

# AN ORIENTATION: IASC YOUTH GUIDELINES

With Us, For Us: Working With and For Young  
People in Humanitarian Emergencies and  
Protracted Crises



**Compact for  
Young People**  
in Humanitarian  
Action



unicef   
for every child



NORWEGIAN  
REFUGEE COUNCIL





**AGENDA:**  
Insert if needed

**OBJECTIVES:**  
Insert if needed



# Why the Compact for Young People in Humanitarian Action?



TRANSFORMING  
HUMANITARIAN ACTION  
FOR AND WITH YOUNG PEOPLE  
AIM HIGH: FIVE  
KEY ACTIONS



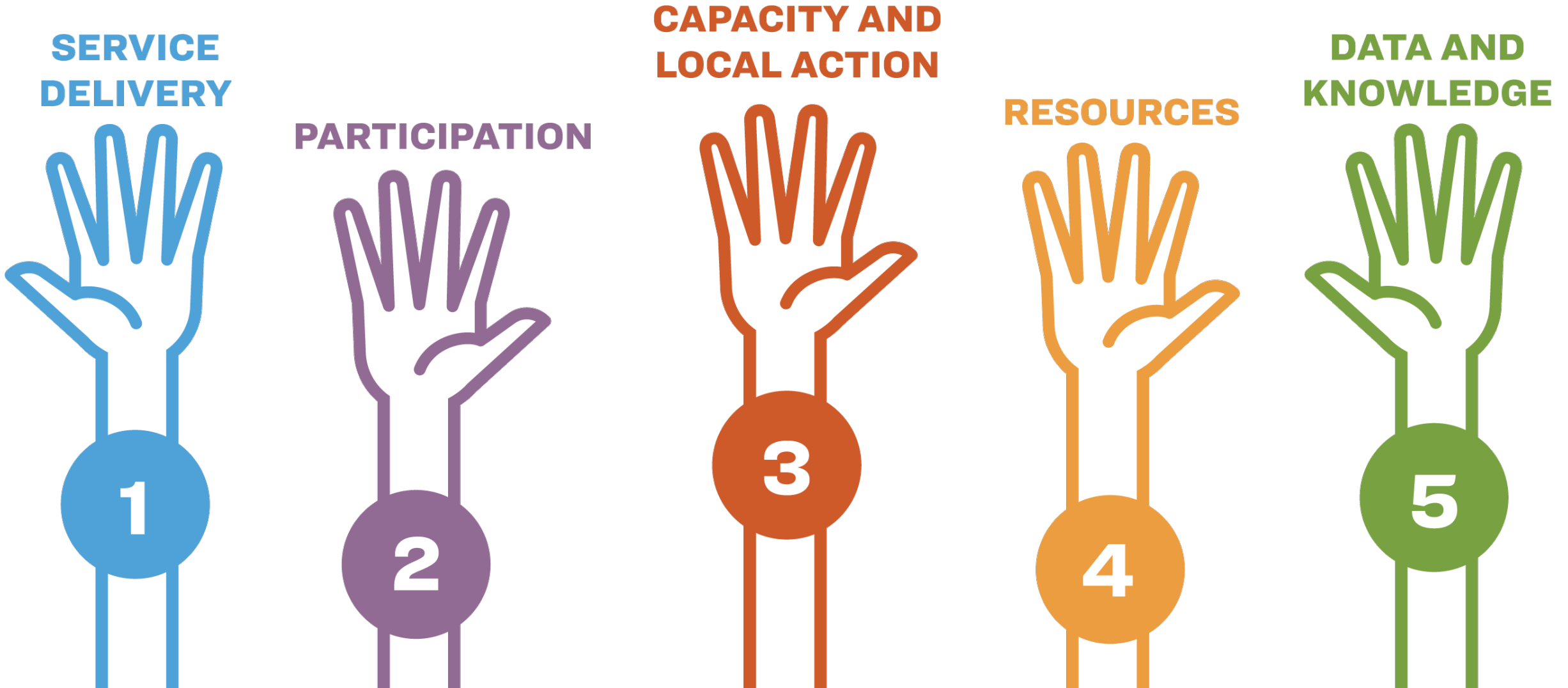
TRANSFORMING HUMANITARIAN  
ACTION FOR AND WITH YOUNG PEOPLE  
AIM HIGH: FIVE KEY ACTIONS

## Members of the Compact for Young people in Humanitarian Action:





# The Compact for Young People in Humanitarian Action





# Why the guidelines?







**The Compact for Young People in Humanitarian Action**  
launched in 2016 to ensure young peoples' pr



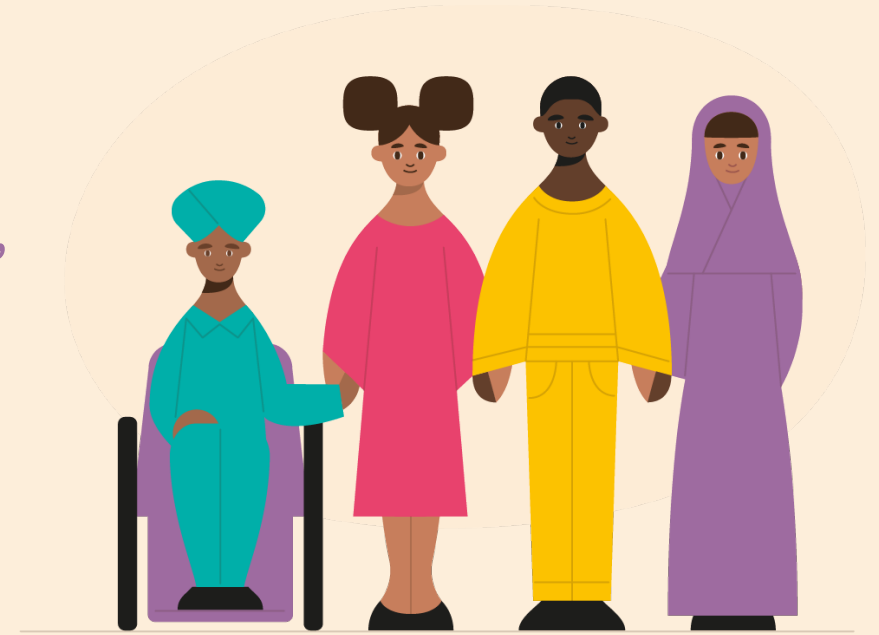
# INTRODUCTION TO THE IASC YOUTH GUIDELINES

- **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?



“Adolescence is a unique defining stage of human development characterized by rapid brain development and physical growth, enhanced cognitive ability, the onset of puberty and sexual awareness and newly emerging abilities, strengths and skills. Adolescents experience greater expectations surrounding their role in society and more significant peer relationships as they transition from a situation of dependency to one of greater autonomy.”

### UN Convention on the Rights of the Child



"Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group."

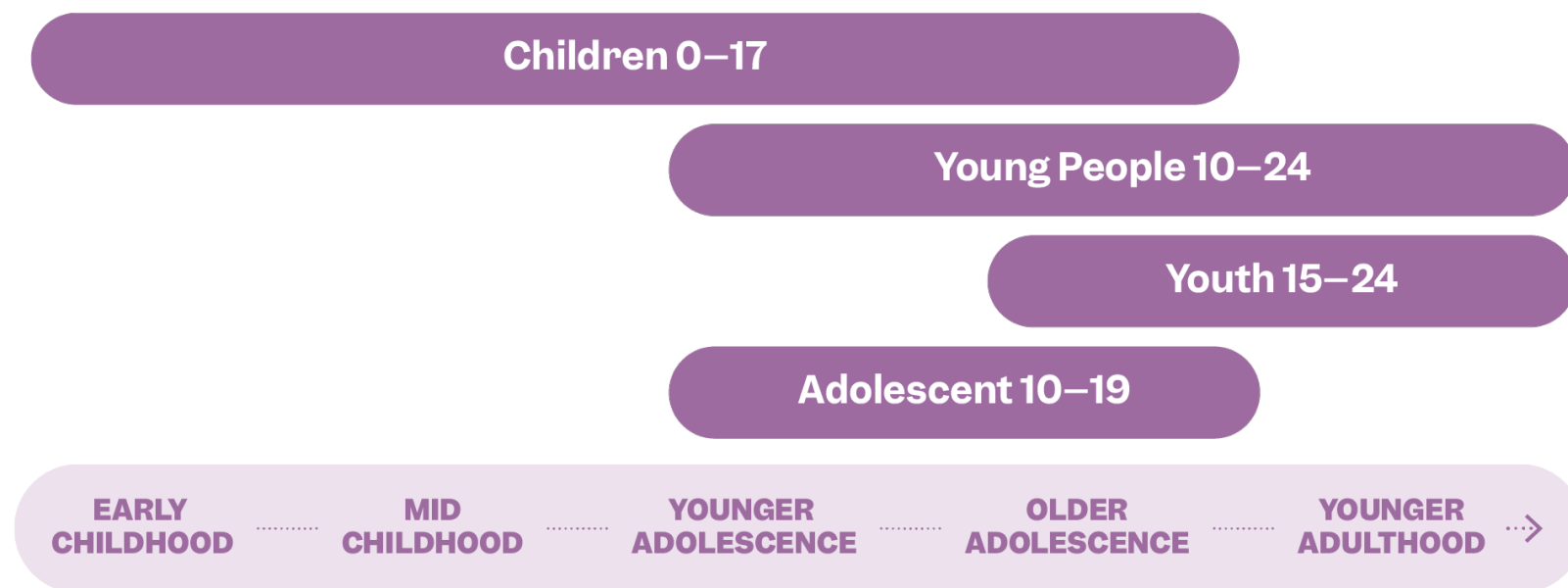
UNESCO





# 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).



# 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





# 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

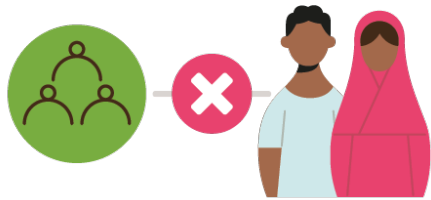
# Key Principles for Programming With & For Young People in Humanitarian & Protracted Crises

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



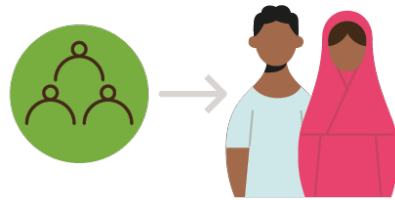


# MODES OF PARTICIPATION



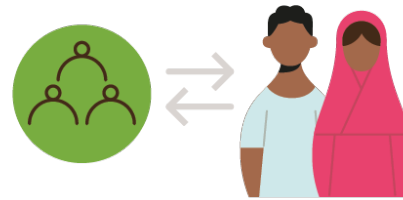
## No participation or unethical participation

In most societies, the majority of young people have little or no opportunity to express their views.



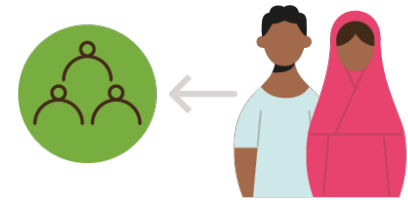
## Consultative participation

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



## Collaborative participation

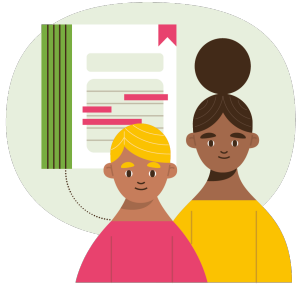
- adult initiated;
- involving partnership with young people;
- enabling young people to influence or challenge both process and outcome;
- allowing for increasing levels of self-directed action by young people over a period of time.



## Participation led by young people

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

# STRATEGIC AREAS



## 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.



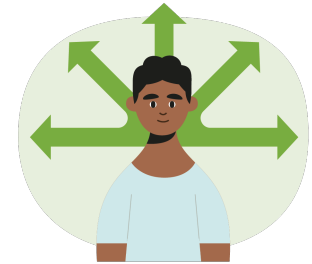
## Strategic Area 2: Building Skills and Capacities

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 (reflected across the sector specific tip sheets in Section E)



## 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. Humanitarian actors should engage with older adults in order for young people to safely participate in humanitarian response.



## Strategic Area 4: Finding Mechanisms & 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.

# HUMANITARIAN PROGRAMME CYCLE





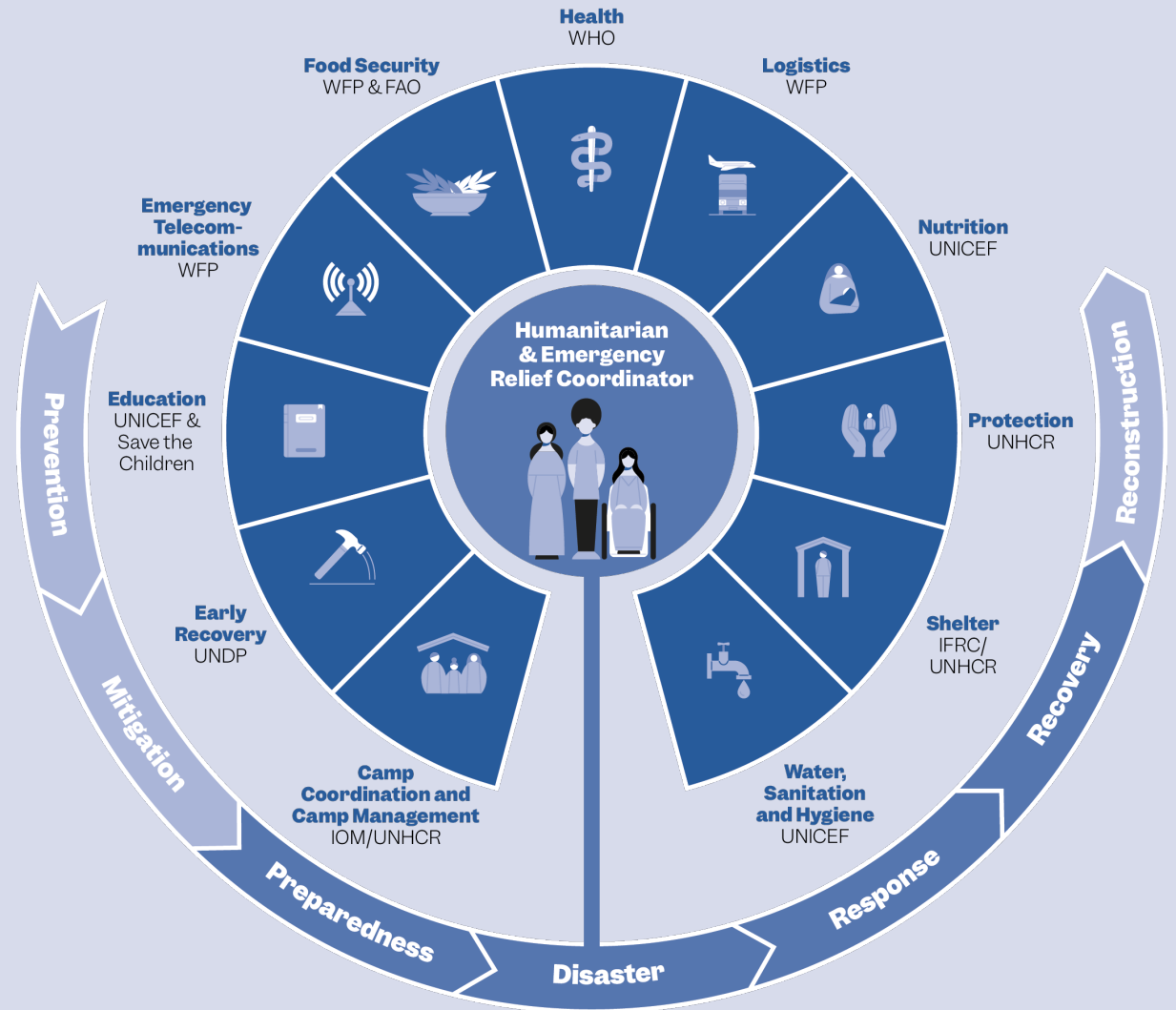
# Implementation of Adolescent and Youth Responsive Programming – Sector Tip Sheets

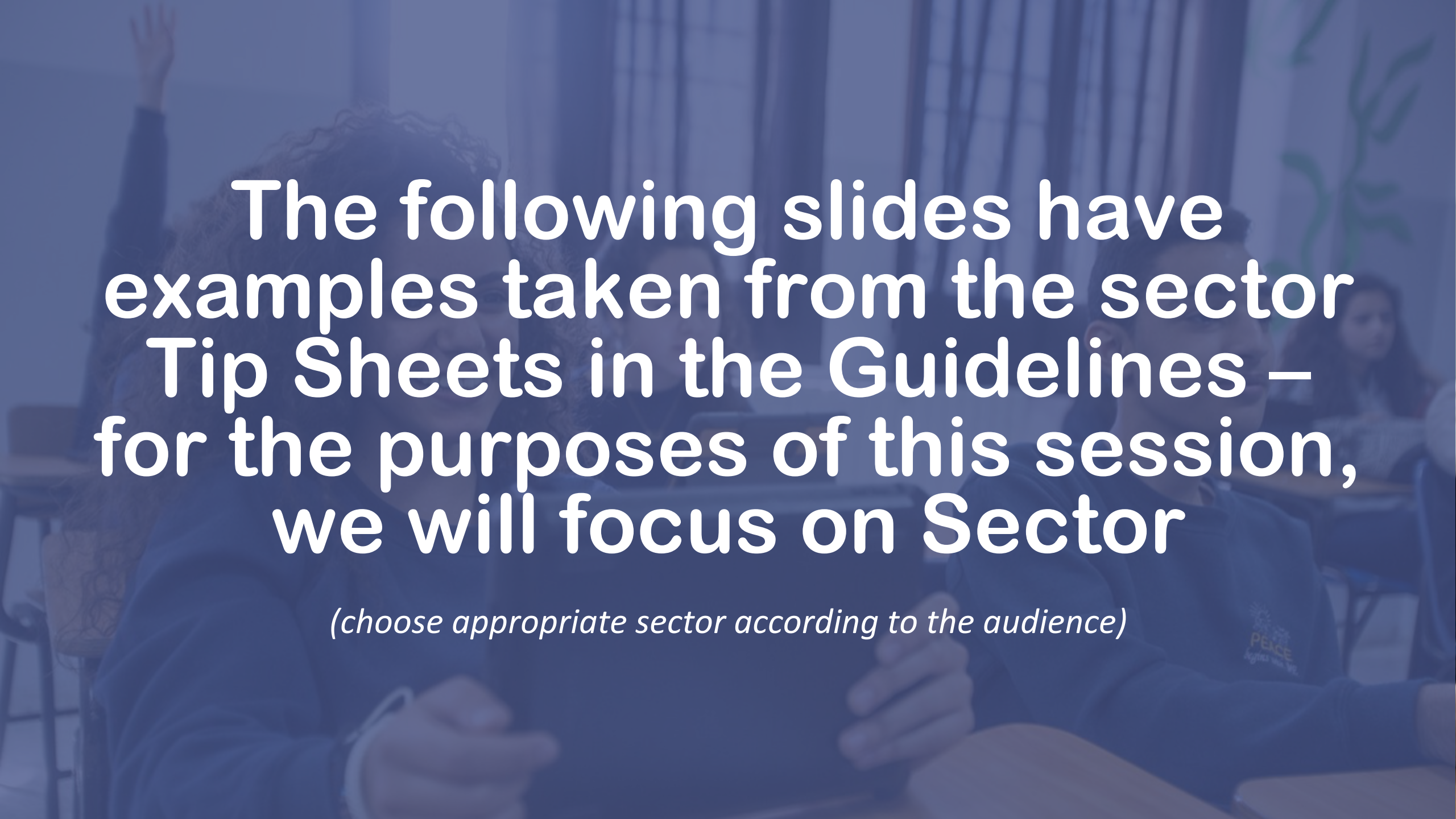
- Camp Coordination And Camp Management (CCCM) – see page 105
- Disaster Risk Reduction And Climate Change Adaptation (DRR And CCA) – see page 109
- Education – see page 113
- Livelihoods – see page 119
- Food Security – see page 128
- Health – see page 132
- Nutrition – see page
- WASH – see page 141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

# 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.*



The background of the slide shows a classroom setting with several students. In the foreground, a student with curly hair is looking towards the camera. To their right, another student is looking down at a book or paper. In the background, other students are visible, some with their hands raised. The entire image is covered with a semi-transparent blue overlay.

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)*



# 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/>

# PROMPT QUESTIONS:

- **How** do you see these guidelines and sector tip sheets informing the implementation and monitoring of the hrp in 2020? And informing future HNO, HRP and other processes?
- **How** do you envisage engaging young people across different phases of the HPC, as relevant actors?
- **What** challenges are you facing and what support is required?