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| **Slide 1** | Welcome to Youth Policy Lab's Practice School. I am Fatimah Mahmood, the facilitator for this course. |
| **Slide 2** | The current course has been broken down into 3 sections:  Youth as Researchers, Supporting Youth-led Research Processes and Ethics and Safeguarding. |
| **Slide 3** | In this section, we will learn:  About Youth-led research and how it can be used as a tool for advocating policy change and practice.  The Co-Benefits of involving Young People in Research.  Exploring when is Youth-led research a suitable approach? And how to ensure that the Involvement of young people is meaningful.  At the end of the section you will be able to access the section 1 quiz, to practice and test your knowledge. |
| **Slide 4** | As we start our exploration on the theme of youth-led research, it is important to firstly understand what is research itself and how does it linkup with policy making and action on ground.  Research can be defined as systematic work designed and undertaken to establish facts and reach new conclusions, suggest new interpretations of data and information to provide knowledge which has and can be tested in order to be applied with confidence in similar situations. Moreover, research can also be used to confirm and refute previous research findings and claims and pose new questions for future researchers to explore. |
| **Slide 5** | This leads us to our next question: what is then the nexus between research work, policy and practice: the triangle on the slide visibly depicts the connection between the three where policy is the plan or course of action which is taken by governments or other organizations to determine their decisions and actions and practice is how those plans are put into action, both these things must be preceded by research at the top. As research provides us with a way of gathering evidence through investigation of issues on-ground which can then support changes in policy and practice. |
| **Slide 6** | Having seen the importance of research in the policy context, we can now look at defining youth-led research:  **Now at its core Youth-led research** is a youth engagement strategy mainly used to elevate youth voices when influencing policies.  This strategy is an approach that engages young people, typically between 15 to 29 years old, in decision-making processes, by teaching them critical thinking, research and leadership skills, and building relationships with key stakeholders, as they carry out their research work.  Youth-led research aims to train and mentor young people to collect evidence and document the needs, aspirations, and challenges of the youth. the approach is based on listening, **participatory action**, and learning through interviews and data collection, where findings are used to advocate and influence policymakers and make recommendations for policy change, serving a purpose that traditional research cannot.  All in all, youth-led research proves to be an effective method because it directly seeks to identify barriers to more cohesive societal relations and empowers young people to act on their findings, to overcome barriers and improve their local community through evidence-backed dialogue, policy change and action. |
| **Slide 7** | Apart from being a novel approach of gathering evidence that can bring about targeted changes in policy and practice, there are numerous benefits of involving young people in research. With co-benefits ranging from research and development activities, and through sharing of research findings on effective dissemination of research. Beyond this youth-led research can prove to be beneficial for all the people involved in such programs including organizations supporting young researchers, the youth researchers themselves and most importantly the community at large. In the next few slides, we explore each of these spheres in detail. |
| **Slide 8** | Firstly, we look at benefits to research and development and dissemination.  In the case of the impact of youth-led research on research and development:   * Young people can help identify research issues and questions that professional researchers may miss or not prioritize. * They can help to ensure research tools (for example questionnaires, interview, leaflets, reports etc.) are worded in a language that is clear to their peers. * Young people can also offer a different perspective on what questions should be asked of respondents. * Young interviewers may be able to help put their peers at ease in interviews, making the setting less formal, which may lead to young interviewees opening up more to their peers, depending on the topic and the skills of the young researcher.   And so, through this course of action  Researchers and Development Practitioners can develop an understanding of youth issues and young people’s perspectives on the research agenda and processes whilst developing new skills for research and working with young people.  On the other hand, in terms of benefiting research dissemination:  When young people present research findings and share their own related experiences, this can have a greater impact on audiences.  Involving young people in research projects can help bridge gaps between them and older adults. The research process offers new ways of engaging with young people, not only helping to overcome professionals’ anxieties about including youth, but also highlighting young people’s competencies, and ensuring practitioners (including decision-makers) are more accountable to young people’s needs through accessing research that is more relevant to them. All which may be key factors: to push through change in systems and cultures of participation.  And, lastly, involving young people in research can initiate and advance an ongoing dialogue between young people and older adults. |
| **Slide 9** | Moving on we now examine the benefits of youth-led research to young researchers, organizations and the community at large.  The first and foremost benefit of youth-led research is skill and knowledge building.  For young people this can be in the form of skills such as (research, analytical, writing, communication etc.) which can be pivotal for their academic performance and advancement.  Similarly, it can provide valuable experience for personal and professional development through building of both technical and non-technical competencies understanding of institutional structures, vital for job readiness, all the while opening up doors to create valuable networks.  The skills and knowledge gained through carrying out research can allow young people to play an active role in advocating and bringing changes in their communities.  In the same thread, organizations supporting youth as researchers can help develop staff and institutional capacity to support these youth-led processes.  And through the knowledge garnered from the outcomes of youth research findings organizations can improve their programmes and services to ensure inclusion of youth perspectives and develop a novel understanding of community issues (especially concerning youth) to increase their relevancy in service provisions or programmes.  Whereas, for communities:  Through youth-led research they can gain understanding of local challenges and assess strategies to creatively address youth and broader community needs, added to which they can increase capacity to support intergenerational partnerships and youth leadership.  The second key benefit of youth-led research initiatives is: Leadership development.  Taking the same route, young people through their experience as researchers can  obtain leadership experience that is transferable to a variety of community settings. They can hone their abilities of communication, outreach, organizing, and advocacy.  And having gone through the process themselves, they can then gain opportunities to mentor other youth going through similar processes.  For organizations this means that through this ladder of leadership development, which is created as young people are empowered, they will be able to draw a pool of new and future staff and leaders already trained to undertake research work.  They can also benefit from youth serving as organization problem solvers, developers, and visionaries.  Whereas for communities: youth as researchers can build the social capital through a new generation that is inculcated with civic responsibility, analytical skills, organizing skills, and empowerment to address the challenges of the community.  And benefit from these new models for engagement and perspective-sharing by all members (especially youth) in decision making and leadership. |
| **Slide 10** | The benefits of youth-led research also add onto the relationship development:  It helps build mutually caring and respectful relationships of young people with peers and adult facilitators mentors, professional researchers and community leaders.  For organizations it can aid in enhancing partnerships between organizations and youth participants. Allow access and engagement of youth who might otherwise remain on the margins or outside the organization. And strengthen relationships with and engage a broad range of community members.  And this strengthening of relationship transcends into the community as well; improving intergenerational communication, which is often missing, respect, and collaboration.  Lastly, is the identity formation that comes with this youth-led research process:  As part of these engagement processes young people become empowered by serving as evaluators, planners, organizers, leaders instead of passive recipients of services and policy initiatives.  It can also help enhance critical consciousness of social factors shaping their lives and how they can address them.  Which can then also add to achieving a sense of pride and empowerment from experiencing their ideas translated into action.  From this experience organizations, can develop a culture of reflective inquiry and adaptive learning that can be crucial in their evolution and that of the programmes or services they offer.  Moreover, it can lead to organizations enhancing their intergenerational character and build a culture that is respectful and celebratory of racial, ethnic, gender, diversity and proactive in dealing with related issues.  A trait which can be mimicked throughout the community as well. |
| **Slide 11** | The following case study from Tanzania retrieved from Kelly et al.’s 2017 study for Search for Common Ground aptly demonstrates the benefits of youth-led research in action.  It reads as:   * “Search Tanzania created a pilot youth-led research project to identify the drivers that cause children to drop out of school and start working in the local gold mine. * The children in the mines were not willing to speak with adults, but young people from local secondary schools were able to approach the children as peers and conduct interviews. Through this process the youth researchers were able to determine children were leaving school primarily because of economic limitations. * The youth researchers then presented their findings through community meetings, radio broadcasts, and newspaper articles. * They led the community in a discussion of the issue and encouraged adults in the community to take action to support children’s education. * Due to the youth researchers’ efforts, seven children were able to leave the mines and return to school, the community is taking further action to address the problem and the youth researchers gained respect and support from their elders.” |
| **Slide 12** | We have just learnt what Youth-led research is and what it entails and the many co-benefits of involving Young People in Research. The next step is exploring some key questions in understanding when is youth-led research the right approach to take.  Youth-led research and traditional research both have their own benefits, and therefore it’s important to consider the goals of the project before selecting one approach or the other. Although youth-led research is adaptable to multiple needs, it is not appropriatefor advanced research needs such as creation of baselines, in-depth assessments, or evaluations.  On your screens you can view 6 key questions that you can ask yourself when deciding on the best approach:   1. Is your goal to empower youth by building new relationships and skills? 2. Do you want to access marginalized and youth groups who are outside your existing project participants? 3. Are you interested in creating a foundation for young people to act on issues in their community based on carrying out research? 4. Do you have resources to support their action or advocacy efforts after the inquiry (research) process? 5. Do you want to shift or improve the perception of youth participation and leadership in a community? 6. Do you have resources to commit to train, support, review, and mentor youth in ethical research?   If your answer is YES to any of these questions, your project could be seen as a potentially good match for adopting the youth-led research approach. |
| **Slide 13** | Once it is established that youth-led research is the right approach, it is then also vital to identify ways to ensure that any involvement taking place is meaningful.  So conventionally, much of youth engagement is considered as youth as being beneficiaries. A top-down approach, which lacks a two-way consultation. Owing greatly to the thought process that “matters affecting children should be left to the grown-ups”. Where many people still feel that youth should be passive rather than active participants in addressing these issues. By excluding young people from the research and design processes, practitioners risk developing programs and policies that do not effectively empower young people as the agents of change that they are, instead perpetuate their dependency as beneficiaries; and participation as tokenistic.  And so, to make any engagement more meaningful, it’s important to have decision-makers and relevant organizations graduate from this thought process and make the engagement more collaborative. Where young people are consulted to identify their needs and made partners in finding and implementing actionable solutions, and gradually then shifting further to supporting young people as leaders and initiators with more independence and “user control” in designing, carrying out and making decisions throughout the research process, where professional researchers play the role of supporters and mentors that help them overcome barriers for example helping them develop relevant competencies and skills. |
| **Slide 14** | **Following are some questions to consider when planning meaningful participation of young researchers, ask yourself:**   1. “Is young people’s involvement planned from the beginning?” 2. Are they involved in deciding how they want to get involved? 3. Will all information about the research be shared, so they are able to make informed opinions and decisions? 4. Will they be supported to get involved in ways that suit their needs, abilities, interests, access needs, and availability, rather than expected to fit into adult structures? 5. Will they be treated as equals? How will you demonstrate respect for their contribution? 6. Will their views be genuinely listened to, and influence decisions along with the views of other stakeholders? 7. Will disabled young people have the opportunity to contribute equally?   Going through this iterative process will allow all the participating entities to contribute to, and benefit from, the research process meaningfully, depicting the true meaning of youth-led research. |
| **Slide 15: Video** | Youth Knowledge Break #7 - Youth research and young people ([EU-CoE youth partnership](https://www.youtube.com/channel/UCmnt9QlTm11emzB_FoL7ipA)): <https://www.youtube.com/watch?v=eaCdqs7tbv8> (No Voice Over) |
| **Slide 16** | Quiz Section 1 (No Voice Over) |
| **Slide 17** | Quiz Section 1(No Voice Over) |
| **Slide 18** | In this section, we will learn:  Supporting Youth-led Research Processes  Through learning how to identify and empower Young People as Researchers. Understand the key considerations for training and supporting research design and a how-to guide for research design, implementation & dissemination. |
| **Slide 19** | The first step to involving young people in research is identifying and gaining access to those who are willing to participate in the endeavor. This can either be through accessing an already existing pool of identified young people (for example through local youth organizations, schools, colleges and universities) or by recruiting an entirely new group of people.  Although involving an existing group of young people who have established experience with the entire process may help you save time in identifying, accessing and recruiting, it may exclude other young people (without prior participatory experience).  As the mode of action for accessing is decided, in the next step there are a few considerations to be mindful of when recruiting or planning to involve young people:  Number one is: Any information about the intended research work should be presented in clear and accessible language for those who might be interested in getting involved. This should also include expected roles, time commitment, and how they will be supported and reimbursed throughout the process.  Secondly, stemming from the need for meaningful involvement we must also take into account and ensure enough flexibility to accommodate young people’s lifestyles and availability (for example taking stock of school timings, workload, and accessibility of places).  Lastly, despite the efforts to create accommodative plans of involvement, there can still sometimes be difficulties in keeping young people on board with research activities (owing to previous or parallelly on-going commitments), calling for an exit and re-recruiting strategy to be put in place from the very start, to avoid delays or gaps in on-going processes. |
| **Slide 20** | As we close in on the recruitment process and begin our working relationship with the young researchers, we must continue to uphold the principles of meaningful involvement. The role of practitioners and adults, therefore, must remain one of support and not control or management. A balancing act which is oftentimes difficult to undertake. Here we look at some traits that adult workers as supporters of young researchers must practice, vs those that they must avoid.  First is, enabling versus influencing: adults must promote the idea that youth can undertake their own research, rather than enforce their own pre-conceived interests/agendas onto them and their work.  Number 2: Sustaining vs Limiting: that is providing appropriate and ample training and resources to youth involved in the research process so they are able to meaningfully carry out their work and make informed decisions, instead of only providing them with limited or insufficient resources, which can impact their abilities.  Number 3 is supporting vs judging: this involves encouraging young people in pursuing a research topic of their choice and helping them negotiate access with gatekeepers, rather than judging and closing down on their ideas.  Number 4: helping young researchers with some of the leg work rather than the design work, this can include transcribing interviews, number crunching, report writing frameworks versus controlling major aspects of the research design itself or restricting access to involving certain participants.  And finally, number 5: empowering the young researchers by advocating and promoting their research work, and ensuring they feel valued and have a sense of ownership with their research work, as opposed to downplaying their participation and contribution to the research outcomes. |
| **Slide 21** | Carrying forward with the need to ensure that the youth-led research being undertaken is indeed as empowering as required, there are a set of key considerations to take stock of.  The first is  Age and Lived Experiences: Now most youth-led research participants vary in terms of age groups, and so have very different life experiences (and although that is a very unique quality to have for diverse research generation), the exposure to different environments cultures, quality of education, and of course the experience in terms of age means that the skills and competencies they have developed vary widely.  Specifically, most of the time participants either have very limited or no prior experience in carrying out formal style research, this is especially true for the younger participants.  And so leading on from that, to ensure that this participation and the outcomes of the research that the young researchers are producing: are meaningful and will create the policy impact we are aiming for, across the board, and that we are not loading responsibilities on young people beyond their capacities: there must be a space for mentoring or adult-guidance and technical support as per the needs of youth researchers throughout the research process.  The next two critical considerations are having a strict “do no harm” policy, that is avoid exposing young people (both researchers and research participants) to physical, psychological or emotional harm, and support this policy with a strategy to counter and respond to trauma exposure (if any does occur) by training youth researcher’s on the responses they may experience from exposure to trauma, and ways to cope with these responses. Overall, aiming for research that entails minimum risk and upholds ethical considerations. More of which will be discussed in the next section of the e-course. |
| **Slide 22** | From here on forward we will look at in detail how to best maintain, support and guide research design, implementation & dissemination for young people.  Which involves starting off with initial capacity building and training of the young researchers in the core competencies and skills they will require to carry out the research work. Guiding and supporting them in developing a plan and design of all the research activities. Supporting the research activities on-ground (as required), during analysis and in creating opportunities for dissemination to key stakeholders that can incorporate these findings into policy and practice. |
| **Slide 23** | Having said that, it must be noted as we previously explored the idea of support vs management. The support and guidance we plan on providing to young researchers should not diminish or infringe upon young people’s leadership throughout the project and in making decisions, but should instead be there monitor and support the quality of research efforts that are being carried out, whether they are satisfactory or not and more importantly ensuring safety and protection of researchers and participants which are non-negotiable.  Looking at the accounts from youth facilitators (on the slide) they too reiterate that at times guidance and support can be quite difficult, as intrinsically most adults have the notion that they can plan or direct things better or micro-manage everything. However, one must remember that this then becomes counterintuitive to the goal of youth-led research. |
| **Slide 24** | The question now is, what then is the role of facilitators in youth-led research processes?   * First is, support young people in ways that suit their abilities, access needs, and the context of their research. (This can be through group support, and also assistance to individuals depending on their specific needs) * Second is to provide structure and support to ensure their time on the project is beneficial to them, and to the outcomes of the research process.   To put everything in context, in this slide and the next you will be able to view some quotes from a 2021 study on deconstructing the role of adult facilitators when working with young researchers. The facilitators echo the fact that young people really cherish the support when it facilitates their research work, and that since research itself is quite a difficult process, the presence of facilitators or guides to pass on relevant information and tools become crucial. |
|  | And so looking at the accounts of the youth researchers within the same study, they too identified the positive role of facilitation, as they were encouraged to remain involved in the project and they appreciated the support that their facilitators gave them in ensuring that all logical pieces came together and provided the knowledge needed to execute the research, and make it a success.  And therefore, to conclude from these quotes: young researchers highly appreciated the approachability and ease of communication with their facilitators as the greatest support factor. And a lot of the times this emotional support became more important than the technical one. |
| **Slide 26** | Apart from the support as facilitators, is the support given as advocates.  More often than not, young people may not be taken seriously by professionals, gatekeepers or other adults, creating roadblocks for young researchers in carrying out their activities or dissemination of their findings.  Through support as advocates, youth-support workers can help to promote the research and respond to any concerns regarding access, unresponsive research participants and can also play a key role in establishing initial dialogue and exchange of findings and policy implications between young people and decision makers. |
| **Slide 27** | Now we explore: what are some of the qualities expected of a good youth-support worker in youth-led research processes?   * Firstly, it should be someone who is non-judgmental and unbiased both towards the researchers and regarding the context or topics of their research work. * Secondly, they should be friendly and approachable and good at communication in a very non-patronizing way, respect goes both ways. And something that goes hand in hand with that is someone who keeps an open mind and is prepared to be challenged in terms of non-conventional ideas that young people may have, that may challenge their pre-conceived notions on how processes should be undertaken, or questions designed. * Other aspects that young people also expect facilitators or mentors to do are: * Maintain confidentiality of whatever is being shared with them. * Help them in how they will maintain the structure of the process & engagements with research participants or otherwise, especially when dealing with younger researchers. * Mentors/Facilitators are at a better position to identify and use young people’s skills for research, added to which with the technical advice, they can provide appropriate direction and the necessary information to ensure that young researchers can obtain meaningful research outcomes. * And finally, it’s really necessary that the mentor or facilitator becomes a cheerleader for young researcher, who values and acknowledges their contribution and efforts at every stage, and especially so when on-ground research activities aren’t going as planned, and helps them reflect and re-think. |
| **Slide 28** | Moving onto the in-depth discussion on support in Research Preparation and Training: The initial support is in provision of training on designing and carrying out research (including literature review, exploring data sources, collection of quality data and information, analysis and interpretation).  Beyond this, as the young researchers engage in designing and planning out their research work, support should be provided to the young researchers in the shape of timely and constructive feedback on the entire research design and methodology. Help them ensure their research ideas are well articulated (be a sounding board for them), ensure that the research question is clearly defined and is feasible to undertake within the research timeline, and available resources.  Provide targeted guidance for designing and streamlining data/information collection activities, ensuring there are no gaps in their preparation prior to going onto the actual collection phase. Taking into consideration:   * The Best approach of gathering the data or information, the sample size, etc. * Where needed support and share information on how to conduct interviews or focus group discussions, including discussion of what makes a good (and bad) interview, listening and communication skills. * Repeatedly emphasize the importance of equal opportunities, respecting other people’s views and informed consent. * And Safety and ethical issues including the importance of confidentiality and anonymity, do no harm and trauma exposure and how to deal with them. |
|  | For giving support in Research Implementation and Dissemination  It is important to provide guidance and support to young researchers as they carry-out research activities (including stakeholder engagement processes, issues with access or unresponsive participants) & Support young researchers’ emotional well-being as they work through the extensive and (often exhaustive) task of data or information collection.  Similarly, once the required data and information have been collected, support must then be given in processing of the data that has been collected and interpreting and compiling their results and analyses to ensure meaningful outcomes. Let young researcher’s untangle their results, through reflecting upon questions like:  What their data or information is highlighting? Do they observe any recurring trends, patterns, themes, correlations or anomalies? And encourage them to then find the reasoning to the results obtained by exploring and citing existing literature which supports their results and analysis. And finally, encourage them to draw out recommendations (in the form of policy, action, solution) to address the findings of their research.  And finally, a key outcome of youth-led research is its place as a participatory tool used to inform policy and decision-makers. Therefore, a critical stage in the entire research process is the provision of support in the write up of the research, reviewing it with them and discussing the results, and creation of research products (such as reports, research papers, policy briefs) up to the determined standards. Followed up with creating and negotiating spaces to share, promote and disseminate these research findings through existing networks and the wider community, that can then lead to dialogue initiation and action on ground.  With the right balance of support, an enabling environment, ensuring meaningful involvement in every step of the process, taking strength from the positive intergenerational participation of adults and young people, youth-led research can be groundbreaking for creating inclusive and forward-thinking policies resulting in resilient communities, a win-win for everyone. |
| **Slide 30** | **A Case Study Depicting YAR in action: (no voice over)**  Embed the following YouTube video (11:28 minutes)  Youth-Led Peacebuilding: Participatory Action Research (United States Institute of Peace)  <https://www.youtube.com/watch?v=pvsNeKlbbss&t=271s> |
| **Slide 31** | **Quiz Section 2 (no voiceover)** |
| **Slide 32** | **Quiz Section 2 (no voiceover)** |
| **Slide 33** | **Quiz Section 2 (no voiceover)** |
| **Slide 34** | **Quiz Section 2 (no voiceover)** |
| **Slide 35** | In this section, we will learn:  About Ethics and Safeguarding in Youth-led Research focusing on the key ethical considerations and mapping risks. |
| **Slide 36** | When carrying out research involving children and youth, there are specific ethical standards that facilitators and young researchers must reflect on and discuss in order to find proper solutions to potential issues and risks before starting off. Having said that it should not be taken only as a preliminary hurdle to be overcome, rather it should be taken as an ongoing and reflexive part of the research process, in the entirety of its life cycle.  The emphasis on ethical research therefore also demands that youth facilitators are well versed and youth researchers are provided with the relevant knowledge and training on ethical standards prior to conducting their research.  Here we look at the key terminologies that are vital to understand, when considering ethical standards: Transparency and Informed Consent, Privacy, Anonymity, Confidentiality and Data Protection, Safety and Wellbeing, and Payment & Compensation. In the next few slides, we will explore each of these in detail. |
| **Slide 37** | First, we look at Transparency and Informed Consent: It is essential to ensure that prior to starting a research project, all those participating whether as youth researchers or as research participants are fully aware and transparently informed of what their involvement necessitates, and in the light of this information they must then be given a free will to participate or not participate.  To summarize this concept:  Each young researcher must give their informed consent to participate in the youth-led research project.  Youth researchers and research participants must fully understand the nature of the research, the role they will play, what will be asked from them during the research process, how the data collected will be used and protected and the potential benefits and risks from participation (including trauma exposure, in case of sensitive topics under study).  After which they must decide on giving consent: that is free and voluntary; and could be verbal or written. A core foundation of gaining consent that is free and voluntary is that of respect and equal rights of everyone, and their free will to have a choice and make decisions regardless of their age, culture, educational background, gender, or other socio-economic factors.  In cases where youth researchers or research participants are under 18 years of age or have limited capacity to consent, consent may need to be taken from parents or guardians; which can then be followed up with assent from the participants themselves (ensuring that there is no pressure or coercion to participate in any way; and they should also have the right to refuse to participate and be fully informed regarding withdrawal).  Additionally, it is important that youth facilitators and researchers are aware of special consent that may at times be required by the law or according to local culture or custom. Which may make it necessary to seek consent from other adults as well, for example school administrators or community leaders, depending on the context of research. |
| **Slide 38** | We now look at Privacy, Anonymity, Confidentiality and Data Protection concerns and requirements.  Firstly, it is important to only collect data that is essential for the completion of the research work.  Any data or information being collected must always ensure respect to people’s privacy, which includes avoiding asking very personal or sensitive questions (unless a requirement for research; in which case safeguarding protocols must be put into place).  In all cases, and especially when working on sensitive topics, all collected data and information must be kept private and confidential and access to them should remain restricted throughout and beyond the process as well.  Wherever possible, researchers must anonymize or pseudonymize data and information. Which means non-disclosure of personal Information: Through which one can be identified, directly or indirectly, such as a name, an identification number, location data, an online identifier or distinguishing physical, mental, economic, cultural or social identities; unless necessary, for which informed consent will be required.  All the data and information that is collected must be kept secure at all times this also includes any photographs, videos or audio recordings. Moreover, any collected data or information should not be retained for longer than necessary. |
| **Slide 39** | Next is Payment and Compensation: As a general rule of thumb, young people engaged in the research (as researchers or participants) should be appropriately reimbursed for any expenses, compensated for the effort, time, or lost income that they may incur or experience as a result of their involvement in the research process.  With regards to payment and compensation it is crucial to take into account the following:  Ensure that any payment is not used to unduly bribe, coerce or pressure youth or consenting parents to participate, or influence their neutrality.  Secondly, social and cultural contexts must be taken into account by consulting locally about payment and other forms of compensation (in some contexts, forms of compensation other than money may be more appropriate for example travel reimbursement).  Finally, it must be ensured that payment does not directly raise unrealistic expectations or cause disappointment for all those involved, and any plans of payment or compensation should be disclosed to and consented by the participants prior to beginning the research process. |
| **Slide 40** | In the next few slides, we look at how to ensure safety and well-being of everyone involved in the research process and identifying risks and planning their management or mitigation from the get-go.  When working with young researchers and participants, youth facilitators and the young researchers must take responsibility of ensuring that the research should not expose all those involved to risks or harm greater than those encountered in their normal lives. This becomes especially important when dealing with vulnerable populations.  In order for this to happen youth facilitators and young researchers must identify the activities that have potential risks (such as harm, distress or inconvenience) attached, at the earliest. These risks or harm can be in the form of psychological as well as physical.  Therefore, to ensure that the researchers and those supporting them have the competence, expertise, resources, and capacity needed to adequately support the youth-led research and minimize potential risks; effective planning and discussion with participants becomes necessary to avoid undue harm or distress later on.  Youth facilitators should also ensure that there is a plan of action for reporting harm and responding to distress that may remain unavoidable, even after risk mitigation strategies are put into place. Young researchers should be fully aware of these and must be trained to identify when to prompt them into action.  Overall, research processes should be streamlined to guarantee that the benefits of carrying the research work and involving the young researchers and participants greatly outweigh any potential harm or risks that have been identified. |
|  | A great tool to ensure safety and well-being, is carrying out a risk assessment mapping exercise, where youth researchers and facilitators can collectively review the entire research design, to identify the potential risks to themselves and to others who may be involved with, or affected by, the research.  The assessment of risk intensity is based off the following risk analysis matrix: Each risk identified is assessed in terms of the level of impact or effect it will create if the risk occurs, against the probability of it occurring or taking place.  That is:  If the risk is less serious and less likely to occur, the overall likelihood of impact is low.  If the risk is less serious but more likely to occur, the likelihood transitions to a moderate ranking.  On the other hand,  If the risk is relatively serious but less likely to occur, it is identified as substantial. Finally, if the risk is both serious and likely to occur, it is given a high ranking, and will require serious research project re-designing to avoid the identified risks. |
| **Slide 41** | Once risks and their likelihood and level of impact have been assessed, the young researchers and facilitators must then outline who might be harmed and how, and with that decide on the management or minimization of risks; as depicted in the table on the slide.  With all ethical considerations and safeguarding measures put in place, participants and facilitators are equipped to take on youth-led research that is wholly beneficial and safe. |
| **Slide 42** | Quiz Section 3 (no voice over) |
| **Slide 44** | Quiz Section 3 (no voice over) |
| **Slide 45** | Quiz Section 3 (no voice over) |
| **Slide 46** | Enlisted here are further reading resources, including some which have been referenced to during the current e-course. |
| **Slide 47** | Thank you for participating in this course co-developed by UNDP Pakistan and UNICEF Pakistan. Please complete the available course assessment for gaining a certificate of qualification for this course. |
| **Slide 48** | Case Study (Assessment) (no voice over) |
| **Slide 49** | Case Study (Assessment) (no voice over) |
| **Slide 50** | Case Study (Assessment) (no voice over) |
| **Slide 51** | Case Study (Assessment) (no voice over) |