

# Cross-sectoral Engagement through the Humanitarian Programme Cycle - Session 4 -

This presentation refers to Section D  
of the IASC Youth Guidelines



**Compact for  
Young People**  
in Humanitarian  
Action



**UNFPA**

**unicef**   
for every child



**NORWEGIAN  
REFUGEE COUNCIL**



## QUESTION 1

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

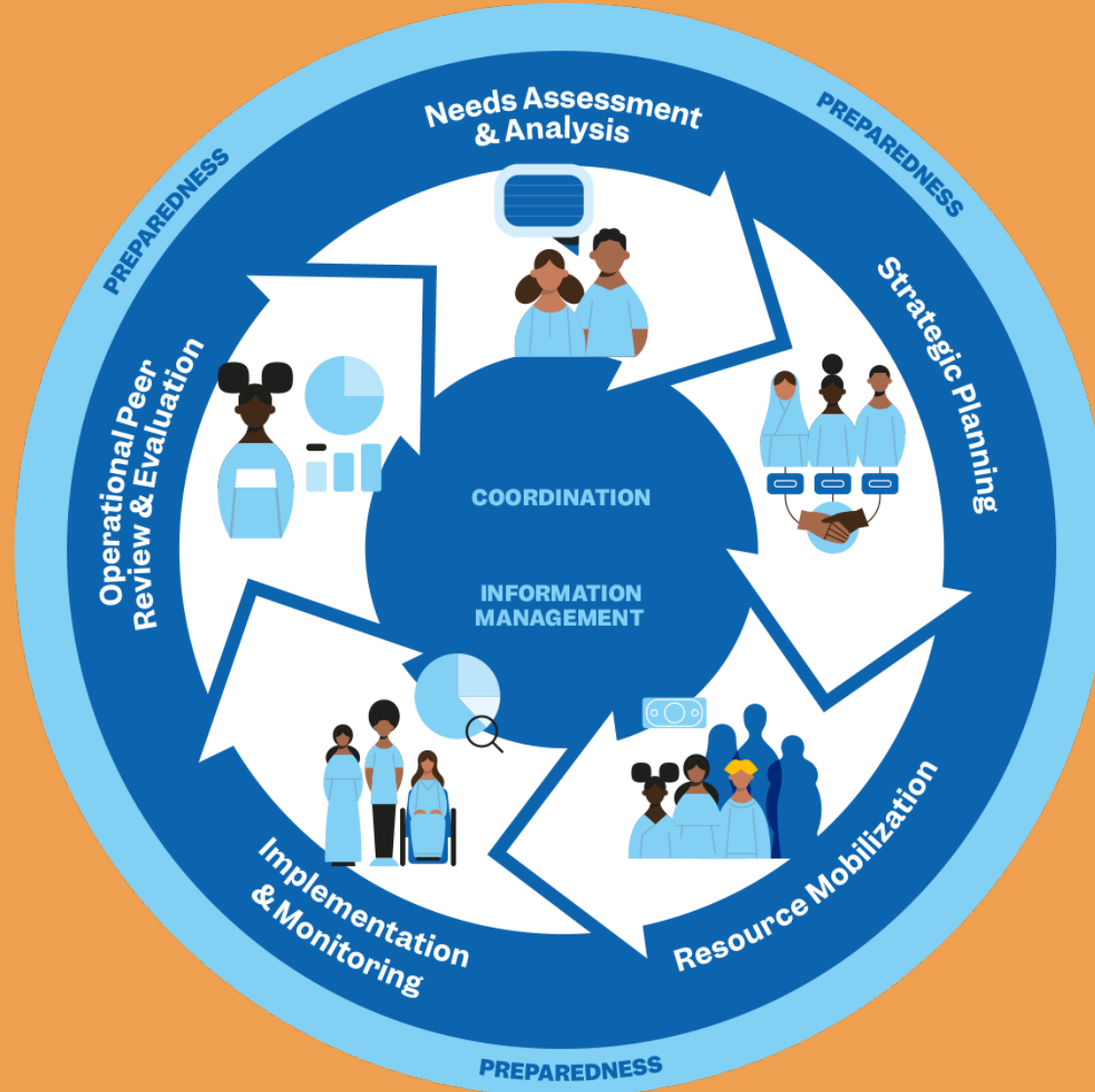






# WORKING THROUGH THE HUMANITARIAN PROGRAMME CYCLE

# HUMANITARIAN PROGRAMME CYCLE





# THREE ENABLERS OF THE HPC



# 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)



## **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

# 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.





# Young People in Needs Assessment and Analysis

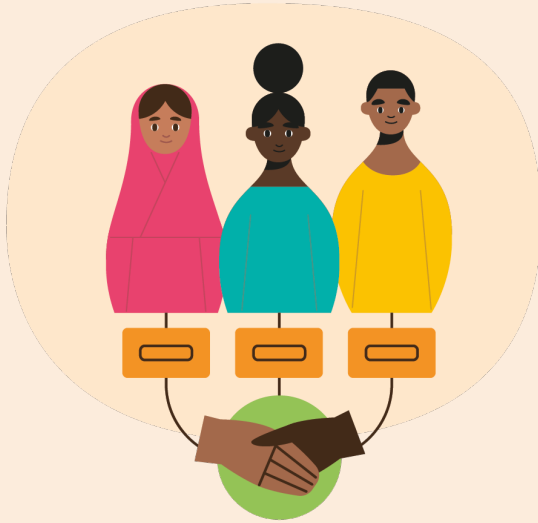
## RESOURCES

- 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)



# 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



# 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.

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



# 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





## 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

# 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



## 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



# 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.



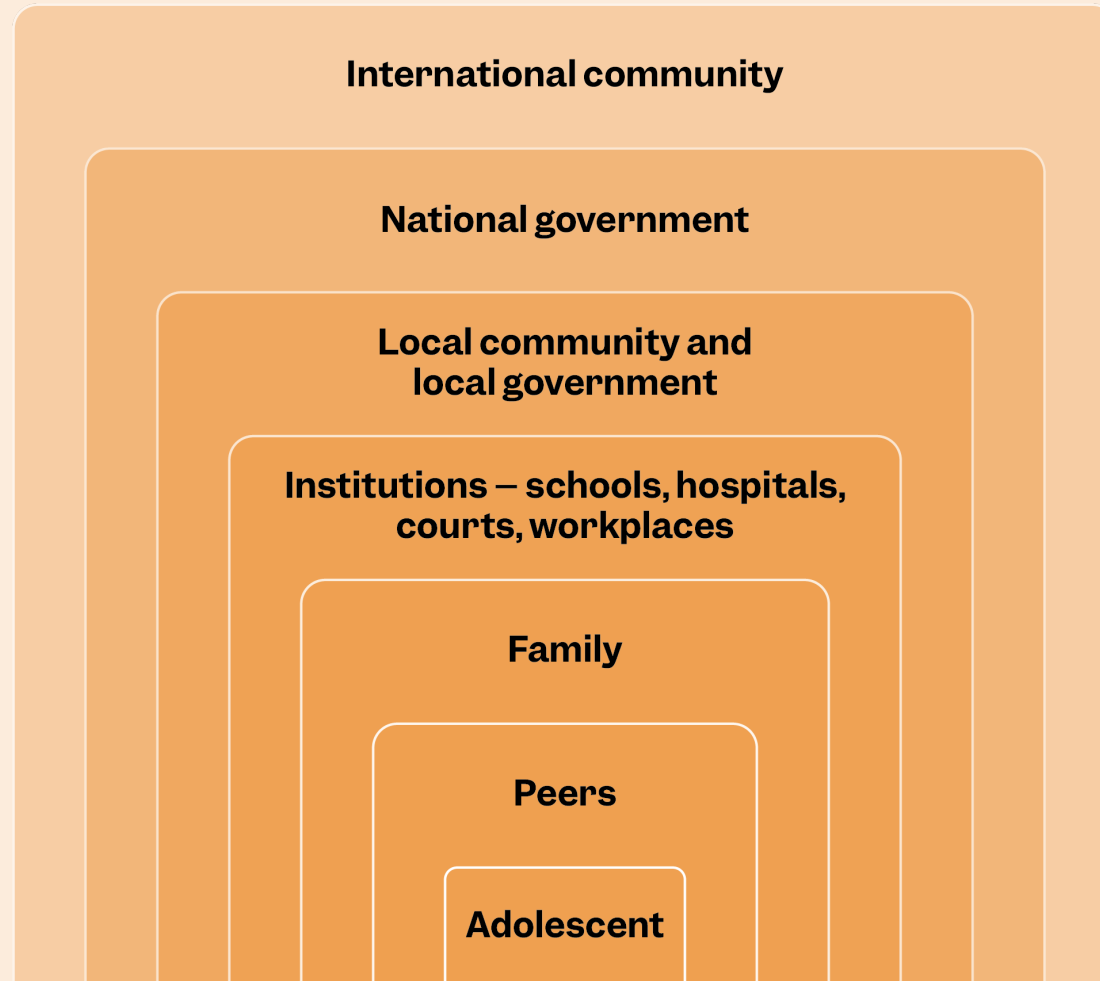




# YOUTH PARTICIPATION IN INFORMATION MANAGEMENT (MONITORING, EVALUATION)



# SOCIAL ECOLOGY OF ADOLESCENT AND YOUTH PARTICIPATION



# DEFINING OUTCOMES OF PARTICIPATION

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



# 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





# WHAT IS THE AIM OF PARTICIPATORY ACTION RESEARCH?

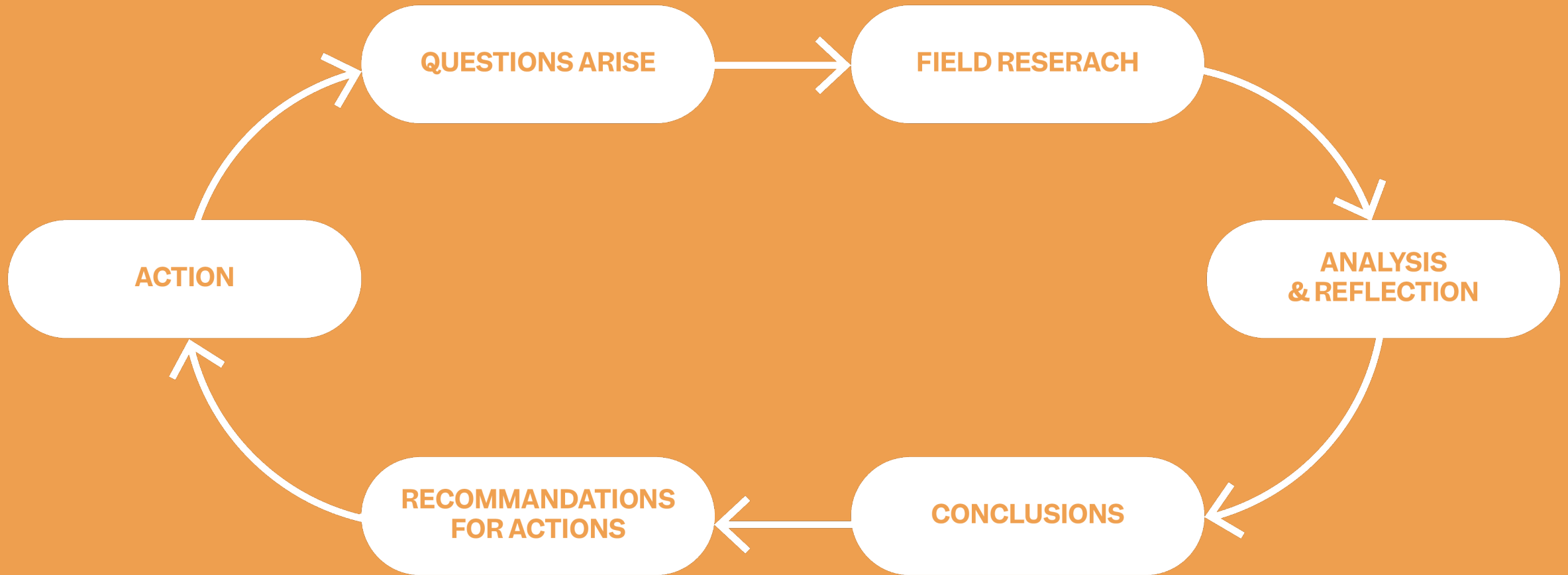
Participatory Action Research (PAR) aim at understanding the social world from the point of view of people living the issues at study; in this case, young people

# 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 IS THE PROCESS OF PAR?



“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.**





[INSERT REGIONALLY SPECIFIC TOOLKIT/  
RESOURCE SPOTLIGHT HERE]



## 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.

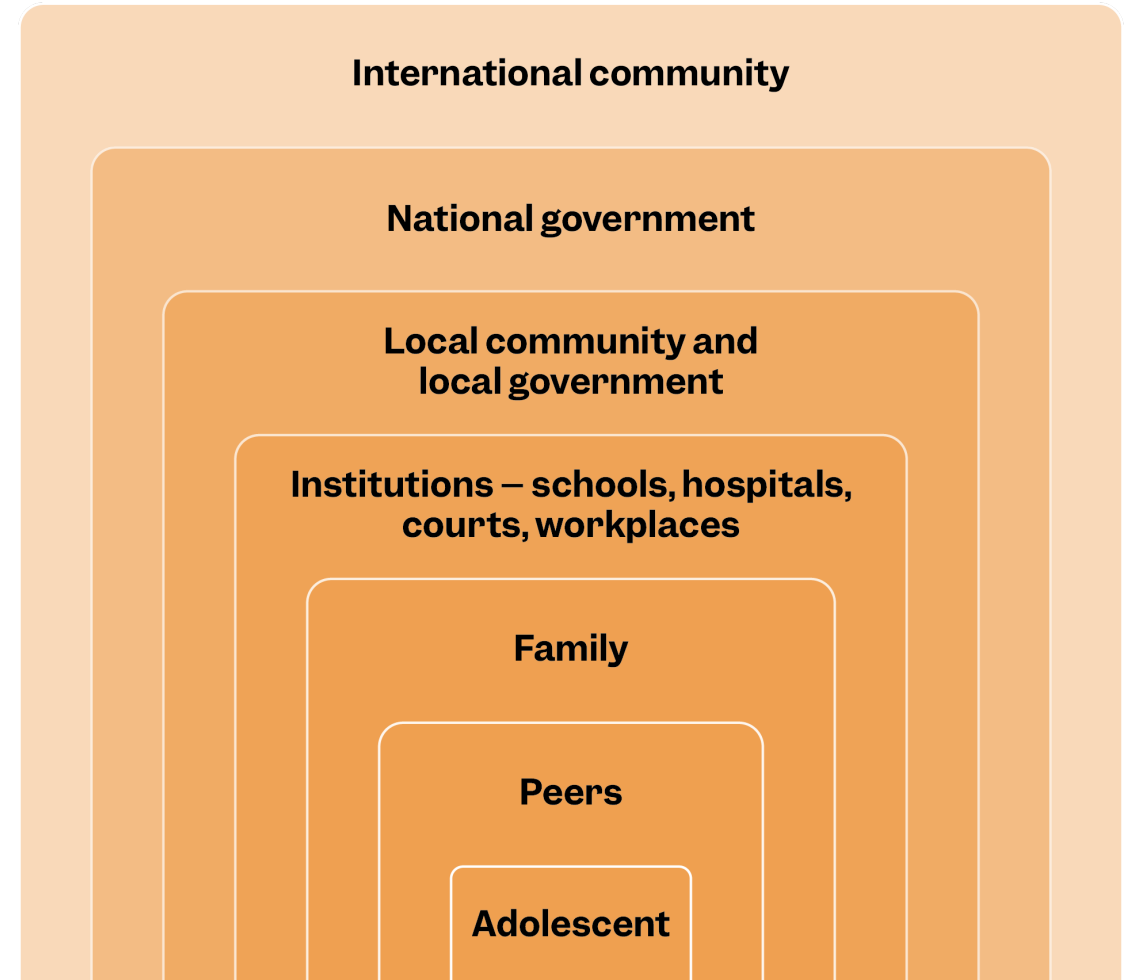


▲ Participatory action researcher Shorouq Al-Naimat, 23, from Jordan, presents findings on issues concerning young people in the MENA region, at the Evidence Symposium on Adolescents and Youth in Beirut.

© UNICEF MENA (Middle East and North Africa).

# 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?







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