Search for **Common Ground**

For more information and guidance on applying Youth-Led Research and the Listening & Learning Methodology, visit **https://www.sfcg.org/tag/children-youth-toolkits** where you will find the *Guidance Note Supporting the Design and Implementation of Youth-Led Research Projects* and the *Listening & Learning Toolkit*.

For more information on Search for Common Ground's Youth-led Research, please visit **https://www.sfcg.org/children-and-youth/**

PROPOSAL SUPPORT FOR
YOUTH-LED
RESEARCH
PROGRAMS

WHAT IS YOUTH-LED RESEARCH (YLR)?

Youth-led research (YLR) is a powerful tool for youth empowerment and engagement, and for inquiry contributing to improved understanding of community issues. YLR is a programmatic approach that can engage young people[1] in peacebuilding, strengthen their leadership skills, and help them build stronger relationships with members of their community. The findings generated by YLR provide valuable insight to research topics, and the act of conducting research itself can have a positive impact on youth and their relationships in their community.

YLR is adaptable to multiple needs, but is **not appropriate** for advanced research needs such as baselines, in-depth conflict assessments, or evaluations.

Search's approach to YLR is based on the **Listening & Learning** research and interview methodology.

WHY DOES YLR NEED SPECIAL ATTENTION IN A PROPOSAL / BUDGET?

Youth-led research is an empowering and valuable participatory approach, but it also requires a special set of considerations. Participation must be balanced against protection for young people, in accordance with their age and competencies.

High-quality youth-led research requires adult guidance and technical support throughout the process. Furthermore, when working with youth researchers in conflict affected areas, it is critical to ensure that youth-led research will "do no harm" to the research respondents or youth researchers involved.

1   Ages 15 – 29 years old

YLR ACTIVITY & TIME CONSIDERATIONS

☐ PHASE 1
LAYING THE GROUNDWORK

- Local partnership building & engaging community
- Transparent recruitment & selection process of youth researchers
- Recruitment of research professionals with experience working with youth (advised 1 research professional per 25 youth researchers)
- Desk research (at least 5 days)

☐ PHASE 2
ORIENTATION FOR YOUTH RESEARCHERS (AT LEAST 5 DAYS)

- Team building exercises
- Training on Listening & Learning methodology, including education on trauma exposure (trauma specialist involved in high risk situations, active conflict contexts and/or if research involves discussion about traumatic experiences with violence, abuse, etc.) and methodology and tool testing.
- Logistical planning for field work
- Initial development of a dissemination/communications plan, should continue to be refined and revised throughout the process.

03

PHASE 3

CONDUCTING YOUTH-LED RESEARCH, USING LISTENING & LEARNING METHODOLOGY

- ♦ Time needed for L&L data collection will depend on the issue selected, target locations, and size of the population sample
- ♦ Each team should include two members (at least one member should speak the local language) and take notes, record conversations (if appropriate), and hold daily debriefs
- ♦ Preliminary data analysis facilitated by technical staff and ILT
- ♦ Preliminary presentation of findings by youth researchers to community
- ♦ Combined or Aggregated data analysis, determining themes and key findings from all research (at least 5 days), facilitated by technical staff and ILT
- ♦ Final debrief on youth researchers' experiences with SFCG or trauma specialist (if appropriate)

04

PHASE 4 -

REPORT & OUTPUTS

- ♦ Writing, printing, and distributing the report along with a shorter and simpler document in local languages - this will most likely require significant support from Search staff and research professionals
- ♦ Requesting partner feedback on the report
- ♦ Follow through on dissemination and communications plan
- ♦ Final findings presentation with decisionmakers (can extend beyond local communities, if appropriate)
- ♦ Seed funding or planned activities for youth to engage in and address issues raised in research. Youth-led research should not be a stand alone endeavor. youth researchers should be included in other, complementary peacebuilding programs that continue to build their skills, provide support, and provide avenues for action as peacebuilders.

YLR BUDGET CHECKLIST

Identifying youth researchers

- ♦ Recruitment based on collaboration with local partners and youth researchers' interest in a topic. This may require time and resources for mapping youth leaders.[1]

Preparation, Trainings and Guided Analysis (according to local context and scale of youth team; recommended 5 days for desk research, 5 days minimum for each pre-data collection training, and 5 days minimum analysis supported by SFCG and a research professional post-data collection)

- ♦ Venue
- ♦ Travel costs for participants and staff
- ♦ Food
- ♦ Equipment (computers, cameras, audio recorders, etc.)

Research (according to local context and scale of youth team)

- ♦ Travel costs for participants and staff
- ♦ Food
- ♦ Compensation to participants
- ♦ Equipment (computers, cameras, audio recorders, etc.)

Staff Salaries

- ♦ Plan for extra support om the Institutional Learning Team (ILT)
- ♦ Plan for extra support from the Children and Youth division
- ♦ Plan for a research professional able to dedicate 100% of their time to complete this activity from start to finish (can be a consultant, a member of ILT if agreed upon, or the project manager if they have the research experience and no other activities or responsibilities during the research)

Consultants

- ♦ External technical consultants to support projects and complete the research, for the entirety of the project
- ♦ Trauma specialists and child protection experts to support entirety of project, especially the design. Budgeted activities for a trauma specialist should include: 1) providing a training session for staff and youth researchers on coping with vicarious trauma when research will deal with sensitive issues such as violence and sexual abuse experienced by children, 2) remote support for youth researchers (by Skype for example) as needed throughout the research, 3) a debriefing session at the end of the project, and 4) follow-up support available up to 4-6 weeks after the research ends.

Communications (please refer to most recent SFCG budgeting guidelines)

- ♦ Design and printing of external sharing documents
- ♦ Translation into local languages / in English for the report if a non-Anglophone country
- ♦ Presentations by youth researchers 1) to communities to share back results, 2) to stakeholders at the national level, and 3) to relevant decision makers. This may require budget for venue, refreshments, and presentation equipment.
- ♦ Consider whether you want to film a short video to supplement the written report.

Follow-up Activities

- ♦ When possible, YLR projects should end with an opportunity for youth researchers to take action on the research topics they explored. Consider including small-scale seed funding for community projects, or activities designed to follow up and build upon Youth-Led Research findings

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1   May be a multi-month process depending on the scale, for guidance please see "Mapping Youth Leaders for Peacebuilding" **https://www.sfcg.org/tag/children-youth-toolkits**