people."



**UNFPA consultations with Syrian refugee
adolescents & youth in Ankara, Turkey**

Session 3

Meaningful participation





Session 3: Meaningful participation

LENGTH	170–185 minutes	
OVERVIEW	This session unpacks meaningful participation in humanitarian and protracted crises settings.	
OBJECTIVES	Participants will better understand meaningful participation in humanitarian and protracted crises settings; they will be able to understand modes of participation, strategic areas for participation through case studies and examples in the field.	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary style (make sure that there is space for people to move around for group activity, moveable chairs and table are preferred)	Zoom link should be sent to all participants before the training.
MATERIALS	Training Session 1 Presentation, flip chart, marker, print copies of agenda and handouts, projector/screen, pen and paper (per participant).	Ensure that the Online Learning Platform board templates and links are ready before session begins.

Opening remarks



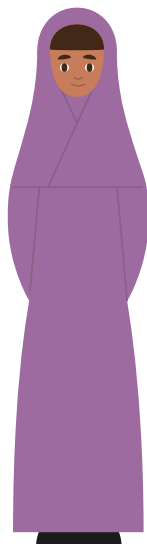
SHOW SLIDE:
MEANINGFUL PARTICIPATION

1 MINUTES



What are you hoping to achieve with this slide?

→ Introduce facilitators and welcome participants



"There needs to be more focus on feedback to young people after assessments. Young people that shared they felt let down and don't trust aid workers, because they come and speak to them about their views, but then young people don't hear from them again and they don't get the support the asked for."

NRC consultations with young women, Jalalabad, Eastern Afghanistan

Section 1: Definition of participation, engagement and empowerment

Definitions

PARTICIPATION

Can be defined as young people (individually or collectively) engaging with opportunities to form and express their view and to influence matters that concerns them directly or indirectly.

ENGAGEMENT

The rights-based inclusion of adolescents and youth in areas that affect their lives and their communities across all stages. "Engagement" is closely linked to "participation", though differs in being a broader articulation of the public-facing aspect of participation.

EMPOWERMENT

The outcome by which the target individuals, as change agents, gain the skills to impact their own lives and lives of other individuals, organizations and communities and realize/demand fulfillment of their rights.

SHOW SLIDE: DEFINITIONS

10 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the key differences between participation, engagement and empowerment, which are often confusing. Take the time needed to ensure all participants have grasped the overlapping concepts.

Notes for delivery

- Before revealing this slide, ask participants to share their definition of the three terms:

(1) participation; (2) engagement; and (3) empowerment.
- The facilitator should record the participant's definitions on a flip chart (in-person) or Online Learning Platform board (online).
- While reflecting on definitions proposed by participants, read out the definitions on the slides and compare them to the key words written on the flip chart or Online Learning Platform board.
- Ask participants to share their impressions/ thoughts on these definitions and the differences.
- In-person: facilitators can write the answers on a flip chart.
- Online: the facilitator can use Google Document/ Online Learning Platform board and the 'share screen' function of the online platform to share with all participants. Participants may also opt to type their suggestions via the chat function or via the Google Document/Online Learning Platform board directly, if the facilitator shares the link.

Supplementary notes/background knowledge

All stakeholders should focus on the engagement of young people in preparedness, response and recovery. Participation helps to ensure more age-appropriate approaches, whether they are helping to plan a sector-specific response, ensuring inclusion of marginalized groups, influencing national disaster risk reduction and climate change adaptation strategies, educating peers on protection risks and referral mechanisms, or organizing recreational activities.

This kind of participation does not happen on its own; for young people to become engaged members of their communities, they need to be acknowledged and treated as part of the humanitarian architecture and decisions that affect their lives, and the barriers to their participation must be removed.

Additional elements are worth mentioning here, such as how to overcome barriers specific to female participation. See ['Box 9: Overcoming barriers to female participation'](#) on p.43 of the IASC Youth Guidelines.

In addition, [a risk assessment tool to support safe participation](#) can be found in Annex 1 on p.192 of the IASC Youth Guidelines.

For more information on the terminologies (participation, engagement and empowerment), refer to the [UNICEF, Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement](#), or see ['Meaningful participation'](#) on p.41 in the IASC Youth Guidelines.



Section 2: Meaningful participation

MEANINGFUL PARTICIPATION

- Young people gain knowledge and skills, build competencies and gain confidence.
- Promote young people's capacities for civic engagement, collective organisation, tolerance and respect for others.
- Focus on the engagement of young people in preparedness, response and recovery.
- Ensure age-appropriate approaches, inclusion of marginalised groups, influence national strategies, educate peers on protection risks and referral mechanisms, or organise recreational activities.
- Young people are acknowledged and treated as part of the humanitarian architecture.
- Address barriers to young people's participation.

SHOW SLIDE:
MEANINGFUL PARTICIPATION

5 MINUTES



What are you hoping to achieve with this slide?

- Participants learn about the benefits of meaningful participation and the steps organizations can take to improve.

Notes for delivery

- Reveal the title. Ask participants what they think meaningful participation means – give them 30 seconds to think alone, then 2 minutes to share ideas with a partner, then 3 minutes to share ideas with the group.
- Reveal the rest of the points on the slide. Ask participants to discuss with their partners HOW they would implement the points on the slide in their workplace.
- In-person: put people in pairs or small groups and give them one or two bullet points each – they share how they could do this in their workplace, then share with the group.
- Online: as above, but use the breakout room function of the online platform for any pair or small group work. The pair or small group may use a Google Document/Online Learning Platform board to share their answers.

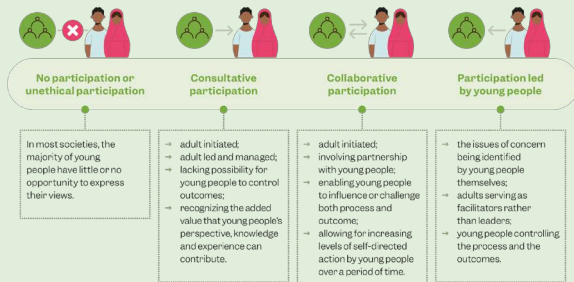
Supplementary notes/background knowledge

Meaningful participation, in accordance with ethical considerations, enables young people to acquire knowledge and skills, build competencies, dream bigger and gain confidence. It promotes young people's capacities for civic engagement, collective organization, tolerance and respect for others.

Participation does not happen on its own; for young people to become engaged members of their community, they need to be acknowledged and treated as part of the humanitarian architecture, and the barriers to their participation must be removed. Agencies should focus on the engagement of young people in preparedness, response and recovery. Their participation helps to ensure more age-appropriate approaches, whether they are helping to plan a sector-specific response, ensuring inclusion of marginalized groups, influencing national disaster risk reduction and climate adaptation strategies, educating peers on protection risks and referral mechanisms, or organizing recreational activities.

For more examples or talking points, see [Meaningful participation](#) on p.41 of the IASC Youth Guidelines.

MODES OF PARTICIPATION

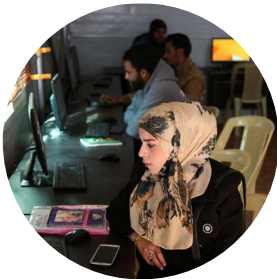


SHOW SLIDES:
MODES OF PARTICIPATION AND GUESS
THE MODE OF PARTICIPATION



15 MINUTES

Guess the Mode of Participation



EXAMPLE 1

A youth programme introduces a peer-to-peer component to engage educated youth to run educational activities with adolescent school dropouts. The Youth Educators receive training and then they make decisions on the focus and delivery of the activities.

Guess the Mode of Participation



EXAMPLE 2

A youth programme holds a ceremony for visiting guests. Field staff ask a youth participant to speak at the event and staff member writes a speech for the youth to read about how the staff member thinks youth benefit from the youth programme. The youth are not informed who the visitors are.

Guess the Mode of Participation



EXAMPLE 3

Youth establish an initiative to teach sewing to children with disabilities in the local community. The youth decide to assign roles among the group and prepare a budget and workplan. The INGO agrees to pay for the materials for a limited time.

Guess the Mode of Participation



EXAMPLE 4

A youth livelihoods team want to expand activities to a new location. The team hold a series of focus groups with youth to understand their needs, ambitions, and challenges. The team use this input to change the project design, which they then tell the youth about through feedback sessions.

What are you hoping to achieve with these slides?

- Participants understand the four modes of participation through definitions and through concrete examples.
- Participants understand that one mode is not necessarily preferred over others, as they may not be possible to apply during a humanitarian response without having first invested in youth-led preparedness.

Notes for delivery

- Show the four modes without the definitions and ask the participants to define what they mean.
- Reveal the answers and confirm/discuss the definitions.
- Show four concrete examples and ask participants to choose what form of participation they think the example fits.
- Reveal the correct answers and discuss.



Answer cheat sheet for examples 1–4:

- Example 1: Influence
- Example 2: Inform
- Example 3: Partner/Collaboration
- Example 4: Consult

Supplementary notes/background knowledge

- There are three main modes of participation: consultative, collaborative and adolescent- and youth-led. One is not necessarily preferred over the others. All three are legitimate and appropriate, but they may not always be possible to apply during a humanitarian response without having first invested in youth-led preparedness.
- Participation can range between consultation, where young people's voices are influencing decisions, to their involvement in co-designing programmes with adults, to young people fully leading their own initiatives. A thorough understanding of the local context, risks and existing referral mechanisms is required to inform decision-making about what mode of participation is appropriate, especially in the case of engaging younger adolescents.

→ Consultative participation

- adult initiated; adult led and managed; lacking possibility for adolescents to control outcomes; recognizing the added value that adolescents' perspective, knowledge and experience can contribute.

→ Collaborative participation

- adult initiated; involving partnership with adolescents; enabling adolescents to influence or challenge both process and outcome; allowing for increasing levels of self-directed action by adolescents over time.

→ Adolescent or youth-led participation

- the issues of concern being identified by adolescents themselves; adults serving as facilitators rather than leaders; adolescents controlling the process and the outcomes.

For excellent examples of the different modes of participation, see [Meaningful participation](#) on p.41 of the IASC Youth Guidelines.

Also consider examples from the UNICEF toolkit, [Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement](#), or from the UNHCR [Toolkit for consulting with youth](#).

SHOW SLIDES:
MODES OF PARTICIPATION AND STRATEGIC AREAS
FOR MEANINGFUL PARTICIPATION

15–20 MINUTES



MODES OF PARTICIPATION

- Should young people be able to voice their views and have access to safe spaces and responsive?
- Why or why not?
- What's the benefit and consequences of being able to or not being able to?



Why do we focus on these strategic areas for meaningful participation?

-  **STRATEGIC AREA 1:**
Influencing law and policy
-  **STRATEGIC AREA 2:**
Building skills and capacities
-  **STRATEGIC AREA 3:**
Addressing social norms
-  **STRATEGIC AREA 4:**
Supporting mechanisms and opportunities for participation

What are you hoping to achieve with this slide?

- Participants understand that young people need to be able to voice their views and to have access to safe spaces and responsive audiences.
- Participants understand that meaningful participation requires investment in addressing social norms, implementing laws and policies, building skills and capacities of both young people and adults, and creating sustainable mechanisms and opportunities for participation.

Notes for delivery

- Ask participants: “Should youth be able to voice their views and have access to safe spaces and responsive audiences? Why or why not? What are the benefits and consequences of being able to voice their views, or not?”
- If there is time, break into small groups to discuss (breakout rooms online, or small groups in-person).
- Ask participants: “Why do we focus on these strategic areas for meaningful participation? What are the benefits and consequences of investing or not investing into these strategic areas?” Explain that subsequent sessions will go deeper into these areas, but that at this point we want to brainstorm what we think they mean and why they are important.
- Again, if there is time, break into small groups to discuss (breakout rooms online, or small groups in-person).
- For the following slides, present a case study for each strategic area to illustrate the guidelines previously presented. Invite participants to share their own case studies as well.

STRATEGIC AREA 1: Influencing laws and policies



Development and humanitarian actors need to advocate with governments for law and policy reform and budget allocations that are responsive to the needs of young people and rooted in their participation.

Adolescent- and Youth-led Advocacy:

- Humanitarian actors should work to ensure that young people and decision-makers are 'at the table' together.
- Young people can also be supported into positions of leadership

SHOW SLIDE: STRATEGIC AREA 1: INFLUENCING LAWS AND POLICIES

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand that current laws and policies rarely recognize the specific needs and rights of young people, budget allocations remain inadequate to provide the services they require, and the socioeconomic and political context may exclude them.
- Participants understand that young people's participation in advocacy increases their visibility, but to be sensitive to do no harm principles as this participation can bring them into conflict with entrenched interests, including local authorities.
- Participants are aware that findings from global youth consultations can be used to inform legislation and policy and that a summary of these can be found in the IASC Youth Guidelines.

Notes for delivery

- Ask participants to read the slide and discuss any points that were different to the group brainstorming activity on WHY the five strategic areas are important (see previous slide, 'Strategic areas for meaningful participation').
- Ensure the points in the 'What are you hoping to achieve with this slide?' section above are covered.
- Move on to the Case Study.

Supplementary notes/background knowledge

Young people, particularly girls and young women, should be supported to discuss and understand any potential negative repercussions from their participation in advocacy and in influencing legislation and policies. Families and local leaders should be

engaged to understand and support the goals of any programme for adolescents and youth. Working with youth coalitions, rather than with individuals, may help young people feel more protected.

Strategic area 1: Influencing law and policy

Law and policy do not often recognize the specific needs and rights of young people; budget allocations remain inadequate to provide the services they require; and the socioeconomic and political context may exclude them. Development and humanitarian actors need to advocate with governments for law and policy reform and budget allocations that are responsive to the needs of young people and rooted in their participation. Findings from global consultations such as the [Global Compact for Young People in Humanitarian Action](#), the [United Nations Secretary-General's Youth Strategy 2030](#), and the [Global Refugee Youth Consultations](#) can be used to inform legislation and policy at all levels.

Adolescent- and youth-led advocacy

Young people are powerful advocates for their own rights and needs, particularly when provided with relevant channels through which to contribute. Humanitarian actors should work to ensure that young people and decision-makers are 'at the table' together. Young people can also be supported into positions of leadership, for example through youth parliaments.

Additional mechanisms for young people in advocacy and leadership can be found in the IASC Guidelines sections on [Coordination, Sustaining Peace and CCCM](#). Findings from global consultations (see [Section A](#)), as well as information from the [Compact for Young People in Humanitarian Action](#) and [Youth2030: The United Nations Youth Strategy](#), can be used to inform legislation and policy at all levels.

CASE STUDY 1**Adolescent-led advocacy in the Central African Republic: War Child UK**

Source: War Child UK (2019), provided for these guidelines.

- Training to young people to run their own advocacy project.
- Problem identification: sexual abuse, coercion from teaching staff towards pupils.
- Research design and data collection in 10 schools in Bangui.
- Results presentation to the Ministry of Education and Education cluster: demands for enforcement of staff codes of conduct and reporting mechanisms in schools.
- Ministry sent circulars to all schools emphasizing their responsibilities to prevent abuse.



Young participants at a VoiceMore training in Bangui, Central African Republic, learning how to effectively identify and research local issues, and how to articulate and communicate them, to drive positive change in their communities.

**SHOW SLIDE:
CASE STUDY 1****5 MINUTES****What are you hoping to achieve with this slide?**

- Participants are exposed to a practical example of how another organization was able to consider an adolescent or a youth-led advocacy response.

Notes for delivery

- Ask participants to read the case study. Provide the information below for context.
- Ask participants for any thoughts on the case study.
- The facilitator may opt to use a case study from their country or region, if available.

Supplementary notes/background knowledge

Additional information on the case study:

- In the context of conflict between rebel groups, foreign mercenaries and government forces, since 2016 War Child UK has been supporting young people in the Central African Republic to design and run their own local advocacy project to discuss and address issues children and young people are facing. Training helped these young people to understand their role as spokespersons, build their skills in persuasive speaking and learn how to run an advocacy project. They worked to identify a problem to address as advocates: sexual abuse and coercion from teaching staff towards pupils.
- The group designed their own research and collected data from young people in 10 schools in Bangui. They presented their results to the Ministry of Education and Education Cluster, demanding enforcement of staff codes of conduct and reporting mechanisms in schools. The Ministry responded by sending circulars to all schools emphasizing their responsibilities to prevent abuse. The group also presented their concerns to the Global Education Cluster and have presented their report at two United Nations events.
- On a national level, the group developed a poster campaign and series of radio programmes to help build awareness and understanding of the issue within communities. Participatory risk assessments helped mitigate any dangers potentially faced due to participation. Central to the VoiceMore model is the constant reaffirmation of the participants as the drivers of the initiative, alongside encouraging regular reflection to help them evaluate their own personal development and plan next steps for advocacy.



STRATEGIC AREA 2: Building skills and capacities



RECOMMENDATIONS ON BUILDING YOUNG PEOPLE'S CAPACITIES:

- Strengthen partnerships with youth to build local capacity and resilience.
- Empower young people as positive agents of change and involve them in the design, delivery, implementation, and monitoring and evaluation of programme activities.
- Enable young people to communicate about prevention, preparedness, response, and recovery within their communities.
- Mainstream gender equality and empowerment of young women in all trainings and planning to ensure inclusive policies.
- Train refugees and affected populations as facilitators and project managers.
- Equip youth with the skills to be effective peacebuilders and agents of reconciliation.

SHOW SLIDE: STRATEGIC AREA 2: BUILDING SKILLS AND CAPACITIES (1)



5 MINUTES

What are you hoping to achieve with this slide?

- Participants understand that building skills and capacities is a goal in itself and become more aware of the benefit of meaningfully engaging young people in the work that they do.
- Participants are made aware of some useful recommendations for how young people can build skills through the process of participating more closely in humanitarian work.

Notes for delivery

- Ask participants to read the slide and discuss any points that are different to the group brainstorming activity on WHY the five strategic areas are important to focus on (see slide 'Strategic areas for meaningful participation').
- Ensure the points in the 'What are you hoping to achieve with this slide?' section above are covered.

Supplementary notes/background knowledge

A key input to the World Humanitarian Summit was the [Doha Youth Declaration on Transforming Humanitarian Aid](#), where specific recommendations on building young people's capacity for participation were made (and are reflected across the sector-specific tip sheets in '[Section E: Implementation of adolescent- and youth-responsive programming](#)' from p.100 in the IASC Youth Guidelines), such as:

- Strengthen partnerships with youth to build local capacity and resilience.
- Empower young people as positive agents of change and involve them in the design, delivery, implementation, and monitoring and evaluation of programme activities.
- Enable young people to communicate about prevention, preparedness, response, and recovery within their communities.
- Mainstream gender equality and empowerment of young women in all trainings and planning to ensure inclusive policies.
- Train refugees and affected populations as facilitators and project managers.
- Equip youth with the skills to be effective peacebuilders and agents of reconciliation.

To include examples of the kinds of skills that can be developed by young people, see '[Annex 6: Life skills](#)' on p.201 of the IASC Youth Guidelines.

STRATEGIC AREA 2: Building skills and capacities

HUMAN RESOURCES CONSIDERATIONS WHEN WORKING WITH AND FOR YOUNG PEOPLE:

- MHPSS and/or GBV colleagues should train staff to handle disclosures from GBV survivors and how to engage crisis-affected young people that is trauma-informed.
- Employ working-age young people and adults who demonstrate youth-friendliness. Discuss barriers to hiring youthful or youth-friendly staff, and how can these be overcome.
- Establish roles for young people as volunteers, interns, mentors to younger children, etc.
- Work in coalition with others to identify dedicated adolescent and youth focal points within the humanitarian clusters/sectors.
- Prepare staff to facilitate young people's engagement.
- Ask younger staff how they want to be supported to show leadership and implement ideas.

SHOW SLIDE: STRATEGIC AREA 2: BUILDING SKILLS AND CAPACITIES (2)

15 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the investment needed from a human resource perspective to ensure young people can develop skills and capacities through their participation, and that this requires significant commitment and an intentional approach – it does not happen on its own.

Notes for delivery

- Ask participants to read through the points on the slide, and then discuss in small groups the following questions:
 - How do you build the capacity of staff?
 - How do you employ working-age young people?
 - Do you have roles for young people in your projects?
- Move on to the Case Study.

Supplementary notes/background knowledge

In addition to building the skills and capacities of young people, agencies and coordination structures must build their own capacities to help young people realize their rights and achieve their goals.

- Before the start of any programme for young people, mental health and psychosocial support and/or gender-based violence (GBV) colleagues (or partner agency staff) should be brought in to train staff on how to handle disclosures from GBV survivors and how to engage crisis-affected young people in a manner that is trauma-informed.

- Employ working-age young people and, crucially, adults who demonstrate youth-friendliness and a passion for the needs of young people, in addition to technical experts. Discuss any barriers to hiring youthful or youth-friendly staff, and how these can be overcome.
- In addition to staff, establish roles for young people within project activities as volunteers, interns, mentors to younger children, etc.
- Work with others to identify dedicated adolescent and youth focal points within the humanitarian clusters/sectors.
- Prepare staff to facilitate young people's engagement, as most staff will not have a background in working with adolescents and youth. Managers should also address older staff's fears and expectations around bringing in younger staff and volunteers.
- Ask younger staff how they want to be supported to show leadership and implement ideas.

For more information on the importance of human resources to ensure positive outcomes of participation approaches and activities, see '[Human resource considerations when working with and for young people](#)' on p.49 of the IASC Youth Guidelines.

CASE STUDY 2

Preparing young people for humanitarian action in the Middle East and North Africa (MENA) region: Education Above All Foundation/Reach Out to Asia (ROTA)

Source: Education Above All Foundation/ROTA (2019), provided for these guidelines

- Under the MENA Youth Capacity-Building in Humanitarian Action (MYCHA): 30 local NGOs from 15 countries supported youth with technical advice, in-kind support and grants for youth-led projects.
- Agencies nominate participants already active in emergency preparedness and response in their local contexts.
- Training in humanitarian practice to plan their own initiatives at the local level support of the nominating NGO.



MYCHA participant assembling tent as part of shelter simulation. © Blessing Solomon/ROTA

**SHOW SLIDE:
CASE STUDY 2****5 MINUTES****What are you hoping to achieve with this slide?**

- Participants are exposed to a practical example of how other organizations have approached building the humanitarian response capacities of young people.

Notes for delivery

- Ask participants to read the case study. Provide the additional information below for context, if needed.
- Ask participants for any thoughts on the case study.
- The facilitator may opt to use a case study from their country or region, if available.

Supplementary notes/background knowledge

Additional information about the case study:

- In a key input to the Middle East and North Africa (MENA) Youth Capacity Building in Humanitarian Action (MYCHA) initiative, over 30 local NGOs from 15 countries have supported youth with technical advice, in-kind support and grants for youth-led projects. Agencies nominate participants already active in emergency preparedness and response in their local contexts and assist them through the application process. Young people receive training in humanitarian practice and plan their own action initiatives to be carried out at the local level with the support of the nominating NGO. This approach has shown NGOs the value of engaging young people in their work, and that young people can develop their own innovative solutions to local challenges. MYCHA contributes directly to Key Action 3 of the Compact for Young People in Humanitarian Action, around building capacity.

For more examples of MYCHA's approach and work see [here](#).

STRATEGIC AREA 3: Addressing social norms



- Entrenched hierarchies
- Traditional gender roles
- A need for discipline and respect for elders
- Assumptions of a lack of capacity of especially the younger adolescents and youth

Humanitarian actors should engage with older adults (caregivers, community leaders) for young people to safely participate in humanitarian response.

SHOW SLIDE: STRATEGIC AREA 3: ADDRESSING SOCIAL NORMS

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are made aware of some of the common social norms that may present a barrier to young peoples' participation and discuss approaches to the principle of do no harm.

Notes for delivery

- Ask participants to read the slide and discuss any points that were different to the group brainstorming activity on WHY the five strategic areas are important to focus on (see slide 'Strategic areas for meaningful participation').
- Ensure you have covered the points under 'What are you hoping to achieve with this slide?' above.
- Move on to the case studies.
 - Divide the participants into two groups (for online use the breakout room function)
 - Give one case study to each group.
 - Each group discusses which social norm the case study addresses and how each case was age responsive (5–10 minutes). For online the group can use a Google Document/ Online Learning Platform board to share their answers.
 - Groups come back together to share group findings.

Supplementary notes/background knowledge

Even when positive policies and legislation are in place, young people often encounter social norms that hinder their ability to participate.

Entrenched hierarchies, traditional gender roles, a need for discipline and respect for elders, and assumptions of a lack of capacity, especially among younger adolescents and youth; all serve to exclude young people from having a say in decisions and becoming engaged.

Addressing norms around such issues as child marriage, access to education, and communal violence is vital to foster enabling environments, but they may also risk backlash and retribution, especially in conflict-affected settings. Humanitarian actors should engage with older adults (caregivers, community leaders) to allow young people to safely participate in humanitarian responses.

See '[Principle 7: Do no harm](#)' on p.36 of the IASC Youth Guidelines.



CASE STUDY 3 Inclusive approaches to address the needs of young people with disabilities in Panama: RET International

Source: RET International (2020), provided for these guidelines

- RET developed different measures to mainstream inclusive approaches in DRR within the education sector in Panama
- Implemented in school and community level to prevent and mitigate risks of natural hazards
- Reached over 4,000 children, adolescents and youth with special needs



▲ Together with children, adolescents and youth, RET International works to understand the different disabilities and specific needs in emergency scenarios.
© RET International

SHOW SLIDE: CASE STUDY 3

5 MINUTES

What are you hoping to achieve with this slide?

- Participants are exposed to a practical example of how other organizations considered inclusive approaches to address the needs of young people living with disabilities.

Notes for delivery

- See previous slide, 'Strategic area 3: Addressing social norms' for instructions.

Supplementary notes/background knowledge

Additional information about the case study:

- In Panama, the needs of vulnerable young people with disabilities were often overlooked in Disaster Risk Reduction (DRR) and management policies, responses and projects. Driven by the fact that inclusion should seek the active participation of persons with disabilities and acknowledge their specific capabilities, not just their special needs, RET International developed different measures to mainstream inclusive approaches in DRR within the education sector in Panama. As part of these efforts, and in cooperation with the Panamanian Institute for Special Adaptation, a Spanish sign language vocabulary on DRR was developed to facilitate the participation of adolescents and youth with hearing impairment in capacity-building activities. These were done at school and community level to prevent and mitigate risks of natural hazards. For visually impaired young people, material was developed in braille. This has increased the safety of concerned young people and the establishment of inclusive safe learning spaces and communities in Panama. Over 4,000 children, adolescents and youth with special needs have already been reached through this approach.

CASE STUDY 4**Addressing negative adult perceptions in Kenya: RET International**

Source: RET International (2017), provided for these guidelines

- Empowering young people and youth-led associations through “youth-adult partnership” initiatives in Dadaab Refugee Camps in Kenya
- Youth and adults explore concepts like respect and tolerance, conflict resolution and peacebuilding, to enable them to identify, prioritise and lead concrete social change initiatives together.
- Adult camp leaders have become significantly more positive towards youth, seeing them as capable and socially engaged members of the community and facilitates their inclusion in community decision-making processes at camp level.



Together with children, adolescents and youth, RET International works to understand the different disabilities and specific needs in emergency scenarios.
© RET International

**SHOW SLIDE:
CASE STUDY 4****5 MINUTES****What are you hoping to achieve with this slide?**

- Participants are exposed to a practical example of how other organizations have addressed negative adult perceptions, which is a key social norm barrier specifically experienced by young people.
- Participants understand that there are youth-led associations and networks that are willing and able to get involved in the response.

Notes for delivery

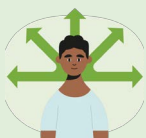
- See ‘Strategic area 3: Addressing social norms’ slide for instructions.

Supplementary notes/background knowledge

Additional notes on the case study:

- Addressing negative adult perceptions in the Dadaab refugee camps in Kenya: youth face historical barriers towards their inclusion in communities, particularly in decision-making processes. This is often due to the negative perceptions of youth of many adult community members. RET International sought to address this issue by empowering young people and youth-led associations through training, coaching and ‘youth-adult partnership’ initiatives. In these partnerships, youth and adults explore concepts such as respect and tolerance, conflict resolution and peacebuilding, to enable them to identify, prioritize and lead concrete social change initiatives together. Adults who participate, such as camp leaders, have become significantly more positive towards youth, seeing them as capable and socially engaged members of the community, and facilitate their inclusion in community decision-making processes at camp level.

STRATEGIC AREA 4: Finding mechanisms and opportunities for participation



IDENTIFY PLATFORMS TO ENGAGE IN DECISION-MAKING AND COMMUNITY LIFE:

- Participatory action research
- Community media production
- Youth-friendly spaces
- Advocacy or awareness-raising campaigns
- Feedback mechanisms

For sustainability: engaging or revitalizing existing networks (Y-Peer, Girls Scouts, Red Cross / Red Crescent).

SHOW SLIDE: STRATEGIC AREA 4: FINDING MECHANISMS AND OPPORTUNITIES FOR PARTICIPATION (SLIDE 1)



10 MINUTES

What are you hoping to achieve with this slide?

- Participants understand that part of their planning and their work needs to include finding mechanisms and opportunities for young people's engagement in decision-making and community life, including development and implementation of projects, as well as meaningful feedback/evaluation.
- Participants start to consider the value of engaging or revitalizing existing youth networks as a sustainability strategy.

Notes for delivery

- Ask participants which of the mechanisms or opportunities they are already doing or have done previously – share with the group.
- Ask participants to share a project where they have worked with an existing youth network or youth-led organization.

Supplementary notes/background knowledge

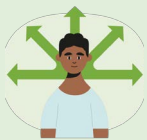
- The most effective approach for young people to acquire skills and values of active citizenship and civic engagement is through participation. Humanitarian actors should work with young people to identify platforms to engage in decision-making and community life: participatory action research, media production, youth-friendly spaces, advocacy or awareness-raising campaigns, feedback mechanisms.
- In the interest of sustainability, the initial approach should include engaging any existing participation networks such as Y-PEER, Girl Guides, National Scout Organizations and the Red Cross/Red Crescent. Engagement must also be carefully nuanced, especially for younger adolescents aged 10–14 years, who may be early in the process of developing the relevant skills for meaningful participation and civic engagement.
- It should be noted that in conflict and post-conflict settings, youth groups may be threatened, excluded, or targeted for manipulation by political parties. Due caution must be exercised where working with youth groups poses a potential security or protection risk. A risk assessment tool to support safe participation is included as Annex 1 of the IASC Youth Guidelines.
- While working with established youth structures is essential, where they exist, this approach on its own is unlikely to reach the full diversity of young people, and its reach may be limited. Youth leaders are sometimes educated elites who have little in common with the marginalized majority, and most young people do not belong to established youth groups. Agencies should also engage young people in remote areas and marginalized communities, those with disabilities, etc., who may not be affiliated with youth structures.

- Meaningful participation of diverse young people is impossible unless information is transmitted in relevant languages and formats, through accessible channels and at an appropriate level of understanding for all, including those with disabilities, younger adolescents, uneducated youth, etc. Wherever feasible, alternative formats such as braille, sign language or easy to read formats can help ensure that young people living with disabilities are able to participate in decision-making and services. Agencies may consider partnering with

disabled persons' organizations when designing programmes, and where possible, build lines for adolescent- and youth-friendly and accessible communications into grants.

For more information on aspects around safeguarding and diversity and inclusion when setting up mechanisms or finding opportunities for participation, see '[Meaningful Participation](#)' on p.41 of the IASC Youth Guidelines.

STRATEGIC AREA 4: Finding mechanisms and opportunities for participation



Keep in mind:

- Risk assessment tool to support safe participation (see annex)
- Engage young people in remote areas and marginalised communities who may not be affiliated with youth structures
- Information must be transmitted in relevant languages, formats and accessible channels at appropriate levels.

SHOW SLIDE:
STRATEGIC AREA 4: FINDING MECHANISMS AND OPPORTUNITIES FOR PARTICIPATION (SLIDE 2)



15 MINUTES

What are you hoping to achieve with this slide?

- Participants are aware that the IASC Youth Guidelines contains resources and tools that can aid safe participation, including a participation risk assessment tool.
- Participants familiarize themselves with the risk assessment tool to support safe participation on [Annex 1](#) (p.192) of the IASC Youth Guidelines.
- Participants are made aware that the aim is to leave no one behind, including young people in hard-to-reach areas, and that information should be shared with young people in an appropriate and relevant way (including adolescent- or youth-friendly).

- Ask participants:

- how the tool differs from what they have been using?
- how they could incorporate the tool into existing tools?

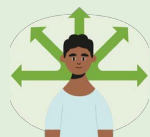
Supplementary notes/background knowledge

- An ethical approach to participation ensures that young people do not face harm as a result of their participation. It requires awareness and consideration of the local and national sociocultural, religious and political context.
- Any agency interacting with young people should undertake risk assessments, and regularly monitor, assess and mitigate risks associated with their participation.
- For additional guidance to enhance safeguarding and to access the risk assessment tool, see [Annex 1: Risk assessment tool to support safe participation](#) on p.192 of the IASC Youth Guidelines.

Notes for delivery

- Provide a copy of or a link to [Annex 1: Risk assessment tool](#) on p.192 of the IASC Youth Guidelines.

STRATEGIC AREA 4: Example Young People and Cluster/Working Group Coordination



Consider how adolescents and youth can support cluster/sector coordination mechanisms when they are:

- conducting service mapping
- creating referral pathways
- developing standard operating procedures (SOPs).

SHOW SLIDE:
**STRATEGIC AREA 4: FINDING
MECHANISMS AND OPPORTUNITIES
FOR PARTICIPATION (SLIDE 3)**



5 MINUTES

What are you hoping to achieve with this slide?

- Participants are exposed to practical examples from other contexts and their inclusion of young people in cluster or working group coordination.

Notes for delivery

- Ask participants to answer the question on the slide. See notes below for guidance on the answers.

Supplementary notes/background knowledge

→ **Examples of ways young people can support coordination mechanisms:**

- When conducting service mapping
- When creating, confirming or disseminating referral pathways
- When developing standard operating procedures (SOPs)

→ **Examples of what to consider when working with actors already engaged or mechanisms that exist:**

- Existing organizations and networks; youth led groups
- Child Protection or Camp Management actors often already have community-based groups
- Child Protection actors often work with Education actors who are actively working in schools involving youth networks/youth groups
- Child Protection and Education actors often have young people-friendly spaces and/or spaces with parents

For more coordination tips and examples, see [‘Three key enablers of the humanitarian programme cycle: Coordination’](#) on p.86 of the IASC Youth Guidelines.

**SHOW SLIDES:
CASE STUDIES 17 AND 18**

15 MINUTES



**CASE STUDY 18
Youth Working Group (YWG), Cox's Bazar, Bangladesh:
UNFPA and Save the Children International**

Source: Youth Working Group, Cox's Bazar, Bangladesh (2020), provided for these guidelines

In Bangladesh, children and adolescents comprise 55 per cent of the Rohingya refugee population. YWG is a coordination structure built by the Education and Child Protection sectors to gather data on, advocate for, and support programmes for young people in the Rohingya and host communities. Co-chairs UNFPA and Save the Children International developed a skill development framework for displaced Rohingya adolescents and youth aged 10–18 years, in Cox's Bazar. The purpose of this framework is to empower young people through foundational, transferable and job-specific skills. The YWG also led development of advocacy messages for the Government of Bangladesh to allow Rohingya adolescents and youth to take part in an income-generating programme. YWG mapped existing initiatives for young people, and this was then shared among the YWG members to use as a reference. The YWG is collating existing life skills materials to complement the effort, and training partners in adolescent girl-centred programme design.



Although 13-year-old Moheena, pictured centre, has made new friends like Nur Hasina (12), left, and Samira (11), she has not forgotten those she lost during the violence last year. "I had many friends back home in Burma. I miss them here," she says. © Plan International/KM Asad/Bangladesh

**CASE STUDY 17
Youth Task Force in Zaatari Refugee Camp, Jordan:
The Norwegian Refugee Council (NRC) and UNFPA**

Source: Youth Task Force (2020)

Thousands of Syrian young people currently live in refugee camps in Jordan. The majority have not completed high school or university, and most have no access to paid employment, and are only allowed by the government to leave the camps for a limited number of hours a day. They complain of powerlessness, hopelessness, high stress and interpersonal tension. Adolescent girls and young women are often confined to their dwellings by their families. Duty-bearers acknowledge that young people have not received the same attention as other age groups. The Youth Task Force in Zaatari Refugee Camp aims to ensure that young people's needs are prominent within the planning processes of the Education and Protection sectors, and that they are on the agenda of key stakeholders and donors. This inter-agency body, co-led by NRC and UNFPA, is seen by external partners as a model of successful collaboration – less about showcasing individual members' initiatives and more about pursuing shared agenda items. The Youth Task Force is credited with helping to ensure the integration of needs identified by young people themselves into the Jordan Refugee Response Plan.



The Youth Task Force in Zaatari Refugee Camp has been a platform for advocacy at the level of the camp, at national level and globally. © NRC/Jordan

What are you hoping to achieve with this slide?

- Participants understand that the success of these task forces has been linked to the real action-oriented approach to getting things done, as opposed to being hindered by complex processes.

Notes for delivery

- Explain that these case studies are perfect examples of how an adolescents and youth working group can support capacity development initiatives for service providers and sensitize government authorities and camp managers on issues relevant to young people.
- Ask participants to read the case studies and discuss whether the same action-orientated coordination body exists in their context.

Supplementary notes/background knowledge

Additional information on case study 17:

- Thousands of Syrian young people currently live in refugee camps in Jordan. The majority have not completed high school or university, and most have no access to paid employment and are only allowed by the government to leave the camps for a limited number of hours each day. They complain of powerlessness, hopelessness, high stress and interpersonal tension. Adolescent girls and young women are often confined to their dwellings by their families. Duty-bearers acknowledge that young people have not received the same attention as other age groups.

- The Youth Task Force in Zaatari Refugee Camp aims to ensure that young people's needs are prominent within the planning processes of the Education and Protection sectors, and that they are on the agenda of key stakeholders and donors. This inter-agency body, co-led by NRC and UNFPA, is seen by external partners as a model of successful collaboration – less about showcasing individual members' initiatives and more about pursuing shared agenda items. The Youth Task Force is credited with helping to ensure the integration of needs identified by young people themselves into the Jordan Refugee Response Plan. There is also a section for the Jordan Youth Task Force in the [Syria response site](#).

Additional information on case study 18:

- In Bangladesh, children and adolescents comprise 55 per cent of the Rohingya refugee population. The Youth Working Group (YWG) is a coordination structure built by the Education and Child Protection sectors to gather data on, advocate for, and support programmes for young people in the Rohingya and host communities. Co-chairs UNFPA and Save the Children International developed a skill development framework for displaced Rohingya adolescents and youth aged 10–18 years in Cox's Bazar. The purpose of this framework is to empower young people through foundational, transferable and job-specific skills. The YWG also led development of advocacy messages for the Government of Bangladesh to allow Rohingya adolescents and youth to take part in an income-generating programme. The YWG mapped existing initiatives for young people – this was then shared among the YWG members to use as a reference. The YWG is collating existing life skills materials to complement the effort, and training partners in adolescent girl-centred programme design.

Section 3: Role-play exercise

ROLE PLAY EXERCISE

Divide the group into 5

- Group 1 – Strategic Area 1: Influencing law & policy
- Group 2 – Strategic Area 2: Building skills & capacities
- Group 3 – Strategic Area 3: Addressing Social Norms
- Group 4 – Strategic Area 4: Supporting mechanisms & opportunities for participation
- Group 5 – Good Practice of Meaningful Participation

SHOW SLIDE: ROLE-PLAY EXERCISE

30 MINUTES



What are you hoping to achieve with this slide?

- Participants will be presenting a 3-minute skit/scenario/theatrical performance of the topic assigned.

Notes for delivery

- Divide the participants into five groups.
 - In-person: Divide participants into five groups and send each group to a quiet area.
 - Online: Divide the participants into five breakout rooms (via the Breakout Room function of the platform).
- Ask each group to come up with a creative name for their group.
- Hand out instructions to the groups (copy into the breakout room chat or distribute the Instructions page below).
- Each group will be given 10–15 minutes to discuss the skit.
- Everyone will return to the plenary for the 3-minute skit/scenario/theatrical performance of the topic assigned.
 - Online: participants can change their names on the conference call to fit the character that they will be playing once the role-play activity starts. This option is available in Zoom and most apps used for conference calls and training.

→ Place at least one young person in each group.

- Ensure these rules are discussed for the role-play exercise:
 - Everyone in the group should participate and should be assigned a role. All roles (small or big) are essential to make it work – TEAMWORK!
 - Timing is crucial – let's stick to the schedule of this activity.
 - Be CREATIVE and have FUN!

Role-play instructions for groups:

- **Group 1 – Strategic Area 1: Influencing law and policy**
Your group will perform a skit on Strategic Area 1: Influencing law and policy. As this is a 3-minute skit, it is important that your scenario highlights how development and humanitarian actors advocate law and policy reform and budget allocation in a way that is responsive to the needs of young people and rooted in their participation. Refer to the IASC Youth Guidelines for more information on this topic (page 46).
- **Group 2 – Strategic Area 2: Building skills and capacities**
Your group will perform a skit on Strategic Area 2: Building skills and capacities. There are several different ways of building skills and capacities of young people, and your group has the liberty to choose how you wish to present one, two or more ways, within the 3-minute skit rule. Refer to the IASC Youth Guidelines for more information on this topic (page 48).

- **Group 3 – Strategic Area 3: Addressing social norms**
Your group will perform a skit on Strategic Area 3: Addressing social norms. It is encouraged (but not required) for your group to present scenarios or cases from your experience of social norm struggles that young people encounter that hinder their ability to participate, and at the same time present possible solution/s to this issue (within the 3-minute skit rule). Refer to the IASC Youth Guidelines for more information on this topic (page 53).
- **Group 4 – Strategic Area 4: Supporting mechanisms and opportunities for participation**
Your group will perform a skit on Strategic Area 4: Supporting mechanisms and opportunities for participation. Your group can present any scenario or case, in 3 minutes, that shows humanitarian actors as they work with young people to identify platforms to engage in decision-making and community life. Refer to the IASC Youth Guidelines for more information on this topic (page 57).
- **Group 5 – Good practice of meaningful participation**
Your group will perform a skit presenting good practice of meaningful participation of young people. Your group may base the scenario on the modes of participation, as well as your own experience. Refer to the IASC Youth Guidelines for more information on this topic (page 40).



**SHOW SLIDE:
QUESTIONS AND COMMENTS**

5 MINUTES

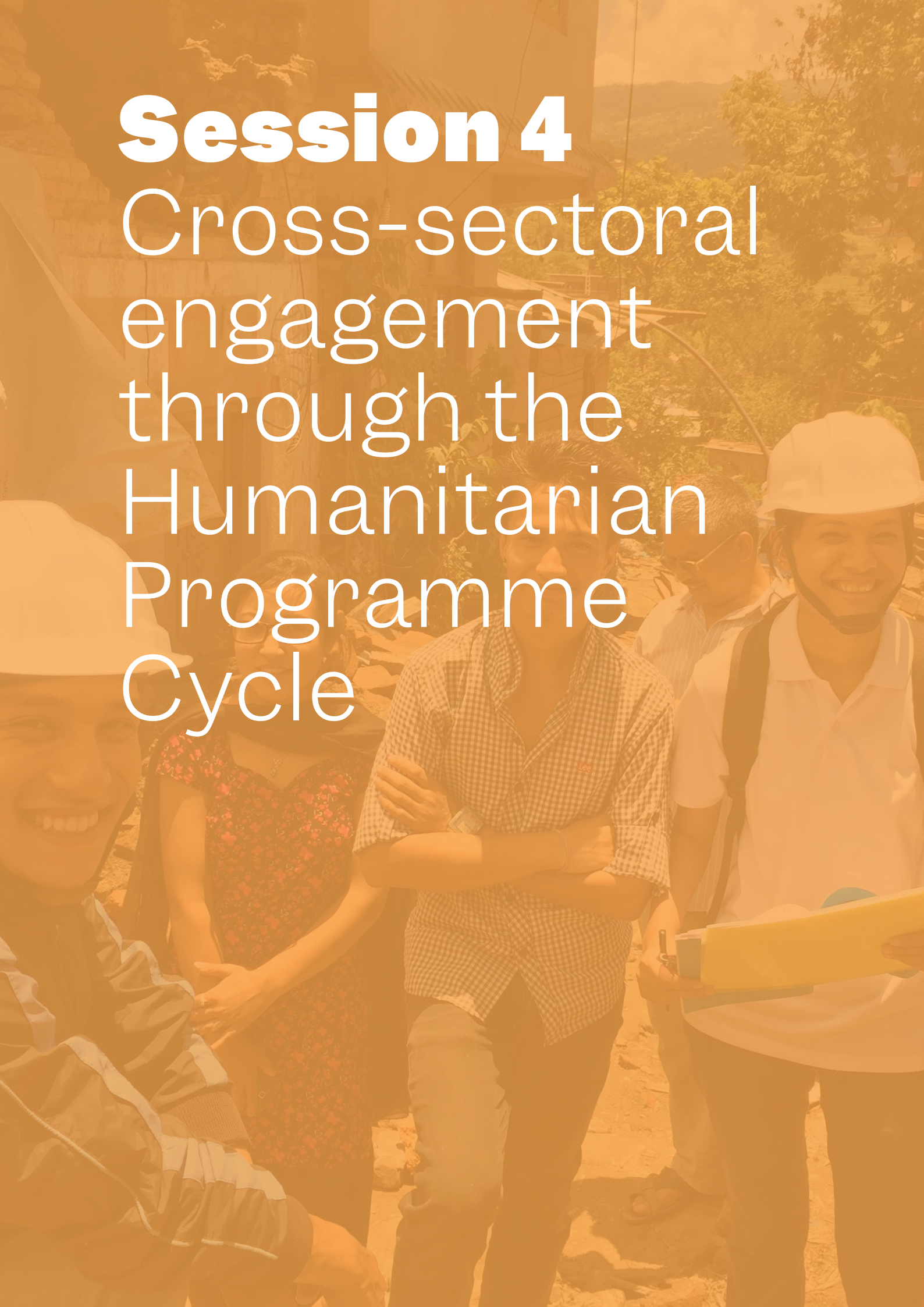


What are you hoping to achieve with this slide?

- Open the floor for questions and comments from the participants. If online, ask them to unmute or use the chat function.

Session 4

Cross-sectoral engagement through the Humanitarian Programme Cycle

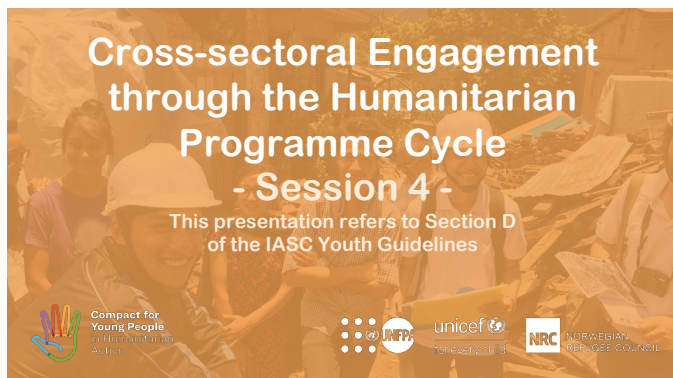




Session 4: Cross-sectoral engagement through the Humanitarian Programme Cycle

LENGTH	225 minutes	
OVERVIEW	This section provides guidance, tips, and concrete participation examples across all sectors, structured around the Humanitarian Programme Cycle and a series of actions to help prepare for, manage and deliver humanitarian response.	
OBJECTIVES	Participants will better understand how to apply participation principles at each step of the Humanitarian Programme Cycle.	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary and group work	Zoom link sent to all participants, prepare the breakout rooms
MATERIALS	Training Session 4 Presentation, flip chart, markers	Online: Training Session 4 Presentation, online shared document (Google Document/ Online Learning Platform board)

Opening remarks



SHOW SLIDE:
CROSS-SECTOR ENGAGEMENT THROUGH
THE HUMANITARIAN PROGRAMME CYCLE

1 MINUTES



What are you hoping to achieve with this slide?

→ Introduce facilitators and welcome participants

"Some key issues that young people wanted to see included in the guidelines were around personal and mental well-being: a sense of belonging, purpose, hope, a future. Young people were concerned with being socially and psychologically safe, the environment, stability, education and employment."



UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

Section 1: The Humanitarian Programme Cycle (HPC)

QUESTION 1

Do you engage young people in your sector?
And how?



SHOW SLIDE:
QUESTION: DO YOU ENGAGE YOUNG PEOPLE IN YOUR SECTOR? AND HOW?

5 MINUTES



What are you hoping to achieve with this slide?

- Participants become aware of the work others are doing and how they are approaching the participation of young people

Notes for delivery

- Ask participants the question on the slide to gauge the current engagement and participation of young people in their programme.
- Discuss how sectors engage young people in their regular programmes.
- Online: use chat or raised hands to moderate conversation.

Supplementary notes/background knowledge

Remember the modes of participation: consultative, collaborative and young people-led participation. It may not always be possible to apply all modes during a humanitarian response. Participation can range from consultation, where young people's voices are influencing decisions, to collaboration, where they are involved in co-designing programmes with adults, to young people fully leading their own initiatives.

For more talking points to encourage discussion during this session, see [Section C: Meaningful participation](#) from p.42 of the IASC Youth Guidelines.



SHOW SLIDE: WORKING THROUGH THE HUMANITARIAN PROGRAMME CYCLE



2 MINUTES

What are you hoping to achieve with this slide?

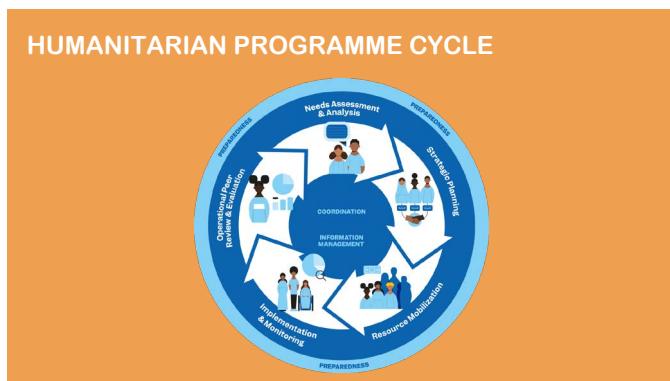
- Participants understand that the IASC Youth Guidelines provide tips and examples of how to ensure young people are included during the various stages of the humanitarian programme cycle.

Notes for delivery

- Briefly explain (make note of the points below, but no need to read it all out) to the participants that this section (Section D in the IASC Youth Guidelines) provides guidance structured around the Humanitarian Programme Cycle (HPC) or, for refugee emergencies, the Operational Management Cycle (OMC).

Supplementary notes/background knowledge

- This Section of the IASC Youth Guidelines provides guidance, tips, and concrete examples across all sectors, structured around the HPC. The HPC was agreed upon by the Inter-Agency Standing Committee (IASC) in 2013 to improve upon the Consolidated Appeals Process (CAP). It refers to a series of actions to help prepare for, manage and deliver humanitarian responses. It consists of five interrelated elements and three key enablers: coordination, information management and overall preparedness (see next slide).
- It is important to note that Section D of the IASC Youth Guidelines provides guidance structured around the HPC or, for refugee emergencies, the OMC.
- The HPC and the OMC provide entry points for working with and for young people at every stage of the cycle and across all clusters (Education, WASH, etc.), which are known as sectors in refugee responses.
- The HPC and the OMC refer to a series of actions to help prepare for, manage and deliver humanitarian responses. For more information on the differences, see ['Box 14: Internal displacement vs. refugee response coordination arrangements'](#) on p.72 of the IASC Youth Guidelines.



**SHOW SLIDE:
DIAGRAM OF THE HUMANITARIAN
PROGRAMME CYCLE**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are reminded of the steps of the humanitarian programme cycle and start considering how to engage young people in the various phases

- Share in the group what the cycle is in their own words. For online, they may opt to use Google Document/Online Learning Platform board for their discussion.
- Answer any questions about the difference between each stage, etc.
- If necessary, discuss the differences between the HPC used in displacement contexts and the OMC applied in a refugee response.

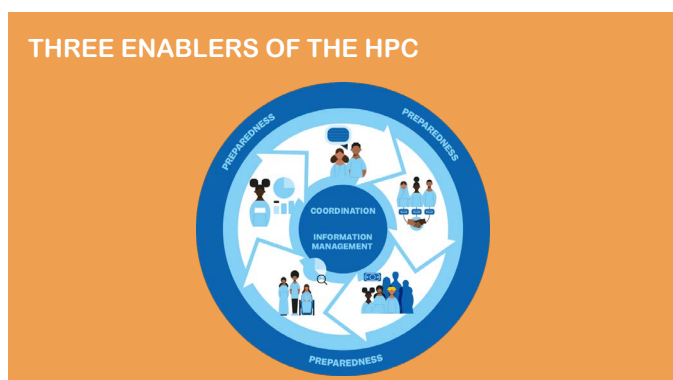
Notes for delivery

- Show the slide and ask participants to read through the steps of the cycle.
- Ask participants to share with their partner or small group:
 - What they think the cycle is in their own words
 - What the difference is between each stage
 - How they might engage young people in their own context
- In-person: Put participants into groups of 2–3 people.
- Online: Put participants into breakout groups of 2–3 people.

Supplementary notes/background knowledge

The programme cycle is a coordinated series of actions to help prepare for, manage and deliver a humanitarian response. It consists of five elements (shown on the slide), with each step logically building on the previous and leading to the next. Successful implementation of the programme cycle is dependent on effective emergency preparedness, effective coordination with national/local authorities and humanitarian actors, and information management. For further information on the HPC, see www.humanitarianresponse.info/en/programme-cycle/space

To help participants understand the differences between the displacement responses using the HPC or refugee response using the OMC, see [Box 14: Internal displacement vs. refugee response coordination arrangements](#) on p.72 of the IASC Youth Guidelines.



**SHOW SLIDE:
THREE ENABLERS OF THE HUMANITARIAN
PROGRAMME CYCLE**

2 MINUTES



What are you hoping to achieve with this slide?

- Participants start the process of delving deeper into the three enablers of the HPC

Notes for delivery

- Ask participants what three things they think are necessary for the five steps to be successful (group shares ideas online or in person).
- Reveal the slide and explain that in addition there are three enablers (coordination, information management, and preparedness).
- Ask participants what they think the three words mean in practice – how can you see these things happening in your context?

Supplementary notes/background knowledge

The IASC Youth Guidelines provide guidance and concrete examples on how to respect the rights of adolescents and youth at each one of those steps – see [Section D](#) on p.68. Case studies can be presented alongside each of the three enablers to ensure content is as relevant to the field as possible. A local context case study should be used as an example, if possible.



“Youth should develop life skills to help them make critical decisions that transform their lives.”

**Violet Mbiti Foundation and Kapletundo
Community Organisation consultations with
young people in Bomet County, Kenya**

ELEMENT 1. Young people in needs assessment and analysis



- Advocate for and support inclusion of young people's needs and interests in coordinated assessments
- Young people can be meaningfully engaged as respondents, partners in design, data collection and analysis
- Addressing the needs of youth in assessments requires collecting data on sex, age and disability

Examples:

- Multi-Sector Initial Rapid Assessment (MIRA)
- Government-led Post-Disaster Needs Assessment (PDNA)
- Needs Assessment for Refugee Emergencies (NARE)
- Multi-Stakeholder Needs Assessments (MSNAs)

SHOW SLIDE: 1. YOUNG PEOPLE IN NEEDS ASSESSMENT AND ANALYSIS

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand three key activities that can support them to ensure needs assessments and analysis are more adolescent- and youth-responsive.

Notes for delivery

- Ask participants: how do you think young people can be included in needs analysis and assessment?
- Reveal bullet points one by one and ask participants whether they can see this happening in their context, and how it would work.

Supplementary notes/background knowledge

- Other examples for engaging young people in needs assessment and analysis are through the Multi-Sector Initial Rapid Assessment, government-led post-disaster needs assessment, Needs Assessment for Refugee Emergencies, or the Multi-Stakeholder Needs Assessment.
- All sector-specific or multi-sectoral assessments should aspire to meaningfully engage young people as respondents and as partners in design, data collection and analysis. Addressing the needs of youth in assessments requires collecting sex, age and disability disaggregated data, and ensuring that humanitarian actors and enumerators are trained in child safeguarding and confidentiality. Ideally, multiple sectors can jointly support affected communities to include young people to develop and conduct an analysis of community needs. Tailored risk analysis should be conducted with and for young women and adolescent girls, so that programme design responds to these risks. Active identification of gender-based violence survivors is never recommended and consultations should not be designed in a way that specifically targets or isolates them.

For additional examples of how other organizations have included young people in needs assessment and analyses, see 'Section D: Young People across the humanitarian programme cycle' from p.74 of the IASC Youth Guidelines.



Informed Consent - obtaining permission from a person prior to participating in research or an activity

- **Disclosure:** providing information about the study, including potential risks and benefits
- **Understanding:** a person may lack education, literacy, or capacity to understand due to age or physical or mental illness affecting comprehension
- **Voluntariness:** explaining that the person's involvement in research is voluntary and should be free from coercion
- **Capacity:** the person providing informed consent must possess the decision-making ability to give permission for participation in the research/activity
- **Assent:** the willingness to participate in research, evaluations, or data collection by persons who are too young to give informed consent according to local law, but who are old enough to understand the proposed research in general

**SHOW SLIDE:
INFORMED CONSENT**

10–15 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the definition of informed consent and assent.
- Participants understand that there are procedures to follow for informed consent and that following these procedures is fundamental to conducting ethical research, including collecting data from individuals.

Notes for delivery

- Reveal title. Ask participants what they think 'informed consent' means.
- Show definition – ask how that is different to what they came up with.
- Show the five elements and ask participants what they think the words mean (if you have time, do this in small groups before group feedback)
- Reveal the answers and ask participants how different their answers were and whether there are any questions.
- Ask participants why it is so important to consider assent.
- Ask participants whether they think getting informed consent before doing research is necessary – if so, why? (It is fundamental to conducting ethical research).

Supplementary notes/background knowledge

- Informed consent is fundamental to conducting ethical research, including collecting data from individuals. Work with adolescents or youth who are not capable of giving consent requires the consent of the parent or legal guardian, as well as the assent of the subject.
- Agencies should ensure that field staff engaged in data collection are soliciting informed consent from caregivers of adolescents aged 10–18 years. For youth aged over 18, informed consent should be solicited as for older adults.

An additional resource on informed consent is available [on this link](#). For more resources and tools on informed consent and assent, see the resources section of '[Box 15: Informed consent and assent](#)' on p.74 of the IASC Youth Guidelines.

Case Study on Young People in Needs Assessment and Analysis
YOUTH-LED ASSESSMENT IN UGANDA AND JORDAN:
YOUTH TRANSITIONS IN PROTRACTED CRISES

Youth researchers to understand how youth are affected by conflict and violence:

- Data collection among their peers (baseline surveys, interviews, photographs, drawings, videos).
- Participation to analysis and knowledge exchange with government, donors through workshops held in Kampala, Uganda & Amman, Jordan.



SHOW SLIDE:
**CASE STUDY ON YOUNG PEOPLE IN NEEDS
ASSESSMENT AND ANALYSIS**

10 MINUTES



What are you hoping to achieve with this slide?

- Participants are exposed to a practical example of how other organizations approach needs assessment and analysis together with young people.

Notes for delivery

- Ask participants to read the case study. Provide the additional information below for context.
- Ask participants for any thoughts on the case study, and how they might see similarities or opportunities in their own context.

Supplementary notes/background knowledge

Additional information on the case study:

- More than 80 per cent of refugee crises last for 10 years or more, and two out of five crises now last 20 years or more, meaning that some people will spend their entire young lives in displacement. Using a participatory, youth-led approach, the [Youth Transitions in Protracted Crises](#) research project engaged young refugees affected by protracted crises in Uganda and Jordan as both as researchers and respondents, and mapped their transitions to adulthood. They undertook data collection among their peers, and contributed to analysis and knowledge exchange with government, donor and agencies through workshops.
- A multimedia 'story map' approach showcased the individual storylines of 14 young refugees. The project identified conditions and barriers that affect young people's ability to build stable and successful adult lives in prolonged refugee situations, across five domains: education, work, discrimination, marriage, and identity and belonging.

Additional case studies showing practical examples of young people's engagement in needs assessments can be found on p.75–77 of the [IASC Youth Guidelines](#).

Young People in Needs Assessment and Analysis

RESOURCES

- INCLUDE X REGIONAL RESOURCES
- The Washington Group Short Set of Questions on Disability
- GBV Guidelines, IASC (Contains an assessment section for each technical area of the cluster system)
- Gender with Age Marker, IASC
- Consultation Toolkit, Global Refugee Youth Consultations (GRYC)



SHOW SLIDE:
1. YOUNG PEOPLE IN NEEDS ASSESSMENT AND ANALYSIS RESOURCES

2 MINUTES



What are you hoping to achieve with this slide?

- Participants are aware that the IASC Youth Guidelines contain a list of resources that will be helpful for them when planning how they can include young people in future needs assessments and analysis.

Notes for delivery

- On the slide include resources based on the local context, if possible.

Supplementary notes/background knowledge

For useful resources and tools, see the young people in needs assessment and analysis [resource page](#) on p.94 of the IASC Youth Guidelines.

ELEMENT 2. Young people in strategic planning



Key Actions:

- Seek entry points to reach out to young people
- Include young people's participation as an indicator
- Identify and respond to the needs of different age groups
- Reflect young people's rights and needs and disaggregated data
- Include accountability as an objective in the cluster/sector strategy or response plan
- Include young people's satisfaction as an indicator

SHOW SLIDE:
2. YOUNG PEOPLE IN STRATEGIC PLANNING

10 MINUTES



What are you hoping to achieve with this slide?

- Participants become aware of some actions they can take to improve participation during the strategic planning phase of the humanitarian programme cycle.

Notes for delivery


- Discuss that engaging young people in planning processes aims to give them a voice and to become part of a programme's design. It is important to emphasize that the responses developed at this stage of the HPC must be aligned with the young people's rights and needs as defined by them.

- Ask participants what actions they could take to improve participation during the strategic planning phase and what barriers might prevent success in influencing senior coordinators to include young people during this phase?
- Reveal the answers and discuss the differences.
- Remind participants that a diverse cross-section of young people, including different age groups, should be involved in strategic planning, ideally starting with the theory of change, which outlines the objectives and intermediate outcomes of a strategy or programme.
- Move on to the case study.

Case Study on Young People in Strategic Planning
CHILDREN'S DRAWINGS INFLUENCE HAITI PLANS

Haiti 2010 earthquake- UNICEF supported youth facilitators to consult children regarding reconstruction planning. The drawings were used as a tool for developing proposals. For instance, a 14-year-old girl suggested that giving children flashlights as a way to protect them from gender-based violence.

- Save the Children. (2013). Review of Children's Participation in Humanitarian Programming



SHOW SLIDE:
CASE STUDY ON YOUNG PEOPLE
IN STRATEGIC PLANNING

10 MINUTES



What are you hoping to achieve with this slide?

- Participants are exposed to a practical example of how other organizations approached strategic planning.

Notes for delivery

- Ask participants to read the case study. Provide the additional information below for context.
- Ask participants for any thoughts on the case study, and how they might see similarities or opportunities in their own context.

Supplementary notes/background knowledge

Additional information on the case study:

- Following the January 2010 earthquake in Haiti, UNICEF supported youth facilitators to consult children regarding reconstruction planning. Youth facilitators encouraged children to draw how they want their community or new school to look and to explain their drawings. The drawings were used as a tool for developing proposals. For example, some of the children suggested projects to clean up the trash in the camps for the displaced, while others want to band together to improve security where lighting is inadequate for girls to feel safe at night. One 14-year-old girl suggested that giving children flashlights was a good way to protect them from gender-based violence. UNICEF followed up on such practical suggestions.
- Drawings can be an easy tool to use with girls and boys of different ages to explore their views, experiences and suggestions regarding the emergency responses, reconstruction, 'build back better' and/or peace building processes. It is crucial to ask children to explain what their drawing means to them.



Young People in Strategic Planning

RESOURCES

- INCLUDE X REGIONAL RESOURCES
- Creating your Theory of Change, NPC
- Gender with Age Marker, IASC
- Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs, Population Council (English, French, Spanish)
- On Their Own Terms: UNHCR's Youth Initiative Fund: Supporting Youth-led Protection, UNHCR



SHOW SLIDE:
2. YOUNG PEOPLE IN
STRATEGIC PLANNING

2 MINUTES

What are you hoping to achieve with this slide?

- Participants are aware that the IASC Youth Guidelines contain a list of resources that will be helpful for them when planning how they can include young people in current or future planning processes.

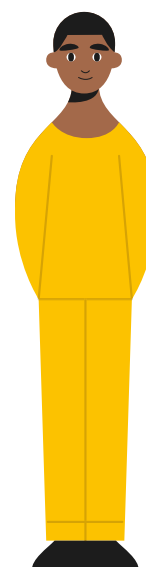
Notes for delivery

- On the slide include resources based on the local context, if possible.

Supplementary notes/background knowledge

For additional resources and tools, see the 'young people in strategic planning' [resource page](#) on p.94 of the IASC Youth Guidelines.

"When asking for young peoples' input it is important to consider that it should be from the very beginning."



NRC consultations, young man, Jalalabad, Eastern Afghanistan

ELEMENT 3. Young people and resource mobilization



- Engage donors before and during a humanitarian response and advocate for inclusion of the needs of adolescents and youth within their priorities and budget allocations
- Identify funding opportunities through partnerships and calls for proposals
- Ensure adolescent and youth specific programme interventions
- Collaborate with communications and media teams to highlight the needs of young people and share good practices

SHOW SLIDE: 3. YOUNG PEOPLE IN RESOURCE MOBILIZATION

10 MINUTES



What are you hoping to achieve with this slide?

- Participants are reminded of the importance of mobilizing resources specifically for young people and key steps to ensure they are no longer overlooked in a humanitarian response.

Notes for delivery

- Ask participants: when humanitarian agencies are mobilizing resources, how can we ensure that the needs of young people are included?
- Reveal the answers and see what the differences were between what they suggested and the bullet points.
- Ask participants whether they think having data is important for this process, and why or why not it is important (the answer is in the notes below).

Supplementary notes/background knowledge

- Previous steps in the programme cycle, for example needs assessments and analysis, will affect resource mobilization. For example, donors and partners require accurate assessment of needs, informed strategies, and collective responses among humanitarian actors.
- By addressing the needs of young people in humanitarian response plans, inter-agency appeals and other strategic documents can mobilize resources for humanitarian programming for this group.

Young People and Resource Mobilization

Budget lines for:

- Youth as staff & community volunteers
- Needs assessments
- Staff training on inclusion and meaningful participation
- Communication, consultation and feedback
- Sub-grants



SHOW SLIDE: 3. YOUNG PEOPLE IN RESOURCE MOBILIZATION (BUDGET LINES)

10 MINUTES



What are you hoping to achieve with this slide?

- Participants get tips on specific budget lines they can include in their own project proposals.

Notes for delivery

- Reveal slide title only.
- Ask the participants to share what kind of budget lines they may have included in previous or current proposals, particularly budget lines that specifically included youth participation.
- Reveal all the bullet points and discuss any differences or inclusions.
- Highlight that without budget line commitment participation often becomes harder. Considering these budget lines shows commitment, but also facilitates an intentional commitment within a regular education or livelihoods programme proposal, for example.

Supplementary notes/background knowledge

Budget lines for:

- additional young people as staff (working age) and community volunteers (training, support, mentoring);
- needs assessments that address priorities of adolescents and youth;
- training staff on inclusion and meaningful participation;
- accessibility and disability-related accommodations (3–5 per cent of total programme budget)
- communication, consultation with young people and feedback mechanisms, including the use of appropriate technology;
- sub-grants directly to adolescents and youth and/or youth-led organizations, for their own projects.

For a concrete example to share with participants, see [Case study 14: Participatory grant making to grassroots youth groups in crisis settings: FRIDA](#) on p.80 of the IASC Youth Guidelines.

When developing proposals or approaching donors, the messages in Section A of the Youth Guidelines on 'making the case' may be useful. In addition, see '[Box 16: Developing key messages for advocacy and proposal development](#)' on p.81 of the IASC Youth Guidelines.

SHOW SLIDE:
4. YOUNG PEOPLE,
IMPLEMENTATION AND M&E

10 MINUTES



ELEMENT 4.
Young people and implementation and monitoring



- Consider the diversity of young people in the affected population, disaggregated by age and other diversity factors
- Jointly monitor young people's satisfaction to identify and resolve issues
- Take a participatory approach to monitoring, and build in opportunities for young people's reflection on programme progress

Young People, Implementation and M&E

Benefits of participatory monitoring activities:

- Relevant, effective and sustainable programmes and policies
- Improved conditions for young people, informed by their viewpoints and lived experiences
- Improved inter-generational communication and empathy
- A feeling of empowerment at personal and community levels



What are you hoping to achieve with these slides?

- Participants understand that during implementation of their projects, agencies may deliver programmes targeting young people, and they may also engage them as implementers of activities.
- Participants understand that monitoring tracks the inputs and outputs of a project, documents the outcomes of cluster/working group activities, and measures progress towards the objectives of the humanitarian response plan.

Notes for delivery

- Ask participants:
 - What do you think the point of monitoring and evaluation (M&E) is?
 - What are the benefits of M&E?
 - What happens if you do not engage with M&E?
- Reveal the bullet points and discuss any differences to what was discussed.
- Reveal the next slide that includes the benefits and discuss anything that was missed previously.

Supplementary notes/background knowledge

- During implementation, agencies may deliver programmes targeting adolescents and youth, or they may engage young people as implementers of activities.
- Agencies should advocate working with and for young people so that the coordinated response considers the diversity of young people in the affected population, disaggregated by age and other diversity factors, and includes their perspectives in the response. Clusters/sectors should jointly monitor young people's satisfaction with the response, to identify and resolve issues affecting coordination.
- Indicators should include those specific to adolescents and youth outcomes, including some developed by young people themselves.

For a concrete example to share with participants, see [Case study 15: Engagement monitoring system in Jordan, Lebanon, Palestine and the Syrian Arab Republic: UNICEF](#) on p.83 of the IASC Youth Guidelines.

Young People and Operational Peer Review

- Assess the results of interventions on the needs and rights of adolescents and youth, as well as their meaningful participation.
- Pay attention to the views and needs vulnerable groups
- Ensure external evaluators have experience using participatory methodologies
- Include funds for dissemination of findings and recommendations in inclusive and participatory formats and through channels friendly to adolescents and youth.



SHOW SLIDE: 5. YOUNG PEOPLE AND OPERATIONAL PEER REVIEW

10–15 MINUTES



What are you hoping to achieve with this slide?

- Participants understand that during peer review attention must be paid to the views and needs of vulnerable categories of young people, use participatory methods during the review and that the dissemination of their findings and recommendations must make their way back to the adolescents and youth that were interviewed in a way that is adolescent or youth friendly?

Notes for delivery

- Ask participants:
 - What is peer review and why is it important?
 - Reveal the first bullet point. Discuss any differences.
- Reveal the second bullet point. Brainstorm with participants what is meant by 'those living in vulnerable situations'.
- Ask participants:
 - Why is it important to pay attention to the views and needs of these people in peer review?
 - What happens if we do not?
 - What happens if we do?
- Ask participants: how do we involve youth in programme evaluation?
 - Reveal the bullet point.
- Reveal final bullet point and ask participants: why is it important to include funds for dissemination?

Supplementary notes/background knowledge

- An 'operational peer review' is an inter-agency management tool that identifies areas for improvement early in a response. An 'inter-agency humanitarian evaluation' is an independent assessment of whether collective results achieved in responding to an emergency meet the objectives stated in the humanitarian response plan and the needs of a selected people.
- Operational peer reviews and inter-agency humanitarian evaluations should assess the collective results of interventions on the needs and rights of adolescents and youth, as well as their meaningful participation. Specifically, the peer review or evaluation consults a diversity of local young women, young men and their organizations on their views on programme quality, accountability and performance.
- The peer review and evaluation budgets should include funds for dissemination of findings and recommendations in inclusive and participatory formats and through channels friendly to adolescents and youth.

See ['Box 6: Vulnerable categories of crisis-affected young people'](#) on p.27 of the IASC Youth Guidelines.

For a concrete example to share with participants, see [Case study 16: Youth-led programme evaluation in Côte d'Ivoire: UNICEF and Search for Common Ground](#) on p.85.



YOUTH PARTICIPATION IN INFORMATION MANAGEMENT (MONITORING, EVALUATION)

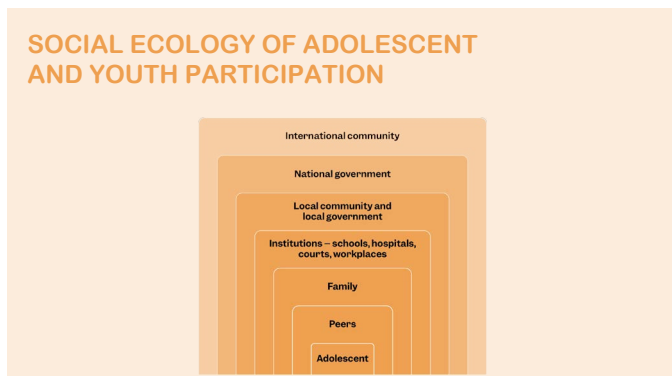
**SHOW SLIDE:
YOUTH PARTICIPATION IN INFORMATION
MANAGEMENT (MONITORING AND EVALUATION)**

1 MINUTES



What are you hoping to achieve with this slide?

- Introduce the idea that in the next section, participants get the opportunity to understand good practices of youth participation in the monitoring and evaluation phase of the programme cycle.



**SHOW SLIDE:
SOCIAL ECOLOGY
OF ADOLESCENT AND
YOUTH PARTICIPATION**

10 MINUTES



What are you hoping to achieve with this slide?

- Participants become accustomed to the social ecology model.
- Participants understand that young peoples' lives are impacted, both directly and indirectly, by factors throughout the social ecology – from the family and peers, to school and the local community, and from local and national government through to the international sphere and the global environment. Accordingly, young people are entitled to participate in all these areas.

Notes for delivery

- Ask participants: what do you think social ecology means?
- Reveal image.
- Ask participants (in small groups before a group discussion, if possible):
 - How are young people's lives impacted by factors throughout the social ecology?
 - Do young people have the right to participate in each of the areas?
 - How can they be involved? (See notes below for ideas)

Supplementary notes/background knowledge

Young people are entitled to participate in all these spheres to try to influence and transform laws, policies, budgeting, service provision and design, cultures and norms, political priorities and socioeconomic conditions that affect them, not only now but in the future. The opportunities for wider engagement are enhanced by the digital environment and use of social media that allow for the building of far greater networks, more responsively, more cheaply and with diminished need for adult support.

Depending on the level and the sphere, young people can be involved in multiple forms of participation, for example:

- individual participation within the family, school, health services, workplace, or judicial proceedings

- collective participation involving peer education
- advocacy and campaigns
- research, community development, peacebuilding, strengthening governance and accountability
- running their own organizations
- environmental protection
- participatory budgeting
- promotion of positive behaviours and norms.

For more information on the social ecology model, see p.12 of the [UNICEF Conceptual Framework for Measuring Outcomes of Adolescent Participation](#).

DEFINING OUTCOMES OF PARTICIPATION

- Sense of self-worth / Self-esteem
- Being taken seriously
- Making decisions
- Public / Civic engagement



SHOW SLIDE: DEFINING OUTCOMES OF PARTICIPATION

10 MINUTES



What are you hoping to achieve with this slide?

- Participants understand that young people's participation can lead to positive outcomes and ensure participants have a common understanding of the outcomes.

Notes for delivery

- Ask participants to define each outcome on the bullet points. Use the definitions provided in the supplementary notes/background knowledge section below to ensure a common understanding of the outcomes.
- Discuss the four outcomes selected on the basis that each one can indicate a wider set of positive changes or implications for adolescents.
- Highlight that these outcomes can be (but are not limited to) self-esteem and sense of self-worth, being taken seriously, making decisions, and public or civic engagement.

Supplementary notes/background knowledge

The right to participate requires adults and institutions to provide opportunities for space, voice, audience and influence. To examine whether the necessary conditions have been met to allow meaningful participation, it is necessary to identify the desired outcomes of that participation, and then to measure the extent to which those outcomes have been achieved.

Meaningful participation can result in empowerment and influence. These outcomes can be experienced at both the personal level and community or societal level. For example, young people may feel inwardly empowered by participation through a sense of their efficacy, knowledge or skills, the very fact of having been listened to and taken seriously, or recognition of their capacities to take responsibility for relevant decision-making. Participation can lead to strengthened social solidarity, peer support or reduced social isolation. Empowerment can also be the outcome of having successfully influenced decisions that affect them individually, such as court rulings or health treatments, and in the public or political domain, for example through contributing towards raised awareness, improved policies, more accessible services, or legal reforms.

- **Sense of self-worth/self-esteem/efficacy:** self-confidence, opportunities to aspire to goals, ability to challenge injustices, positive environments towards adolescents, safety in speaking out, a sense of personal well-being (supported by changes in social norms, awareness raising and capacity building)
- **Being taken seriously:** self-respect, sense of influence, growing motivation to speak out, potential to make a difference, respect by adults towards adolescents, opportunities to change one's life, potential for demanding justice and accountability (supported by legal and policy frameworks, changes in social norms, awareness raising and capacity building)
- **Making decisions:** self-confidence, sense of growing autonomy, improved knowledge, sense of responsibility, adult confidence in adolescents' abilities (supported by changes in social norms, awareness raising and legal and policy frameworks)
- **Public/civic engagement:** learning and knowledge, potential to influence laws, policies or programmes, awareness of rights, collaboration, sense of group efficacy, potential to bring about concrete changes to practices, provisions and services implemented by public authorities which in turn lead to improvements.

10-Step Process for Monitoring and Evaluation (Adapted From Save the Children)

- Step 1:** Identify the programme and objectives to be monitored and evaluated
- Step 2:** Build support and buy-in
- Step 3:** Establish a M&E group
- Step 4:** Build the capacity of the M&E group
- Step 5:** Develop an M&E plan or integrate into an existing M&E plan
- Step 6:** Introduce the concept of young people's participation in M&E to stakeholders
- Step 7:** Collect baseline data
- Step 8:** Use tools to gather information, to reflect on and to analyze the scope, quality and outcomes of participation
- Step 9:** Document and report the process and findings
- Step 10:** Draw up an action plan on findings and feedback to stakeholders

SHOW SLIDE:
**10-STEP PROCESS FOR MONITORING
AND EVALUATION (ADAPTED FROM
SAVE THE CHILDREN)**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are exposed to an example of how another organization includes young people in their monitoring and evaluation plans.

Notes for delivery

- Ask participants to read through these 10 steps and discuss the differences compared with the M&E process on the preceding slides.



SHOW SLIDE:
WHAT IS THE AIM OF PARTICIPATORY ACTION RESEARCH?
AND THE KEY STAGES OF YOUTH PAR



10 MINUTES



WHAT IS THE AIM OF PARTICIPATORY ACTION RESEARCH?

Participatory Action Research (PAR) aim at understanding the social world from the point of view of people living the issues at study; in this case, young people

THE KEY STAGES OF YOUTH PAR

1. Capacity Building
2. Data Analysis and Collection
3. Advocacy and Action
4. Reflection and Evaluation
5. Partnership and Scale Up



What are you hoping to achieve with these slides?

- Participants are exposed to the concept of Participatory Action Research (PAR) and understand the benefits of the approach.
- Participants understand the key stages of a PAR approach and that the process is driven by young people.

Notes for delivery

- First slide: reveal title only and ask participants, "What do you think the aim of PAR is?" Discuss.
- Reveal the answer. Discuss the differences.
- Second slide: reveal the title only and ask participants, "What do you think the key stages of youth PAR are?" (If time, break into smaller groups and give each group one point to discuss before returning to discussion in plenary).
- Discuss the differences between the key stages of PAR with participants (using the notes below to ensure that participants are aware of all the nuances).

Supplementary notes/background knowledge

- Vulnerable adolescents and youth are trained in research tools and methodologies so that they can conduct research independently. This enables them to understand the underlying causes and factors of problems affecting them and their community, and to reflect on possible solutions and ways of improving their conditions. As such, the participatory action research empowers young people to take ownership of the research and advocate for issues of their concern.
- **Capacity-building:** Young people and coordinators from NGO partners are trained in conducting participatory research among their peers, using problem tree analysis, in-depth interviews and focus group discussions. User-friendly tools to address the different literacy levels have been developed. In a second step, the young researchers develop their individual research plans.
- **Data analysis and collection:** After the capacity development, the young researchers implement their research plan and collect data in partnership with 10–20 other young people over a period of six weeks. Humanitarian actors should support the young researchers and their coordinators in data collection, cleaning and analysis.
- **Advocacy and action:** After the data collection, young researchers will receive basic communication and advocacy training, and elaborate and implement their own advocacy and action plans for themselves and duty bearers. National and regional workshops offer them the opportunity to directly interact with key stakeholders, share their findings and present recommendations.

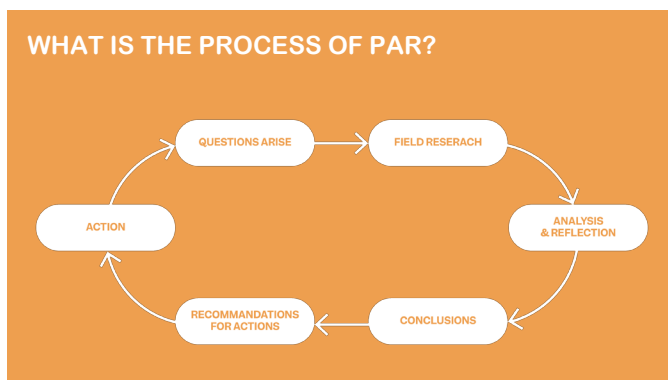
→ **Reflection and evaluation:** PAR researchers reflect on and learn from their actions. At this point the PAR cycle can begin again by addressing new questions. Simultaneously, successful actions can be continued and expanded.

→ **Partnership and scale-up:** To ensure the impact and continued success of PAR actions, humanitarian actors should support the young researchers and their collaborators in building meaningful partnerships for achieving sustainability and scale.

More information can be found at [UNICEF Participatory Action Research: Empowering youth through inclusive knowledge acquisition.](#)

**SHOW SLIDE:
WHAT IS THE PROCESS OF PAR?**

10 MINUTES



"Researchers and participants identify an issue in need of change, initiate research, analyze and reflect on the findings, and take action. They then reflect on and learn from this action before repeating the cycle. For the process to be participatory, actions must not be imposed on 'the researched' and the 'researched for' but co-constructed with them; the process must be driven by participants and collaborative at every stage."

Yoland Wadsworth, *Do It Yourself Social Research* (Walnut Creek: Left Coast Press, 2011), 114.



What are you hoping to achieve with these slides?

→ Participants are aware of the PAR process

→ Reveal the next slide – the PAR process – and ask participants to read the slide after asking the following questions:

→ Should actions be imposed on the 'researched' or co-constructed with the 'researched for'?

→ What is the difference?

→ Why is this important?

Notes for delivery

→ Explain that the PAR process is cyclical (as shown on the first slide)

→ Ask participants to discuss whether they have been involved in this kind of process before and if so to share what happened in each stage and whether it was a success.

→ Move to the two Case Studies

**SHOW SLIDE:****CASE STUDIES: PARTICIPATORY POST-DISASTER COMMUNICATION CAMPAIGN IN NEPAL AND PARTICIPATORY ACTION RESEARCH WITH YOUNG PEOPLE IN JORDAN, LEBANON AND THE SYRIAN ARAB REPUBLIC****15 MINUTES****CASE STUDY 6****A participatory post-disaster communication campaign in Nepal: UNICEF**

Source: Nepal earthquake 2015 case study: UNICEF (2018).

Following the 2015 twin earthquakes in Nepal, UNICEF supported direct outreach to communities through a variety of social and behaviour change communication strategies. To reach affected populations in remote areas, UNICEF partnered with a youth-led organization that already had strong district-based networks. Hundreds of young volunteers went door to door in villages and camps to exchange information, distribute leaflets and demonstrate the use of essential supplies. Involving young people from local communities in outreach activities not only ensured appropriateness and acceptance of messages, but also created a sense of ownership. Capacity-building for adolescents, youth civil society organizations (CSOs) and community radio staff was

central to building resilience and strengthening emergency preparedness during the recovery phase. UNICEF has also developed 'Minimum quality standards and indicators in community engagement' to provide globally established guidance on the importance of community engagement, including adolescent and youth engagement. These standards include 16 core minimum standards, as well as suggested indicators for use by governments and implementing agencies (NGOs and CSOs), and tools (checklists and matrices) to support the localized development of additional indicators. More information is available in the documents referenced for this case study.

CASE STUDY 8**Participatory action research (PAR) with young people in Jordan, Lebanon and the Syrian Arab Republic: UNICEF**

Source: Youth Working Group, Cox's Bazar, Bangladesh (2020), provided for these guidelines.

- Young people and coordinators learn how to conduct interviews and focus group discussions, then they draft and implement a research plan and collect data in the field from groups of 10–20 or their peers.
- Follow-up workshops offer youth the opportunity to directly interact with key stakeholders, share their findings and present recommendations.
- Programming can then be designed based on reliable and accurate data collected by young people themselves.



Participatory action researcher Shorouq Al-Naimat, 23, from Jordan, presents findings on issues concerning young people in the MENA region, at the Evidence Symposium on Adolescents and Youth in Beirut.
© UNICEF MENA (Middle East and North Africa).

What are you hoping to achieve with this slide?

- Participants are exposed to practical examples of participatory approaches

Notes for delivery

- Ask participants to read the case study. Provide the additional information below for context.
- Ask participants for any thoughts on the case study, and how they might see similarities or opportunities in their own context. A case study from the local context that explains PAR can be used, if available.

Supplementary notes/background knowledge

Additional information on the Nepal case study:

- Following the 2015 twin earthquakes in Nepal, UNICEF supported direct outreach to communities through a variety of social and behaviour change communication strategies. To reach affected populations in remote areas, UNICEF partnered with a youth-led organization that already had strong district-based networks. Hundreds of young volunteers went door to door in villages and camps to exchange information, distribute leaflets and demonstrate the use of essential supplies. Involving young people from local communities in outreach activities not only ensured appropriateness and acceptance of messages, but also created a sense of ownership. Capacity-building for adolescents, youth civil society organizations (CSOs) and community radio staff was central to building resilience and strengthening emergency preparedness during the recovery phase. UNICEF has also developed 'Minimum quality standards and indicators in community engagement' to provide globally established guidance on the importance of community engagement, including adolescent and youth engagement. These standards include 16 core minimum standards ([Figure 4](#) on p.56 of the IASC Youth Guidelines), as well as suggested indicators for use by governments and implementing agencies (NGOs and CSOs), and tools (checklists and matrices) to support the localized development of additional indicators. More information is available in the documents referenced for this case study.

Additional information on the Jordan, Lebanon and the Syrian Arab Republic case study:

- Through PAR, refugees, internally displaced persons and young people in the host communities are researching the problems affecting them and their communities. This UNICEF programme also builds the capacity of United Nations and NGO partners to support, guide and mentor young researchers. Young people and coordinators learn how to conduct interviews and focus group discussions, then they draft and implement a research plan and collect data in the field from groups of 10–20 of their peers. They transfer the data to UNICEF via tablets

and UNICEF supports the young researchers in data cleaning and analysis. They use problem tree analysis to reflect on solutions to the problems identified. The young researchers also receive basic communication and advocacy training, enabling them to begin to implement advocacy plans related to the identified problems and the proposed solutions. Follow-up workshops offer them the opportunity to directly interact with key stakeholders, share their findings and present recommendations. Programming can then be designed based on reliable and accurate data collected by young people themselves.

[INSERT REGIONALLY SPECIFIC TOOLKIT/
RESOURCE SPOTLIGHT HERE]



**SHOW SLIDE:
INSERT REGIONALLY SPECIFIC TOOLKIT/
RESOURCE SPOTLIGHT HERE**

5–10 MINUTES



What are you hoping to achieve with this slide?

- If a suitable example of participatory research exists, facilitators can inspire participants by sharing good practice from the relevant country or region by including country or regionally specific resources on the last slide to strengthen the case for meaningful participation of young people. This can be a case study, videos, or any other media.
- By sharing contextually relevant research, examples and case studies, participants can see that these good practices are also applicable to their work.

Notes for delivery

- If possible, use an example from one of the participating organizations by asking participants to submit suggestions of good practice beforehand. Be clear with participants that there might not be time to share all submissions.

If there are not enough submissions from participants, refer to the wide range of examples provided in [Section C, D and E](#) of the IASC Youth Guidelines. These sections provide tips and case studies on adolescent- and youth-responsive programming across different sector-specific entry points and in different areas.

Sharing Experiences on Young People's Participation and Information Management

- What is your experience of young people's participation in research and information management?
- What challenges have you faced in young people's participation?
- What solution or opportunities do you see for young people's participation?



SHOW SLIDE: SHARING EXPERIENCES ON YOUNG PEOPLE'S PARTICIPATION AND INFORMATION MANAGEMENT



10 MINUTES

What are you hoping to achieve with this slide?

- Participants share personal experiences of young people's participation in research activities or in information management more broadly.

Notes for delivery

- If further discussion of these questions is needed, divide the participants into small groups and ask them to discuss the questions one by one. Allow 3 minutes for small groups and 3 minutes for plenary discussion, before moving on to the next question.

Supplementary notes/background knowledge

- The figure on the slide is the Social Ecology of Participation. Depending on the level and the sphere, adolescents and youth can be involved in multiple forms of participation, for example:
 - Individual participation within the family, school, health services, workplace, or judicial proceedings
 - Collective participation involving peer education, advocacy and campaigns, research, community development, peacebuilding, strengthening governance and accountability, running their own organizations, environmental protection, participatory budgeting, promotion of positive behaviours and norms.

More information can be found at [UNICEF Conceptual Framework for Measuring Outcomes of Adolescent Participation.](#)

Section 2: Group work



HOW DO WE BETTER ENGAGE YOUNG PEOPLE at each stage of the HPC in our context?

SHOW SLIDE:
HOW DO WE BETTER ENGAGE YOUNG PEOPLE AT EACH STAGE OF THE HPC IN OUR CONTEXT?

20–30 MINUTES



What are you hoping to achieve with this slide?

- The objective of this exercise is to understand engagement throughout the HPC and identify potential opportunities to increase engagement.

Notes for delivery

- Participants will be divided into five groups, one for each phase of the HPC.
- Each group has 10 minutes to discuss the following question:
 - How do we better engage young people at this step of the HPC in our context?
- Each group will assign a notetaker to record key takeaways.
 - Online group work: Record key takeaways on a shared Google Document/Online Learning Platform board.
- Each group should present their ideas in a 1-minute presentation.
- Discuss their ideas in plenary before moving on to the next HPC 1-minute group presentation.

A photograph of three young people standing outdoors, holding certificates. The image is overlaid with a blue semi-transparent filter. The person on the left is a man in a striped shirt and jeans, holding a certificate with 'unicef' and 'Youth Training Center' logos. The person in the middle is a woman with glasses and patterned pants, holding a certificate. The person on the right is a man with glasses and a white t-shirt with 'You Edu Pro!' text, holding a certificate with 'Youth Training Center' and Arabic text. The background is a bright, outdoor setting.

Session 5

Panel discussion: Programming with and for young people



Session 5: Panel discussion: Programming with and for young people

LENGTH	60 minutes	
OVERVIEW	Intergenerational knowledge and experience sharing and exchange between humanitarian actors, particularly highlighting the young people's role and impact when engaged in humanitarian action.	
OBJECTIVES	Participants will better understand participation mechanisms and outcomes through hearing the perspective of adolescents and youth in humanitarian action.	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary and group work	Zoom link sent to all participants
MATERIALS	Training Session 5 Presentation	Training Session 5 Presentation

Opening remarks



**SHOW SLIDE:
PANEL DISCUSSION**

1 MINUTES



What are you hoping to achieve with this slide?

→ Introduce facilitators and welcome participants

Section 1: Panel discussion

Preparation

Prior to the panel/training, identify and meet with the panellists to prepare for the session together. Ask each panel speaker to briefly share the experiences they intend to discuss. Tailor your questions to their experiences, ensuring that you tie content back to the IASC Youth Guidelines whenever possible. Encourage panel participants to speak freely about their experiences.

The ideal size for a panel is 4–6 speakers. Panellists are selected by country offices of the organizations leading the training. Selection criteria may include: age (ensure the representation of younger adolescents and older youth), geography, gender, and experience in humanitarian action. Suggested themes could include young humanitarian worker's participation in the HPCs/HRPs, young humanitarian worker's role in sectoral response, youth-responsive humanitarian programmes, and youth participation in humanitarian action policy and programmes.

Prepare a two-line biography for each participant to introduce them at the beginning of the session. A longer biography can be provided with the Agenda and Training Programme.

For a moderation sample, see the last slide of Session 5.

During the panel discussion



SHOW SLIDE:
PANEL DISCUSSION

40 MINUTES



What are you hoping to achieve with this slide?

- Introduce panellists one at a time.
- Go over the discussion format, the time allowed per question and the time allocated for comments and questions from the audience.
- Ensure all panel participants get equal time to speak before moving back to the plenary for comments and questions.
- For online training, more interaction with the panellist could be done through using Online Learning Platforms or apps such as Mentimeter, Google Jamboard, Miro or [Padlet](#).

Supplementary notes/background knowledge

Success depends on strong preparation, concrete examples, and good connection with your audience. For more tips for running a successful panel discussion, see ideas from these websites:

[Make Your Next Panel Discussion More Compelling:](#)

[Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion:](#)

[The Beginner's Guide to Moderating a Panel Discussion](#)

Section 2: Comments and feedback



SHOW SLIDE:
COMMENTS AND FEEDBACK

20 MINUTES



What are you hoping to achieve with this slide?

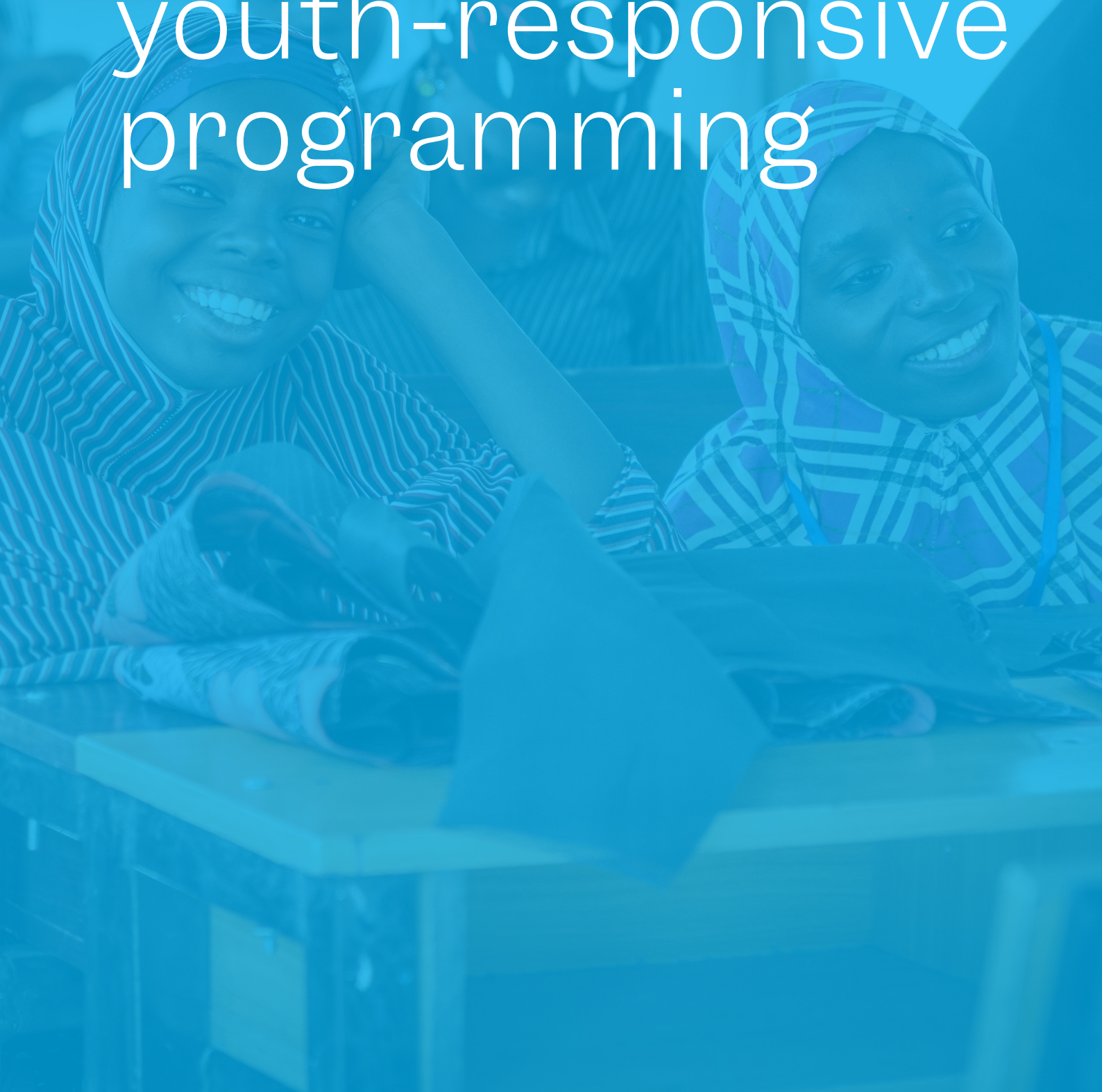
- Ask the audience if they have any comments and questions. Remember to thank the panel for sharing their stories and experiences.
- Summarize the discussion and, if applicable, any follow-up actions.

Notes for delivery

- Ensure to 'walk the talk' by allowing young people to respond and be respected just as any other senior member of the group.

Session 6

Implementing adolescent- and youth-responsive programming

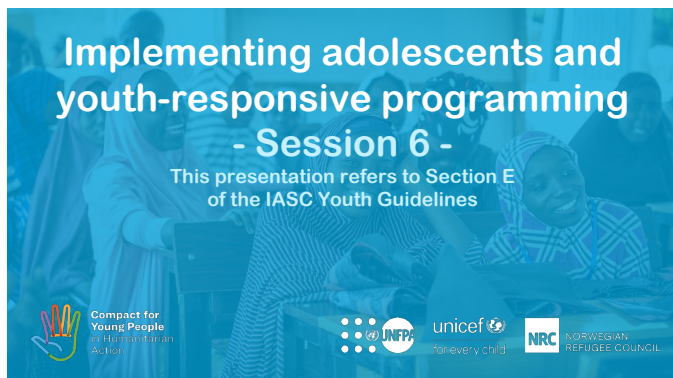




Session 6: Implementing adolescent- and youth-responsive programming

LENGTH	75 minutes	
OVERVIEW	This section provides programming tips for age-appropriate, adolescent- and youth-responsive programming across different sector-specific entry points. Key questions, proposed actions, case studies and links to tested tools are offered for agencies working in various sectors.	
OBJECTIVES	Participants will better understand how to implement adolescent and youth programming.	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary and group work	Zoom link sent to all participants, prepare the Breakout Rooms
MATERIALS	Training Session 6 Presentation, flip chart, markers	Training Session 6 Presentation, online sharWed document (Google Document/ Online Learning Platform)

Opening remarks



SHOW SLIDE:
IMPLEMENTING ADOLESCENT AND
YOUTH-RESPONSIVE PROGRAMMING

1 MINUTES



What are you hoping to achieve with this slide?

→ Introduce facilitators and welcome participants

Section 1: Agenda

AGENDA – DAY TWO		
Duration	Session	Activities – Day Two
10 min		Ice Breaker
75 min	6	Implementing adolescents and youth-responsive programming
15 min		Break
80 min	7	Group work - Action Planning
25 min		Evaluation and Closing

SHOW SLIDE:
AGENDA DAY 2

5 MINUTES



What are you hoping to achieve with this slide?

- Review agenda for the second day of training. Ask participants if they have any additional feedback from the day before.
- The agenda can be adjusted according to the design of the training.

- An agenda can be included at the beginning of every training session (optional).
- Online: Not applicable as the sessions can be spread over several days. Ensure time for feedback is included.

Section 2: Key programming approaches

SHOW SLIDE: KEY PROGRAMMING APPROACHES FOR PUTTING YOUNG PEOPLE AT THE CENTRE

10-15 MINUTES



KEY PROGRAMMING APPROACHES FOR PUTTING YOUNG PEOPLE AT THE CENTRE

- Life-course approach
- Gender
- Human, social and financial capital
- Integration across clusters/sectors
- Humanitarian, development & peace
- Partnering with youth organisations



SUMMARY

The Key Programming Approaches for putting young people at the centre should be done at all stages and all sectors.

Note: Section E of the IASC Youth Guidelines includes Tip Sheets on how to work with and for young people in each Sector.



What are you hoping to achieve with these slides?

- Participants understand that, although the IASC Youth Guidelines have tip sheets per sector, young people are not a homogeneous group and their needs are multi-sectoral.
- Participants are reminded that [Section E](#) from p.100 of the IASC Youth Guidelines includes useful tip sheets on how to engage young people in their sectors and across sectors.

Notes for delivery

- Reveal the first slide. Ask participants to read it and discuss in small groups what they think each bullet point means.
- Plenary discussion: ask the participants to share their thoughts and supplement the discussion using the notes below to fill any gaps.

- Ask participants: when and where should the approaches be used?
- Reveal the second slide. Answer: at all stages and all sectors.
- Explain that the rest of the session will comprise an in-depth look at one or more of the sectors in the cluster approach diagram – the slide deck and Facilitator Guide include information on Health, Protection, Education, Livelihoods and Sustaining Peace.
- See [Section E](#) from p.100 of the IASC Youth Guidelines.
- It is important to choose sectors in which the participants are currently working to link recommendations to the work they are already doing.

Supplementary notes/background knowledge

→ **Life-course approach:** Evidence shows that identifying critical risks and gaps across different age groups within adolescents and youth (in the 10–11, 12–14, 15–17, 18–19 and 20–24 years age brackets) is vital. The needs and interests of a 10-year-old girl will be different from those of a 19-year-old young man, for example. This approach builds a continuum of support for young people.

→ **Gender-targeted and gender-transformative:** Programmes that aim to identify the ‘invisible’ girls and create the conditions to allow their access to and participation in programmes can be termed ‘gender-targeted’. Activities within those programmes can include outreach to vulnerable groups, ensuring family and community buy-in, and supporting local women-led organizations for community mobilization and advocacy.

‘Gender-transformative’ interventions engage women, girls, boys and men to unpack harmful gender norms and address barriers for girls, including through peer-to-peer education on protection and negative coping mechanisms (for example, child marriage, transactional sex, trafficking, etc.). For more examples of approaches to empowering young women, see [Annex 5: Recommendations for supporting young women’s leadership](#) on p.200.

→ **Building human, social and financial capital:** Rather than stand-alone programmes, young people benefit from integration of life skills and health education, numeracy and literacy, peer interaction, support for basic needs, mentorship, entrepreneurship training, and access to capital to facilitate the transition into a job or self-employment. This approach has been shown to increase rates of savings and employment, improve health and psychosocial outcomes, and reduce exposure to unwanted sex.

→ **Integration across clusters/sectors:** Putting young people at the centre requires that agencies build linkages within and across clusters/sectors. Some examples include:

→ Young people need many crucial connections that must be fostered through Education and Livelihoods opportunities to create pathways from school to decent work.

→ Education and Child Protection acting together create a virtuous cycle for crisis-affected adolescents.

→ Actors working on sexual and reproductive health and rights need strong linkages to Protection, and vice-versa.

→ Gender-based violence principles and considerations are essential to young people’s outcomes in many sectors, including, for example, Nutrition and Shelter

→ **Working across the ‘nexus’ of humanitarian, development and peace:** In large-scale emergencies, this approach allows governments and humanitarian actors to respond at scale, while also anticipating additional shocks to follow by building the skills of young people. Programmes should seek durable solutions from the beginning of a crisis, while maintaining the primacy of the humanitarian imperative to save lives, working where possible within national policy frameworks. Localization is at the heart of the approach, as many local actors, including youth organizations, already engage in both humanitarian and development work.

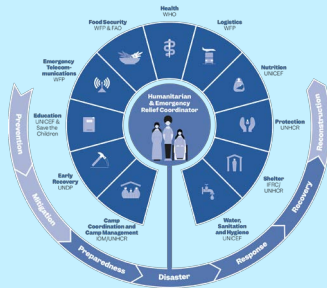
→ **Partnership with youth organizations:** Young people are often actively engaged in their communities, from simple acts of community service and participating in formal institutions, to organizing and mobilizing their peers at national, regional and global levels. Established youth-led organizations play critical roles in humanitarian and protracted humanitarian crises. They know their own context and can capitalize on extensive community networks.

However, they are often critically underfunded, overshadowed by international organizations and unreached by governments and donors. They may lack technical skills in preparedness, crisis response and recovery. Humanitarian actors should prioritize working youth organizations, while also taking steps to ensure that their partnerships do not derail the mission of local youth groups.

For more detail on these approaches, see [Section E: Key programming approaches for putting young people at the centre no matter the sector](#) on p.102 of the IASC Youth Guidelines.

Considerations for working with and for refugee youth have been highlighted in [Box 17: Working with and for refugee youth](#) on p.104 of the IASC Youth Guidelines.

DEEP DIVE INTO SECTOR RESPONSE



SHOW SLIDE:
DEEP DIVE INTO SECTOR RESPONSE

10 MINUTES



What are you hoping to achieve with this slide?

- Choose as many sectors as are relevant to the participants in the training.
- The aim is to focus on those sectors by getting the participants to engage with the relevant tip sheets in the IASC Guidelines, and the Case Studies that go with them.

Notes for delivery

- For each sector:
 - Find the relevant tip sheet in the Guidelines.
 - Ask participants to skim read and ask any questions about how to consider the key actions for programming in their sector.
 - Depending on the number of case studies, divide the participants into smaller groups and give one case study to each small group.
 - Ask participants to read the relevant case study.
 - Small group discussion about how that case study may be similar to something they have been a part of in their country.
 - Ask each small group to explain the case study in 1 minute to the rest of the group.

"Empower youth to work with their governments in the development of immediate and durable responses for protection."



Section 3: Simulation exercise

SHOW SLIDE: SIMULATION EXERCISE

60–90 MINUTES



The following slides have examples taken from the sector Tip Sheets in the Guidelines – for the purposes of this session, we will focus on Sector

(choose appropriate sector according to the audience)

- Identify key gaps concerning young people in your sector that should be prioritized by the HCT for the HRP process? **MAKE YOUR CASE**
- Identify and establish key linkages with other sectors / sub-sectors to strengthen adolescent and youth responsive programme approaches in the current context?
- Identify 1 or 2 key actions to engage with young people in your sector in any or all of the HPC phases?



What are you hoping to achieve with this slide?

- Through this exercise, participants have an opportunity to develop a brief version of a response plan for a given scenario, using Section E of the IASC Youth Guidelines to guide them.

Notes for delivery

- Before the training, develop a scenario relevant to the country the training has been developed in. As an example, the scenario attached below was developed for the Compact training held in Erbil, Iraq.
- Divide participants into groups for each of the sectors identified in the chosen scenario. Online: participants are divided into groups via Zoom breakout rooms.
- Allow 3–4 minutes for participants to read through the scenario.
- Reveal the slide with these questions, and explain:
 - After reviewing the situation in <insert country here>, please refer to the inter-agency guidelines on working with and for young people in humanitarian and protracted crises. Discuss, as a group, your response to the following questions:
 - Can you identify key gaps concerning young people in your sector that should be prioritized by the HCT for the HRP process? **Make your case.**
 - Can you identify and establish key linkages with other sectors/sub-sectors to strengthen adolescent and youth responsive programme approaches in the current context?
 - Identify one or two key actions to engage with young people in your sector in any or all of the HPC phases.
- Teams have 10 minutes to prepare their response plan in breakout rooms. Ensure the teams can communicate with each other and do not work in silos. An important factor in the success of a response plan is coordination: make sure that all teams are aware of what the others are including in their plans. For online training, ask all teams to proactively consider inter-sectoral linkages in their presentations.
- Reconvene in plenary and ask each team to present their plans to the others.
- To conclude the session, ask each group how they would use the information gathered throughout the exercise to inform a Humanitarian Response Plan (or other equivalents of HRP in their countries and region).

Scenario

This scenario was developed for the Compact training held in Erbil, Iraq in November 2019.

Scenario: Republic of Iraq

Current humanitarian situation: The humanitarian context in Iraq has undergone a substantial evolution since 2018, as the country gradually transformed from a nation gripped by the armed conflict against the Islamic State of Iraq and the Levant (ISIL) to one where normal life was slowly but surely resuming. Programming pivoted from emergency aid delivery during armed conflict to addressing the needs of millions of internally displaced persons (IDPs), returnees and other vulnerable Iraqis living in areas impacted by the military operations against ISIL. There are approximately 1.8 million IDPs in Iraq (out of a total of 6 million persons displaced during the height of the conflict); more than 4 million people have returned to their communities, but return rates have levelled out in recent months. Of those who remain displaced, over half have been displaced for more than three years.


Although major efforts are underway to rebuild the country and jumpstart local economies, significant barriers to return endure, including: security concerns; lack of social cohesion; issues related to documentation; lack of livelihoods; and destroyed or damaged housing. With protracted displacement expected to endure in the coming years, addressing the protection concerns of Iraq's IDPs is a primary focus for humanitarians, and working towards durable solutions for this population has been at the forefront of humanitarian programming in 2019. The protection needs of the IDP population are diverse: IDPs cite the lack of employment/livelihood opportunities among their top concerns, along with irregular access to food, health (including sexual and reproductive health), shelter and education. For IDPs living outside traditional camp settings, all these uncertainties are multiplied. Gender-based violence is on the rise, and referral pathways are sometimes not functional. Special attention is needed for families with perceived affiliations to extremist groups, who are often subjected to discrimination in camps and stigma from their communities. Other challenges are also present, including protracted political deadlock and the delayed implementation of recovery and resilience activities. In parallel, Iraq is prone to a daunting set of environmental challenges and natural hazards. Humanitarians must undertake collective preparedness and contingency planning to meet identifiable risks which could impact the realization of their mandate (source: [OCHA](#)).

Health: Since the end of the crisis in most parts of Iraq, more than 4 million people have returned to their homes in different areas across Iraq, while nearly 1.9 million remain displaced in camps and among host communities (according to the International Organization for Immigration). Partners have rehabilitated more than 50 per cent of primary health-care facilities and maternity centres, while others, including hospitals that offer secondary and tertiary services, remain closed. To cover these gaps, health partners are providing essential outreach services through mobile medical teams and clinics (source: [EMRO](#)). Access to services for clinical management of rape is limited, including a shortage of skilled health-care providers.

Economy: Iraq's largely state-run economy is dominated by the oil sector, which provides roughly 85 per cent of government revenue and 80 per cent of foreign exchange earnings and is a major determinant of the economy's fortunes. Iraq's contracts with major oil companies have the potential to further expand oil exports and revenues, but Iraq will need to make significant upgrades to its oil processing, pipeline, and export infrastructure to enable these deals to reach their economic potential. Inflation has remained under control since 2006. However, Iraqi leaders remain hard-pressed to translate macroeconomic gains into an improved standard of living for the Iraqi populace. Unemployment remains a problem throughout the country despite a bloated public sector. Overregulation has made it difficult for Iraqi citizens and foreign investors to start new businesses. Corruption and lack of economic reforms – such as restructuring banks and developing the private sector – have inhibited the growth of the private sector (source: [CIA](#)).

Exercises: Divide the group into five sub-groups to work on the following sectors: Education and Livelihoods, Health, Protection, Peace building, Wash.

Scenario – the HCT is developing the humanitarian response plan for Iraq for the coming year. Your group needs to provide inputs to the HCT for addressing the needs and priorities of young people in your sector. If well-articulated, your inputs will be integrated in the HRP process.



Session 7

Group work — action planning

It's My Business!

Réponds
à un Besoin



Session 7: Group work – action planning

LENGTH	80 minutes	
OVERVIEW	This session provides participants with the opportunity to spend time planning for how they will improve the engagement of young people in current humanitarian programmes.	
OBJECTIVES	Participants put learning acquired during the training into practice and start to apply the principles of working with and for young people.	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary and group work	Zoom link sent to all participants, moderator in place to monitor chat and ensure that slide decks run smoothly
MATERIALS	Existing Humanitarian Programme/Project prepared, Guidelines pre-shared, markers, paper	Existing Humanitarian Programme/Project prepared, Guidelines pre-shared; online shared document (Google Document/ Online Learning Platform board)

Section 1: Group work



SHOW SLIDE:
GROUP WORK: ACTION PLANNING

40 MINUTES



What are you hoping to achieve with this slide?

- Participants put learning acquired during the training into practice and start to apply the principles of working with and for young people.

Notes for delivery

- Explain that this session is the practical application of the training and the IASC Youth Guidelines.
- Make sure that the humanitarian programme/project is accessible to the group prior to the training.
- The facilitator should cycle through the groups one by one for the full 40 minutes, assisting where necessary.
- Divide the participants into groups, preferably 4–5 participants per group.
- Group them according to the implementation of the Humanitarian Programme/Project as they will be working together for the actual implementation.

- Ensure that there is a young person in each group.

In-person: Divide the participants into five groups to work in different areas of the room.

Online: Divide the participants into five groups to work in different breakout rooms. Prepare an online shared document for the groups to work on, through Google Document/Online Learning Platform board.

Instructions for this exercise:

- Ask participants to go over an actual/existing Humanitarian Programme/Project.
- Ask participants to make an action plan for each phase of their Humanitarian Programme/Project of how you, your agency or partners will implement the IASC Youth Guidelines.
- Remind the participants to be as detailed as possible – including the actors, timeframe, and especially indicators wherein young people will be engaged – see below note for a suggested template.

This sample template can be used both in-person and online:

[illegible]

Section 2: Final presentations



SHOW SLIDE:
GROUP WORK: ACTION PLANNING

40 MINUTES



What are you hoping to achieve with this slide?

- Participants demonstrate how their plans are linking to the principles and best practice of the IASC Youth Guidelines.

Notes for delivery

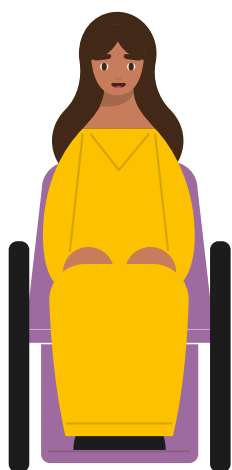
- After each presentation, summarize how each team has applied either a principle or best practice from the IASC Youth Guidelines into their action plans.
- In-person: Groups reconvene to plenary and deliver a 5-minute presentation of their action plan to the other participants.
- Online:
 - Groups deliver their 5-minute presentation online.
 - The facilitator or participants may use the 'share screen' function to share the online document that the participants used from the discussion.

Post-training follow-up


- Conclude the training by asking participants to complete the evaluation form to provide comments and suggestions for future training.
- For online training, Google Forms or SurveyMonkey can be used. See sample Evaluation Form on the following page.
- Create a form for anyone who wishes to share their contact details with other training participants. For online training, Google Forms or Microsoft Spreadsheet online can be used.
- Facilitators should produce their own evaluation and training report to be shared with the organizations leading the training.
- Draft a thank you email to all the participants and invite them to share any questions and comments.

Training Evaluation Form

	From 1 (strongly disagree) to 5 (strongly agree)	Comments
I found the content/topics covered today useful for my work.	① ② ③ ④ ⑤
I am likely to implement the IASC Youth Guidelines in my everyday work.	① ② ③ ④ ⑤
I feel like the IASC Youth Guidelines are practical enough.	① ② ③ ④ ⑤
I feel like the Youth Compact and the IASC Youth Guidelines can shift the priorities of the organizations towards more attention to adolescents and youth.	① ② ③ ④ ⑤
I feel like the training format was well thought-out.	① ② ③ ④ ⑤
I would recommend this workshop to other organizations working in the region.	① ② ③ ④ ⑤
Other thoughts, comments, and/or suggestions?	① ② ③ ④ ⑤
Total score		



"Can you provide youth with opportunities to acquire the skills, and the basic tools, needed in order to be able to maintain their own shelter?"



Annex 1

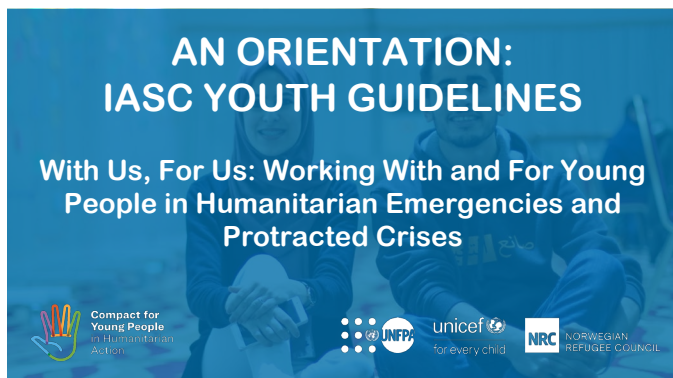
Orientation session



Annex 1: Orientation session

LENGTH	60–90 minutes	
OVERVIEW	This orientation session gives an overview of the IASC Youth Guidelines	
OBJECTIVES	1. Participants learn about the IASC Youth Guidelines 2. Participants understand working with and for young people in humanitarian and protracted crises	
DELIVERY	In-person:	Online:
ROOM SET-UP	Plenary	Zoom link sent to all participants
MATERIALS	Orientation presentation	Orientation presentation

Opening remarks



**SHOW SLIDE:
TITLE SLIDE**

2 MINUTES



→ Introduce speakers and welcome participants

Agenda and objectives



**SHOW SLIDE:
AGENDA AND OBJECTIVES**

3 MINUTES



→ This slide is optional.

→ Present the agenda if needed.

→ Present the objectives if needed.

→ Sample objectives could be:

- Get an overview of the IASC Youth Guidelines (background, content, etc.)
- Understand working with and for young people in humanitarian and protracted crises.
- Learn how to include and engage with and for young people in humanitarian programming.

Section A: Introduction

[illegible]

SHOW SLIDE: WHY THE COMPACT FOR YOUNG PEOPLE IN HUMANITARIAN ACTION?



5 MINUTES

What are you hoping to achieve with this slide?

- Participants are introduced to the Compact for Young People in Humanitarian Action (or simply the 'Youth Compact')

Notes for delivery

- Introduce the Compact for Young People in Humanitarian Action using talking points in the supplementary notes and background section below.
- The facilitator can also recognize the participants whose organizations are signatories of the Compact.
- Clarify that the common terminology for the Global Compact for Young People in Humanitarian Action is either ‘the Youth Compact’ or, in this specific training, ‘the Compact’, to avoid confusion. Ensure the background of The Compact has been clearly discussed before proceeding.

Supplementary notes/background knowledge

- The Youth Compact is a group of like-minded individuals and organizations working together for a single cause. A network of 60+ members, including youth-led organizations, the United Nations, NGOs and the private sector.
- The World Humanitarian Summit, held on 23–24 May 2016 in Istanbul, emphasized the urgent need to safeguard the rights of adolescents and youth and engage them in humanitarian response efforts. The Compact for Young People in Humanitarian Action was launched at the summit, under the leadership of the International Federation of Red Cross and Red Crescent Societies (IFRC) and the United Nations Population Fund (UNFPA), as a deliberate step by the humanitarian community to work with and for young people. The Youth Compact builds on processes led by and for young people – including the Global Refugee Youth Consultations in 2015–2016, the 2015 Doha Youth Declaration on Reshaping the Humanitarian Agenda, and the 2015 United Nations Security Council Resolution 2250 on youth, peace and security – all of which emphasize the need for and importance of meaningful engagement of young people at subnational, national, regional and global levels.
- Highlight the significance of The Compact as a way of changing the narrative of having young people as partners and change agents, rather than simply perpetrators or beneficiaries.



**SHOW SLIDE:
THE GLOBAL COMPACT FOR YOUNG
PEOPLE IN HUMANITARIAN ACTION**

3 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the five focus areas of The Youth Compact

Notes for delivery

- Discuss the five key actions work of the Youth Compact as indicated in the supplementary notes and background knowledge section below.

Supplementary notes/background knowledge

Five key actions work is centred around:

- **Services:** Promote and increase age- and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings.
- **Participation:** Support systematic inclusion of engagement and partnership with youth, in all phases of humanitarian action, through sharing of information and involvement in decision-making processes at all levels, including budget allocations.
- **Capacity:** Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors.
- **Resources:** Increase resources intended to address the needs and priorities of adolescents and youth affected by humanitarian crises and identify ways to more accurately track and report on the resources allocated to young people in humanitarian contexts.
- **Data:** Ensure the generation and use of age- and sex- disaggregated data pertaining to adolescents and youth in humanitarian settings.

Feel free to explore the [Youth Compact's website](#) for more information.

Why the guidelines?



**SHOW SLIDE:
WHY THE GUIDELINES?**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the gap that the IASC Youth Guidelines fill and how programming improves through their implementation.
- Participants understand that the IASC Youth Guidelines development was a key deliverable of Action 1: Services of the Youth Compact.

Notes for delivery

- Discuss that the development of the IASC Youth Guidelines is intended to fill the gap in addressing the specific needs and priorities of young people in humanitarian crises through their meaningful engagement – by recognizing their contributions and creating avenues for their participation in all sectors and phases of the Humanitarian Programme Cycle (HPC).
- Discuss that the IASC Youth Guidelines is an output of the Youth Compact under Action 1: Services (as shown in previous slide) which is key for programming and implementation that is inclusive and age- and gender-responsive.

Supplementary notes/background knowledge

→ **What gap do the guidelines fill?**

Youth have no natural home in the humanitarian system. Young people have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for adults. The guidelines address a gap in humanitarian tools, which tend to overlook young people – a specific but broad demographic with interlinked needs across multiple clusters/working groups.

The guidelines provide a framework for working with and for young people throughout the HPC, complete with tips, examples and case studies. In addition, humanitarian actors can use this guidance as a reference to design programmes that respond to their context.

We must involve young people in humanitarian responses and peacebuilding efforts, from design through to implementation and monitoring. These inter-agency guidelines are part of the effort to address that.

→ **Why/how programming improves through their implementation:**

These IASC guidelines are not just about 'mainstreaming' the needs of young people, but about recognizing the contributions they make towards improving humanitarian response and programming. The image you see on the screen from the World Scouts shows young people supporting during the Haiti response. Historically there has been a tendency to approach adolescents as a problem to be solved, and youth as a period of risk, when in fact they are often leading humanitarian action in their communities. The guidelines help responders to recognize this, and to make humanitarian response more relevant and inclusive.

→ **The guidelines as key deliverable of Action 1: Services of the Youth Compact**

Under the umbrella of the Compact, UNICEF and NRC have globally led Pillar 1: the development of the Inter-agency Guidelines for Working with and for Young People in Humanitarian Settings.

Adolescents and youth are a vital positive force in emergency preparedness and response. They have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for older adults.

The guidelines are the go-to programming tool for all humanitarian aid workers at country level for working with and for adolescents and youth in humanitarian settings.

To understand the history of how the Youth Compact decided to focus on the development of the IASC Youth Guidelines, see the recommendations of [Desk Review of Programming Guidelines for Adolescents & Youth in Emergencies](#) (2017).



PLAY VIDEO:
THE COMPACT FOR YOUNG PEOPLE IN HUMANITARIAN ACTION

SHOW SLIDE:
IASC YOUTH GUIDELINES AT A GLANCE

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand the journey of developing the IASC Youth Guidelines and its content.

Notes for delivery

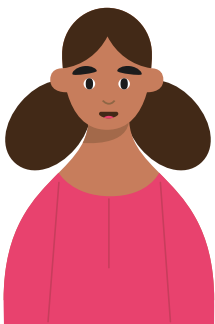
- [Play video](#)
- Show slide: IASC Youth Guidelines at a glance
- Give an overview of the different sections of the IASC Youth Guidelines

Supplementary notes/background knowledge

Sections include:

- **Section A:** Definitions and key advocacy messages. Dispels the confusion we often see about what we mean by adolescents, youth or young people. Includes key advocacy messages when making the case for increased focus on young people – can be used in the field when preparing presentations, for working group meetings or in proposals, etc.
- **Section B:** Principles. Zooms in on key principles, which were informed by consultations with adolescents and youth. Principles are about changing our narrative and engaging young people as positive agents of change, ensuring that we engage them meaningfully and safely, and not for tokenism, bringing them to the table as partners, leaving aside biases and ensuring inclusivity across all their diversities – be it gender, sexual orientation, disability, etc. – and applying a Do No Harm approach at all times.

- **Section C:** Meaningful participation. The different forms of meaningful participation. Section includes examples from various contexts.
- **Section D:** Including young people throughout the humanitarian programme cycle. Practical section on how we can engage young people throughout the phases of a programme's cycle – from needs assessment to monitoring and evaluation. The section contains examples and case studies of youth-led assessments, youth-led research, etc., including links and resources from various organizations to guide on carrying out a similar process yourself. In essence, the guidelines act as an umbrella/hub for helpful resources and tools.
- **Section E:** Adolescent and youth responsive programming in sector work. Improving adolescent and youth responsive programming in every sector. Interesting new sections include climate change and DRR, sustaining peace, and housing, land and property. This section includes specific tips and actions for all sectors.
- **Annex:** Annexes include: Annex 1: Risk assessment tool to support safe participation; Annex 2: Checklist: Meaningful participation of young people in programmes; Annex 3: Checklist: Planning an assessment with young people; Annex 4: Checklist: Information management process; Annex 5: Recommendations for supporting young women's leadership; Annex 6: Life skills; Annex 7: COVID-19: Working with and for young people: Guidance summary.



"Support innovative ideas in livelihoods such e-marketing and do not stick with traditional livelihoods programming such as tailoring. This will require an understanding of what is new and which sectors have potential."

INTRODUCTION TO THE IASC YOUTH GUIDELINES

- **WHY** young people?
- **WHO** is the target audience of this guidance?
- **WHAT** is this document?
- **WHEN** should this guidance be used?
- **HOW** should organizations use this guidance?



SHOW SLIDE: INTRODUCTION TO THE IASC YOUTH GUIDELINES

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand why young people are the focus of the guidelines, who the target audience is, what the document is about and when and how the guidelines should be used.

Notes for delivery

- Discuss why/what/when/where the Guidelines should be used.

Supplementary notes/background knowledge

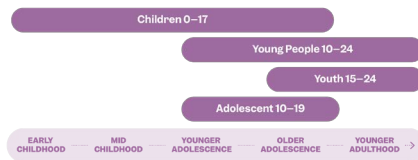
- **WHY young people?** Adolescents and youth are a vital positive force in emergency preparedness and response. They have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for adults. These IASC guidelines are not just about 'mainstreaming' the needs of young people, but about recognizing the contributions they make towards improving humanitarian response and programming. These guidelines address a gap in humanitarian tools, which tend to overlook young people – a specific but broad demographic with interlinked needs across multiple clusters/working groups.
- **WHO is the target audience of this guidance?** For all humanitarian aid staff at the country level, including staff of civil society organizations (CSOs; including disabled persons organizations), local and national non-governmental organizations (NGOs), government agencies, international NGOs, Red Cross and Red Crescent Societies, and United Nations agencies. These actors should consult and work closely with young people and with youth-led organizations and networks to apply the guidelines. Other stakeholders, such as private sector firms

and aid donors, will also find this guidance useful as they support the work of these implementers.

- **WHAT is this document?** It provides a framework for working with and for young people throughout the humanitarian programme cycle (HPC), complete with tips, examples and case studies. In addition, humanitarian actors can use this guidance as a reference to design programmes that respond to their context.
- **WHEN should this guidance be used?** In all phases of humanitarian action (to inform disaster risk reduction, preparedness, response, transition and recovery), in the context of both rapid-onset and slow-onset emergencies, for natural hazards, conflicts, protracted crises, and during refugee and internal displacement situations, as well as in peacebuilding contexts.
- **HOW should organizations use this guidance?** A core set of principles is presented, which should be applied to humanitarian programmes for young people across differing humanitarian contexts, keeping in mind that the approach should always first be adapted to the local context, to ensure practical and cultural appropriateness. These guidelines can be applied to lay the groundwork when developing good humanitarian programmes for adolescents and youth that will do no harm. For instance, there is information on the importance of training staff on functional referral pathways before they engage with young people.

DEFINING TERMS

These IASC guidelines use the term 'young people' to include adolescents and youth (ages 10–24 years, inclusive). All of these terms are mapped to ages in *Figure 2*, including the distinction between younger adolescents (age 10–14) and older adolescents (age 15–19).



SHOW SLIDE: DEFINING TERMS

5 MINUTES



What are you hoping to achieve with this slide?

- Understand the different definitions of adolescents, youth and young people.
- Participants should understand the defined age brackets for adolescents and youth (as seen on figure 2 on the slide) and why it is important to know and use the definitions.

The definitions of adolescent and youth vary across countries, cultures and organizations. For statistical purposes, the United Nations defines 'youth' as being aged 15–24 years, while UNICEF and partner agencies WHO and UNFPA also define 'adolescents' as being aged 10–19 years and young people as 10–24. These age brackets overlap with each other, and definitions of youth have changed over time, which complicates the collection and reporting of standardized or comparable data.

Notes for delivery

- Present the age range of:
 - children
 - younger people
 - youth
 - adolescents
- Note that:
 - The definitions are based on statistical ranges and cultural markers, thus it is important to learn about the context in which 'youth' is defined.
 - If there is a country-specific definition of adolescents, youth, and young people, ensure it is also included in the presentation.
 - Stress that youth is more than just an age group, but a period of transition from childhood to adulthood.

These IASC Youth Guidelines use the term 'young people' to include adolescents and youth (ages 10–24 years). However, we recognize that different countries, organizations and in many cultures 'youth' may be defined in different ways.

Adolescence is a transitional phase from childhood to adulthood and is a period during which various changes are observed. In many cultures, adulthood and childhood are defined not by age, but by achieving a certain status in society – often linked to milestones such as marriage, having children, or becoming a property owner. Because of these social definitions, while an unmarried 35-year-old may still be considered a 'young person', a child soldier, child labourer, teenage wife/mother, or orphan can take on an adult role at ages as young as 10 years.

Especially in humanitarian settings, where displacement or conflict have prolonged the period of transition to adulthood (e.g., by delaying education, employment or marriage), young people's lives are put on hold. Youth, therefore, is sometimes defined as 'waithood', a prolonged period of suspension between childhood and adulthood, when young people are no longer children, but are not yet regarded as adults.

Supplementary notes/background knowledge

The definition of a child, as formalized by the United Nations Convention on the Rights of the Child (CRC), is every human being under the age of 18 years.

To aid these discussions, see ['Defining terms: Adolescents, youth and young people'](#) on p.20 and ['Box 4: Suggested age groups for data disaggregation'](#) on p.21 of the IASC Youth Guidelines.

WHY IS THIS IMPORTANT?

- Investing in young people **breaks cycles of poverty, violence and discrimination** that pass from one generation to the next
- **Benefits are enjoyed through generations** - the present, into adulthood and also by the next generation
- Adolescence, specifically ages 9–14, represents a **'second window of opportunity'** for nurturing rapid learning and brain development
- Growing research shows brain development still happening into your early 30s



SHOW SLIDE: WHY IS THIS IMPORTANT?

5 MINUTES



What are you hoping to achieve with this slide?

- Participants understand why working with and for young people is important.
- Participants understand that important developments are still taking place at this age – both as an adolescent, but also into the early 30s.

Notes for delivery

- Ask participants why they think this kind of information is important (reveal title only)
- Reveal bullet points one by one and ask participants why that point is important for the region (before moving on to reveal the next bullet point and ask/discuss the same question)

Supplementary notes/background knowledge

Targeted investment in health, education and skills and the promotion of gender equality for this large population of young people can contribute towards a demographic dividend. 'Dividend' here means considerable social and economic growth resulting from a shift of the size of a population, such as youth. Benefits for young people can be enjoyed in the present, into adulthood and by the next generation – their children.

Young people experience major changes when transitioning from childhood to adulthood, in all aspects of life. Advances in neuroscience reveal that the adolescent brain is still a work in progress, offering a crucial [second window of opportunity](#) to influence the development of children in their second decade of life. [A growing body of research](#) shows that people do not become fully 'adult' until they are in their 30s, showing a much more nuanced transition that takes place over three decades.

See ['Making the case: Key advocacy messages'](#) on p.22 of the IASC Youth Guidelines.



**SHOW SLIDE:
HOW DO WE MAKE THE CASE FOR
WORKING WITH YOUNG PEOPLE?**

10 MINUTES



What are you hoping to achieve with this slide?

Participants should understand that the points on the slide will help them to make the case for working with youth, to authorities, their own agency (internally), with partners, and with donors, to advocate for increased investment and attention to young peoples' needs and capacities.

Notes for delivery

- Briefly discuss the four points in making the case for working with and for young people in emergencies, as indicated in the supplementary notes and background knowledge section below.

Supplementary notes/background knowledge

- **Young people's fundamental rights:** There are a series of normative frameworks that guide work with young people:
 - General Comment No. 20 (2016) by the Committee on the Rights of the Child.
 - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
 - Convention on the Rights of Persons with Disabilities (CRPD)
 - Sendai Framework for Disaster Risk Reduction 2015–2030 (the Sendai Framework)
 - 2019 United Nations Human Rights Council Resolution on the right to education.

- The Global Compact on Refugees also refers to youth and highlights the importance of their meaningful participation. International humanitarian law and refugee law enshrine the right to access to life-saving services for sexual and reproductive health and the right to access to prevention and response services for gender-based violence.

- **Often overlooked, seldom acknowledged:** A sense of exclusion is widespread among young women and young men across the globe. This may be especially true of those in humanitarian disaster settings, where their vulnerabilities are heightened, their concerns are rarely heard, and their needs rarely prioritized. Humanitarian actors have often, perhaps unwittingly, contributed to the exclusion of young people by failing to involve them in decision-making and processes that affect their lives.
- **Differentiated needs:** Young people and their needs vary across ethnic identity, disability and other characteristics related to diversity and context.
- **Adolescent girls and young women:** Even outside the context of a humanitarian crisis, the 'starting point' for girls and young women is far behind that of their male peers.

For more key points on these key advocacy messages see ['Making the case: Key advocacy messages on working with and for young people in humanitarian action'](#) on p.22 of the IASC Youth Guidelines.

Section B: Key principles

Key Principles for Programming With & For Young People in Humanitarian & Protracted Crises

- Youth as positive assets and rights-holders
- Meaningful Participation
- Giving away power
- Commitment
- Equity, non-discrimination and inclusion
- Accountability
- Do No Harm
- Safeguarding



SHOW SLIDE:
**KEY PRINCIPLES FOR HUMANITARIAN
WORK WITH AND FOR YOUNG PEOPLE**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants become familiar with the eight Key Principles of the IASC Youth Guidelines.

Notes for delivery

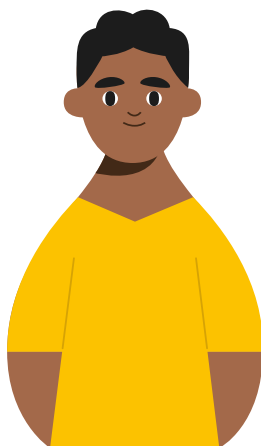
- Briefly present the Key Principles for Programming with and for Young People, as indicated in the supplementary notes and background knowledge section below.

Supplementary notes/background knowledge

- **Youth as positive assets and rights holders** is about acknowledging young people as positive assets and rights-holders rather than 'a problem to be solved' or 'a threat'. YouthPower's ['Positive Youth Development Framework'](#) provides more information on this approach.
- **Meaningful participation** throughout a programme's cycle. Young people participate in planning, implementation, monitoring and evaluation not only to make the programme more sustainable and relevant, but because participation is a basic right.
- **Giving away power** by partnering with young people. Adolescents and youth are partners, not simply beneficiaries. This requires a shift in thinking and ceding a significant amount of control to young people themselves. This principle is often forgotten by humanitarian practitioners but is crucial to creating effective partnerships with young people.
- **Commitment** to, at a minimum, collecting sex- and age-disaggregated data based on the age bracket recommendations in these guidelines and to ensuring representation in the humanitarian cluster/sector system and refugee coordination.
- **Equity, non-discrimination, and inclusion** break down barriers to participation. Within the broad age range of adolescents and youth (i.e., young people aged 10–24 years) lies a rich variety of needs and interests by age, sex, gender identity, sexual orientation, disability, socioeconomic status and many other characteristics and demographic variables.

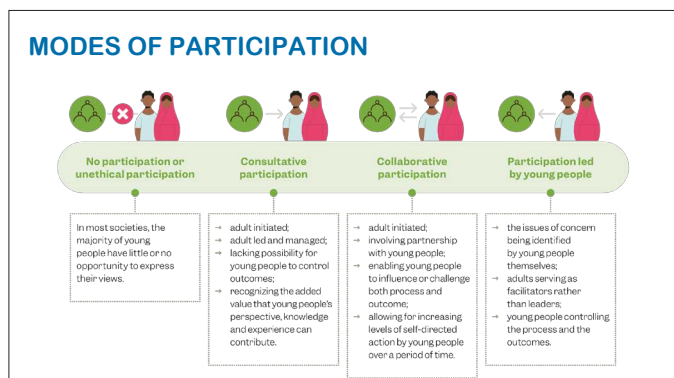
- **Accountability** to include the views and contributions of young people. See p.58, '[Box 11: Accountability to affected young people](#)', in Section C.
- **Do no harm**: Sensitivity to divides and inequities among young people and their communities so participation does not put young people at risk. Participation should not put young people, especially girls, at risk of backlash from the family or community, or from other young people. Many may have suffered trauma; facilitators must be equipped to refer them to specialized services and must pay particular attention to the potential for harm among those living in vulnerable situations.
- **Safeguarding** is defined as all actions taken by organizations to protect their personnel from harm and from harming others. Humanitarian agencies should have a safeguarding policy in place. All staff, volunteers (including young people) and partners (local or international, public or private entities) must sign a code of conduct demonstrating their understanding and adherence to critical guidelines that safeguard beneficiaries and must be trained in Protection from Sexual Exploitation and Abuse (PSEA). Additionally, humanitarian actors must have systems in place.

For more key messages, see [Key Principles](#) on p.33–36 of the IASC Youth Guidelines.



"It's essential to raise awareness of the sector leaders about youth realities in the camps and highlight the importance of youth participation and engagement in the CCCM sector."

Section C: Meaningful participation



SHOW SLIDE:
MODES OF PARTICIPATION AND GUESS
THE MODES OF PARTICIPATION



5 MINUTES

What are you hoping to achieve with these slides?

- Participants understand the four modes of participation through definitions and concrete examples.
- Participants understand that one mode is not necessarily preferred over others, as they may not be possible to apply during a humanitarian response without having first invested in youth-led preparedness.

Notes for delivery

- Present as indicated in the supplementary notes and background knowledge section below.

Supplementary notes/background knowledge

- There are three main modes of participation: consultative, collaborative and adolescent- and youth-led. One is not necessarily preferred over the others. All three are legitimate and appropriate, but they may not always be possible to apply during a humanitarian response without having first invested in youth-led preparedness.
- Participation can range from consultation, where young people's voices are influencing decisions, to their involvement in co-designing programmes with adults and to young people fully leading their own initiatives. A thorough understanding of the local context, risks and existing referral mechanisms is required to inform decision-making about what mode of participation is appropriate, especially in the case of engaging younger adolescents.

→ Consultative participation

- adult initiated; adult led and managed; lacking possibility for adolescents to control outcomes; recognizing the added value that adolescents' perspective, knowledge and experience can contribute.

→ Collaborative participation





- adult initiated; involving partnership with adolescents; enabling adolescents to influence or challenge both process and outcome; allowing for increasing levels of self-directed action by adolescents over time.

→ Adolescent or youth-led participation

- the issues of concern being identified by adolescents themselves; adults serving as facilitators rather than leaders; adolescents controlling the process and the outcomes.

For excellent examples of the different modes of participation see [Meaningful Participation](#) from p.41 in the IASC Youth Guidelines.

Also consider examples from the UNICEF toolkit [Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement](#) or from UNHCR's [Toolkit for consulting with youth](#).

STRATEGIC AREAS			
			
Strategic Area 1: Influencing Laws and Policies	Strategic Area 2: Building Skills and Capacities	Strategic Area 3: Addressing Social Norms	Strategic Area 4: Finding Mechanisms & Opportunities for Participation
Development and humanitarian actors need to advocate with governments for law and policy reform and budget allocations that are responsive to the needs of young people and rooted in their participation.	A key input to the World Humanitarian Summit was the Doha Youth Declaration on Transforming Humanitarian Aid, where specific recommendations on building young people's capacity for participation were made (reflected across the sector specific tip sheets in Section E)	Even when positive policies and legislation are in place, young people often encounter social norms that hinder their ability to participate. Humanitarian actors should engage with older adults in order for young people to safely participate in humanitarian response.	The most effective approach for young people to acquire skills and values of active citizenship and civic engagement is through participation itself. Humanitarian actors should work with young people to identify platforms to engage in decision-making and community life.

SHOW SLIDE:
STRATEGIC AREAS FOR MEANINGFUL PARTICIPATION



10 MINUTES

What are you hoping to achieve with this slide?

- Participants understand that meaningful participation requires investment in addressing social norms, implementing laws and policies, building skills and capacities of both young people and adults, and creating sustainable mechanisms and opportunities for participation.

Notes for delivery

- Present as indicated in the supplementary notes and background knowledge section below.

Supplementary notes/background knowledge

Young people, and particularly girls and young women, should be supported to discuss and understand any potential negative repercussions from their participation in advocacy and in influencing legislation and policies. Families and local leaders should be engaged to understand and support the goals of any programme for adolescents and youth. Working with youth coalitions, rather than with individuals, may help young people feel more protected.

Strategic Area 1: Influencing law and policy

Law and policy do not often recognize the specific needs and rights of young people; budget allocations remain inadequate to provide the services they require; and the socioeconomic and political context may exclude them. Development and humanitarian actors need to advocate with governments for law and policy reform and budget allocations that are responsive to the needs of young people and rooted in their participation. Findings from global consultations such as the [Global Compact for Young People in Humanitarian Action](#), the [United Nations Secretary-General's Youth Strategy 2030](#), and the [Global Refugee Youth Consultations](#) can be used to inform legislation and policy at all levels.

Strategic Area 2: Building skills and capacities

A key input to the World Humanitarian Summit was the [Doha Youth Declaration on Transforming Humanitarian Aid](#), where specific recommendations on building young people's capacity for participation were made (and are reflected across the sector specific tip sheets in [Section E](#) from p.100 of the IASC Youth Guidelines). In addition to building the skills and capacities of young people, agencies and coordination structures must build their own capacities to help young people realize their rights and achieve their goals.

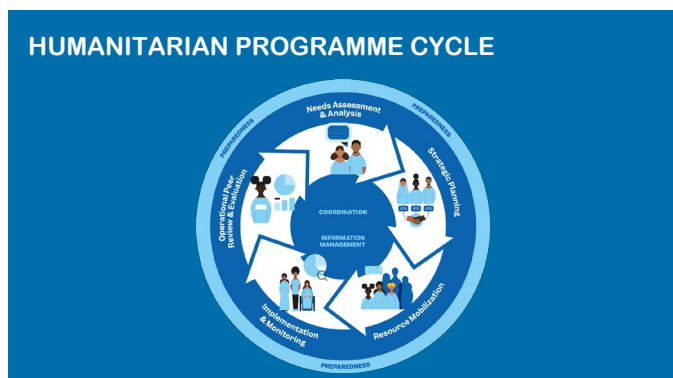
Strategic Area 3: Addressing social norms

Even when positive policies and legislation are in place, young people often encounter social norms that hinder their ability to participate. Entrenched hierarchies, traditional gender roles, a need for discipline and respect for elders, and assumptions of a lack of capacity of especially the younger adolescents and youth: all serve to exclude young people from having a say in decisions and becoming engaged. Addressing norms around such issues as child marriage, access to education, and communal violence is vital to foster enabling environments, but they may also risk backlash and retribution, especially in conflict-affected settings. Humanitarian actors should engage with older adults (caregivers, community leaders) for young people to safely participate in humanitarian response.

Strategic Area 4: Finding mechanisms and opportunities for participation

The most effective approach for young people to acquire skills and values of active citizenship and civic engagement is through participation itself. Humanitarian actors should work with young people to identify platforms to engage in decision-making and community life: participatory action research, media production, youth-friendly spaces, advocacy or awareness-raising campaigns, feedback mechanisms.

Section D: Young people across the HPC



**SHOW SLIDE:
DIAGRAM OF THE HUMANITARIAN
PROGRAMME CYCLE**

5 MINUTES



What are you hoping to achieve with this slide?

- Participants are reminded of the steps of the humanitarian programme cycle and start considering how to engage young people in the various phases.

Notes for delivery

- Show the slide and briefly discuss. Ask participants to read through the steps of the cycle.
- Explain that the Humanitarian Programme Cycle (HPC) and the Operational Management Cycle (OMC) provide entry points for working with and for young people at every stage of the cycle and across all clusters (Education, WASH, etc.), which are known as sectors in refugee responses. This guidance refers mostly to the HPC, but the two are similar.

Supplementary notes/background knowledge

The programme cycle is a coordinated series of actions to help prepare for, manage and deliver a humanitarian response. It consists of five elements (shown on the slide), with one step logically building on the previous and leading to the next. Successful implementation of the programme cycle is dependent on effective emergency preparedness, effective coordination with national/local authorities and humanitarian actors, and information management. For further information on the HPC, see <https://www.humanitarianresponse.info/en/programme-cycle/space>

To help participants understand the differences between the displacement responses using the HPC or refugee response using the OMC see [Box 14: Internal displacement vs. refugee response coordination arrangements](#) on p.72 of the IASC Youth Guidelines.

Section E: Implementation of adolescent- and youth-responsive programming

Implementation of Adolescent and Youth Responsive Programming – Sector Tip Sheets

- Camp Coordination And Camp Management (CCCM) – see page 105
- Disaster Risk Reduction And Climate Change Adaptation (DRR And CCA) – see page 109
- Education – see page 113
- Livelihoods – see page 119
- Food Security – see page 128
- Health – see page 132
- Nutrition – see page 136
- WASH – see page 141
- Sustaining Peace – see page 145
- Protection – see page 157
- Shelter – see page 173
- Emergency Telecommunications – see page 177

SHOW SLIDE:
IMPLEMENTATION OF ADOLESCENT AND YOUTH RESPONSIVE PROGRAMMING – SECTOR TIP SHEETS

2 MINUTES



What are you hoping to achieve with this slide?

- Participants are reminded that [Section E](#) from p.100 of the IASC Youth Guidelines includes useful tip sheets on how to engage young people in their sectors and across sectors.

Supplementary notes/background knowledge

For more detail on these approaches, see [Section E: Key programming approaches for putting young people at the centre no matter the sector](#) on p.102.

Considerations for working with and for refugee youth have been highlighted in [Box 17: Working with and for refugee youth](#) on p.104 of the IASC Youth Guidelines.

Notes for delivery

- Explain that the Guidelines include specific Tips and Recommendations per sector, as indicated on the slide.
- In giving examples of the Tip Sheets, it is important to choose sectors in which the participants are currently working to link recommendations to the work they are already doing.

Registration and documentation were strong themes throughout the consultations, especially with regards to health insurance and work permits. Many young people spoke of the consequences of not being able to access diplomas obtained in their country of origin and the inability to have their degrees accredited in the host country.

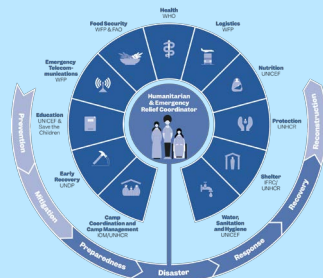


UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

SUMMARY

The Key Programming Approaches for putting young people at the centre should be done at all stages and all sectors.

Note: Section E of the IASC Youth Guidelines includes Tip Sheets on how to work with and for young people in each Sector.



SHOW SLIDE:
PROGRAMMING WITH AND FOR YOUNG PEOPLE ACROSS SECTORS, ACROSS ALL PHASES OF THE HPC



10 MINUTES

What are you hoping to achieve with these slides?

- Participants understand that although the IASC Youth Guidelines have tip sheets per sector, young people are not a homogeneous group and their needs are multi-sectoral.
- Participants are reminded that Key Programming Approaches for putting young people at the centre should be applied at all stages and all sectors.

Notes for delivery

- Briefly present as indicated in the supplementary notes and background knowledge section below.
- Remind that these approaches can be found in [Section E](#) from p.100 of the IASC Youth Guidelines.

Supplementary notes/background knowledge

- **Life-course approach:** Evidence shows that identifying critical risks and gaps across different age groups within adolescents and youth (10–11; 12–14; 15–17; 18–19; 20–24 age brackets). The needs and interests of a 10-year-old girl will be different from those of a 19-year-old young man, for example. This approach builds a continuum of support for young people.
- **Gender-targeted and gender-transformative:** Programmes that aim to identify the 'invisible' girls and create the conditions to allow their access to and participation in programmes can be termed gender-targeted. Activities within those programmes can include: outreach to vulnerable groups, ensuring family and community buy-in, and supporting local women-led organizations for community mobilization and advocacy.

Gender-transformative interventions engage women, girls, boys and men to unpack harmful gender norms and address barriers for girls, including through peer-to-peer education on protection and negative coping mechanisms (for example child marriage, transactional sex, trafficking, etc.). For more examples of approaches to empowering young women, see [Annex 5: Recommendations for supporting young women's leadership](#) on p.200.

- **Building human, social and financial capital:** Rather than stand-alone programmes, young people benefit from integration of life skills and health education, numeracy and literacy, peer interaction, support for basic needs, mentorship, entrepreneurship training, and access to capital to facilitate the transition into a job or self-employment. This approach has been shown to increase rates of savings and employment, improve health and psychosocial outcomes, and reduce exposure to unwanted sex.
- **Integration across clusters/sectors:** Putting young people at the centre requires that agencies build linkages within and across clusters/sectors. Some examples include:
 - Young people need many crucial connections that must be fostered through Education and Livelihoods opportunities to create pathways from school to decent work.
 - Education and Child Protection acting together create a virtuous cycle for crisis-affected adolescents.
 - Actors working on sexual and reproductive health and rights need strong linkages to Protection, and vice-versa.
 - Gender-based violence principles and considerations are essential to young people's outcomes in many sectors, including for example Nutrition and Shelter.

- **Working across the 'nexus' of humanitarian, development and peace:** In large-scale emergencies, this approach allows governments and humanitarian actors to respond at scale, while also anticipating additional shocks to follow by building the skills of young people. Programmes should seek durable solutions from the beginning of a crisis, while maintaining the primacy of the humanitarian imperative to save lives, working where possible within national policy frameworks. Localization is at the heart of the approach, as many local actors, including youth organizations, already engage in both humanitarian and development work.
- **Partnership with youth organizations:** Young people are often actively engaged in their communities, from simple acts of community service and participating in formal institutions, to organizing and mobilizing their peers at national, regional and global levels. Established youth-led organizations play critical roles in humanitarian and protracted humanitarian crises. They know their own context and can capitalize on extensive community networks.

However, they are often critically underfunded, overshadowed by international organizations and unreached by governments and donors. They may lack technical skills in preparedness, crisis response and recovery. Humanitarian actors should prioritize working with youth organizations, while also taking steps to ensure that their partnerships do not derail the mission of local youth groups.

For more detail on these approaches, see [Section E: Key programming approaches for putting young people at the centre no matter the sector](#) on p.102.

Considerations for working with and for refugee youth have been highlighted in [Box 17: Working with and for refugee youth](#) on p.104 of the IASC Youth Guidelines.

USEFUL WEBSITES & RESOURCES:

IASC Guidelines on Working with and for Young People in Humanitarian and Protracted Crises: <https://interagencystandingcommittee.org/events/iasc-guidelines-working-and-young-people-humanitarian-and-protracted-crises>

The Compact for Young People in Humanitarian Action: <https://www.youthcompact.org/>

SHOW SLIDE: USEFUL WEBSITES AND RESOURCES

1 MINUTES



What are you hoping to achieve with these slides?

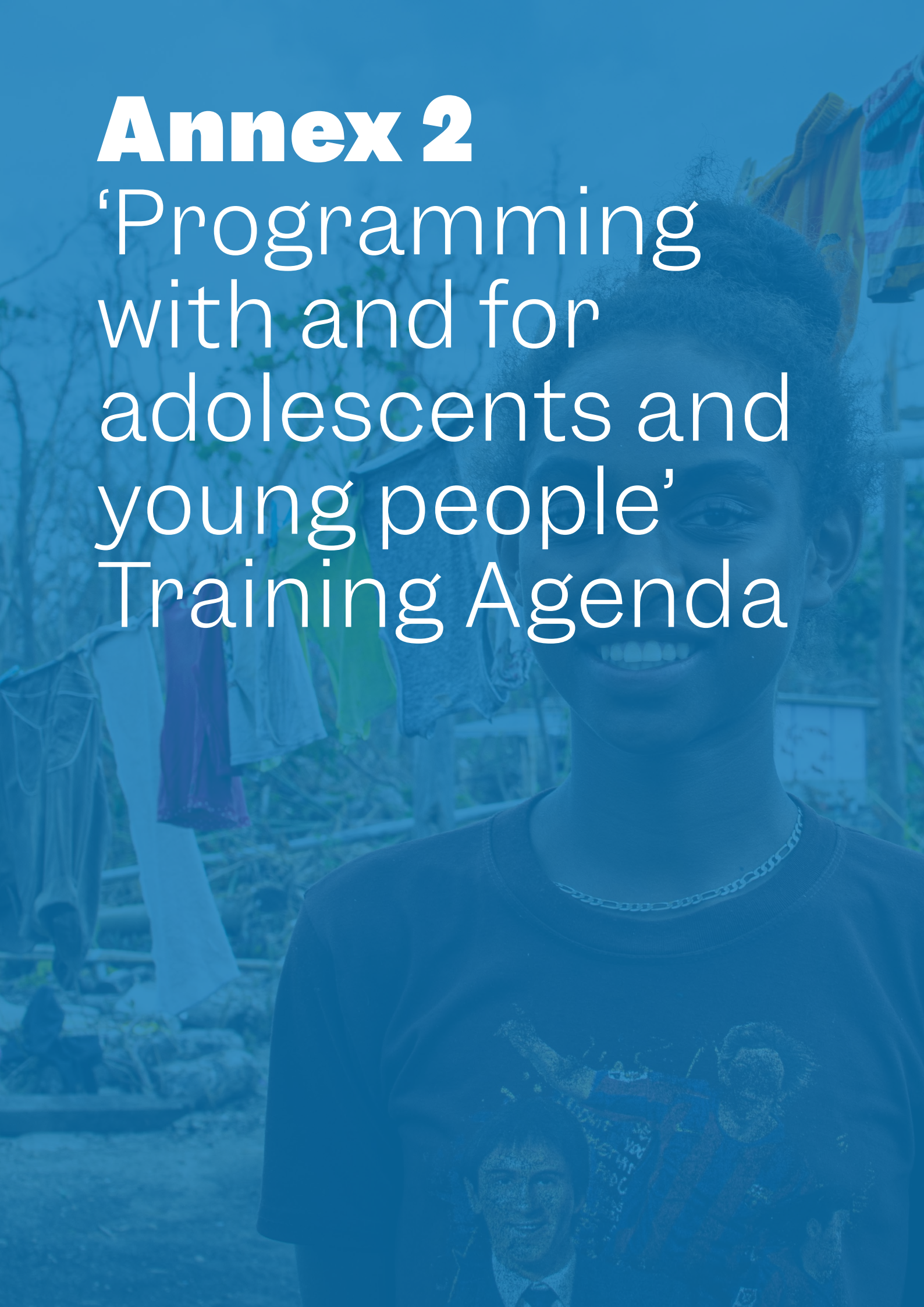
- Participants learn where to access the IASC Youth Guidelines and other resources on working with and for young people.

Notes for delivery

- Share the links with the participants via email.

Annex 2

‘Programming with and for adolescents and young people’ Training Agenda



This was developed for the Youth Compact training held in Erbil, Iraq in November 2019. Feel free to adapt accordingly.

This document details a proposition of a two-day training, co-led by UNICEF and the Norwegian Refugee Council, on 'Programming with and for Adolescents and Youth in Humanitarian Action'. The training is based on the inter-agency guidelines on working with and for young people in the humanitarian and protracted crises, and other regional resources such as the HRP/3RP guidance developed in MENA, and the MENA Adolescent and Youth Engagement toolkit.

Workshop participants:

Agencies working with young people in humanitarian settings (local youth groups/organizations, Government, civil society organizations, United Nations) and young people.

Participating sectors could include:

- Education
- WASH
- Health & Nutrition
- Child Protection
- Camp Coordination and Management
- Livelihoods
- Protection
- Shelter

Duration:

Two days of training over 10 sessions.

Training objectives:

- To provide an understanding of the current inter-agency guidelines on working with and for young people in humanitarian emergencies and protracted crises in the MENA region, and the AYE toolkit.
- To identify potential opportunities and challenges in a country context with regards to programming with and for adolescents and youth.
- To support the understanding of monitoring and evaluation tools when programming with and for adolescent and young people in humanitarian action.
- To develop concrete work plans to strengthen adolescent and youth in programming in each specific context.

Day one

Start time	Duration	Session	Activities	Session format
9:00	45 mins	1	Introduction: <ul style="list-style-type: none"> → Welcome remarks by UNICEF and NRC (5 min) → Welcome remarks by Deputy General Director – General Directorate of Youth (Ministry of Culture and Youth) (5 min) → Security briefing (5 min) → Ice breaker ‘Sociograms’ (15 min) <ul style="list-style-type: none"> → Your experience with youth programmes → Where do you live? → Are you a young person? → Which type of organization? → Which sector do you work in? → Training objectives, agenda, role of note-taker and ground rules (10 min) → Participants expectations (15 min)– write on post-its and each table shares 2 examples 	Plenary – Opening remarks, introductions
9:45	45 mins	2	Understanding adolescence and youth in the MENA region: <ul style="list-style-type: none"> → Introduction question: What do you understand by adolescents and youth? (5 min) → Present definition of adolescents and youth (5 min) → ‘Table buzz’ question: What do you perceive as the main issues to be for adolescents and youth in MENA? (5 min) → Sharing in plenary with key words written on flip chart as a ‘word cloud’ (15 min) → Present facts and figures on adolescents and youth in MENA to link with the reflections shared previously (10 min) → Questions and comments (5 min) 	Individual reflection, plenary
10:30	15 mins		Coffee break	
10:45	45 mins	3	Making the case, and key principles for working with and for young people in humanitarian settings: <ul style="list-style-type: none"> → Presentation 	Plenary
11:30	30 mins	4	Engagement vs. meaningful participation <ul style="list-style-type: none"> → Modes of participation → Strategic areas for meaningful participation: cases → Group discussion → Questions and comments (5 min) 	Plenary + group discussion
12:00	60 mins		Lunch break	

13:00	100 mins	5	<ul style="list-style-type: none"> → Icebreaker/role plays from Session 4 (15 min) → Presentation: Introduce the HPC using an example of a youth project (simple case for illustration of HPC only) (10 min) → Presentation: Young people's engagement in the project cycle across sectors: how to? (25 min) <ul style="list-style-type: none"> → Needs Assessments and Analysis → Strategic Planning → Resource Mobilization → Implementing and Monitoring → Operational Peer Review and Evaluation → Groupwork: 5 stations, 5 teams of 8–9 people (youth participants divided into each group); each team discusses at one station for 5–7 minutes; teams rotate between 5 stations: in your country office and sector: 1) What do you currently do to engage young people at each stage? 2) What could you do to engage young people at each stage of the HPC? (Commitments for sector-specific programming) (40 min) → Plenary session: Summarization, recommendations and lessons learned. Feedback questions: 1) What do you observe about the different stages? 2) What are the opportunities and challenges for engaging young people? 3) What are your recommendations for engaging young people in programmes and sectors? (15 min) 	Individual reflection, group work, Plenary
14:40	20 mins		Coffee break	
15:00	60 mins	6	<p>Programming with/for young people</p> <ul style="list-style-type: none"> → Cross-sectoral panel discussion with young people: with the support of a moderator, some young people will be in a panel to discuss their experiences, lessons learned – keeping in line with the content of the guidelines (30 min) <p>Plenary: lessons learned, recommendations. (15 min) Questions and comments (5 min)</p>	Panel discussion and plenary
16:00	60 mins		→ Review of day one – Recap and quiz time	REVIEW
17:00			Departure	

Day two

Start time	Duration	Session	Activities	Session format
9:00	15 mins		Review of the Agenda Feedback from Day 1	Sharing feedback results
9:15	75 mins		Implementing adolescents and youth-responsive programming (part 1): <ul style="list-style-type: none"> → Presentation: Adolescent- and youth-responsive programming across sectors (following the HPC phases) (30 min) → Group exercise: Review simulation scenario/divide up into 4–5 key sectors (education, livelihoods, protection, health, sustaining peace) – discuss questions within each sector (45 min) 	Plenary, group exercise
10:45	15 mins		Break	
11:00	75 mins	8	Implementing adolescent- and youth-responsive programming (part 2): <ul style="list-style-type: none"> → Group exercise continued (10 min) → Plenary – report back per sector (10 min per group) and discussion → Feedback from Paul and Priya by referring to the guidelines (15 min) 	Same as above
12:15	60 mins		Lunch	
13:15	90 mins	9	<ul style="list-style-type: none"> → Introduction to participation: example of youth participation and information management (10 min) → Presentation/activity: Social ecology of youth participation (7 people stand in a line to represent the layers of the ecology), discussion of how youth perspectives can reach the different layers. Conclusion – role of individual and collective participation for different audiences/outcomes (20 min) → Presentation on PAR (could include youth participant) – to explain the purpose and the process of PAR (30 min) → Groupwork – divide into groups according to the target groups (types of ecology) <ul style="list-style-type: none"> → What is your experience of young people's participation to influence this type of audience? → What challenges have you faced in young people's participation for this audience? (Bullet points on flip chart) → What solutions or opportunities do you see for young people's participation with this audience? (Bullet points on flip chart) (20 min) → Plenary feedback on groupwork (10 min) 	Plenary

11:45	15 mins	Coffee break		
15:00	60 mins	10	Group work: Project adaptation (action planning divided by location, HPC phases) <ul style="list-style-type: none"> → Work Planning session: taking action with the guidelines. Final plans to be shared during the plenary session with sectors commitments. → 7 geographic locations (Dohuk, Erbil, Kirkuk, Ninawa, Baghdad (including Dyalla and Hilla), Anbar & Salahddin (based on participants list) → Template columns: 1) Interventions planned, 2) Role or engagement of young people, 3) Sector, 4) Timelines, 5) Partners/collaboration → Questions and comments 	Group work, plenary
16:00	20 mins		<ul style="list-style-type: none"> → Gallery walk of the geographic locations → 3 checks/votes per participant in total (go around and check the intervention you think is a priority – a max of 3) 	Group, plenary restitution
16:40	20 mins		Closure and wrap-up <ul style="list-style-type: none"> → Closing remarks → Commitments Review → Training workshop evaluation 	Plenary
17:00			End of training	

