TOOLKIT FOR ADOLESCENT AND YOUTH ENGAGEMENT

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Acknowledgements

Key Terms

Term	Definition
Adolescent	10 to 19 years old
Adolescent and Youth Participation	Adolescent and Youth Participation can be defined as adolescent and young girls and boys (individually or collectively) engaging with opportunities to form and express their view and to influence matters that concerns them directly or indirectly. A key outcome of participation is the empowerment of adolescents – to believe in themselves, to build strength through collaboration, and to actively engage in the realization of their rights. In other words, the process begins with an adolescent building a sense of self-esteem and self-efficacy that they are both entitled to and deserving of the right to be listened to and taken seriously.
Adolescent and Youth Engagement	"The rights-based inclusion of adolescents and youth in areas that affect their lives and their communities, including dialogue, decisions, mechanisms, processes, events, campaigns, actions and programmes – across all stages, from identification, analysis and design to implementation, monitoring and evaluation." "Engagement" is closely linked to "Participation" though differs in being a broader articulation of the public-facing aspect of participation. Participation is a fundamental human right as noted in guiding Conventions on children, women and people with disabilities (CRC, CEDAW and CRDP), and serves to build citizenship, strengthen capacities and confidence, promote democratic engagement and the rule of law, and enhance policy making. Engagement includes both these deeper and more sustained activities as well as broader activities.
Civic engagement	Interventions that build the capacity of young people to identify issues affecting their or their communities' wellbeing, and define and implement activities that address these issues.
Economic engagement	Interventions that increase the workplace readiness and employability of young people and provide young people with opportunities for economic self-empowerment.
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.
Participation	A fundamental human right [as noted in guiding Conventions on children, women and people with disabilities (CRC, CEDAW and CRDP)] that serves to build citizenship, strengthen

	capacities and confidence, promote democratic engagement and the rule of law, and enhance policy making.
Social engagement	Civic engagement interventions that increase social cohesion and tolerance in the community This includes civic engagement initiatives aimed at reinforcing social capital, developing peaceful and supportive social interactions. Initiatives that promote peace and harmony include: cultural and sporting events and youth-led community dialogue.
Youth	The United Nations (UN) definition of youth is 15 to 24 years old which encompasses the period of late adolescence and young adulthood.
Young people	Adolescents and youth, aged 10 to 24 years old.

Introduction[1]

In the Middle East and North Africa (MENA), one in five people are adolescents. On average, 27.6 per cent of the population is aged 10 to 24 years old. Here is a breakdown by country[2]:
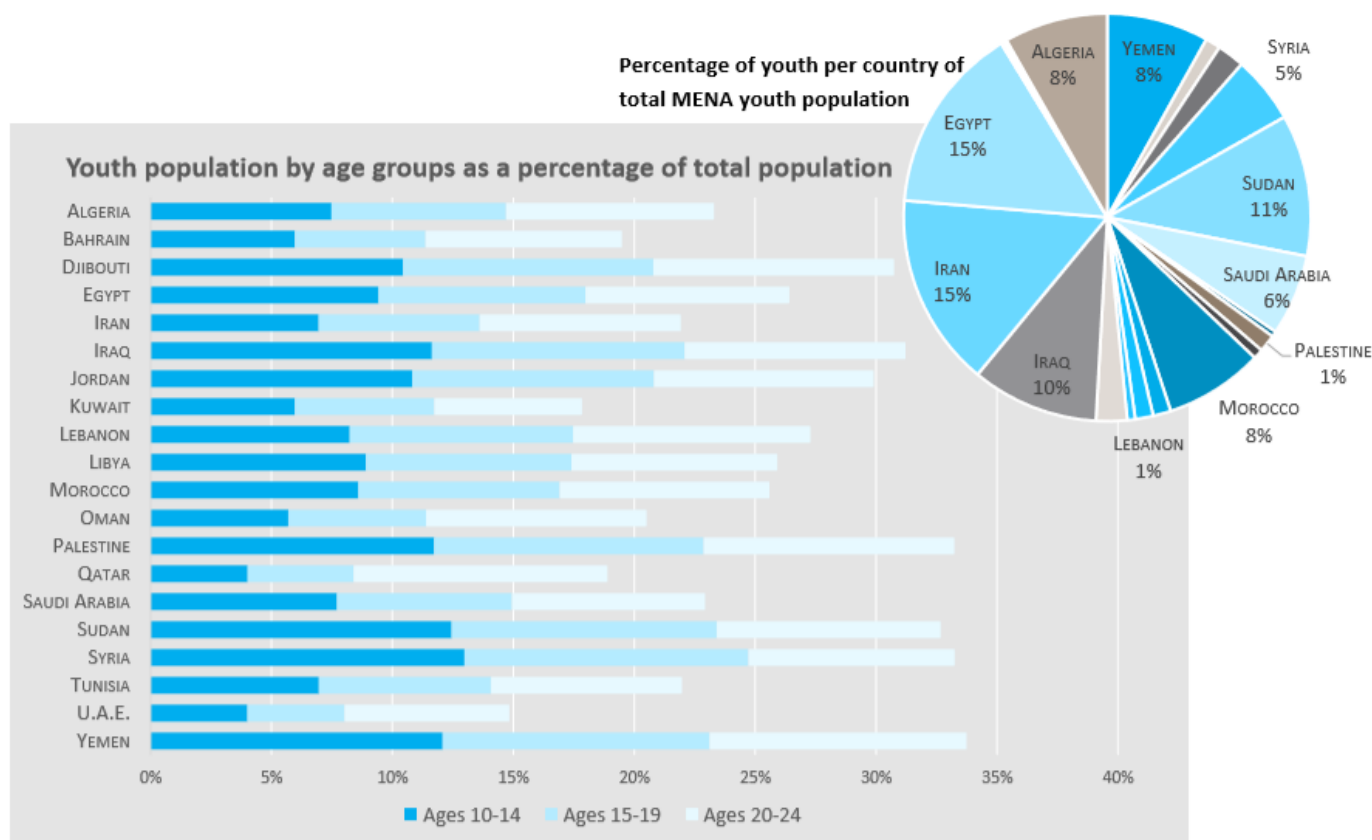
Young people have recently been at the forefront of global, social, economic and political developments in the Middle East and North Africa. In addition to their intellectual contributions and ability to mobilise support, they hold unique perspectives and rights that need to be taken into account. Economic and political progress within the Middle East and North Africa region relies, among other factors, upon each country's capacity to involve young people in building and designing a future society within which they can function as productive and responsible citizens.[3] Yet, adolescents and youth have very few opportunities to influence decision-making toward the realisation of their rights with a bearing on their present and future access to health, education and protection. They also lack formal channels to effectively participate in social, civic and economic life. This is particularly true for vulnerable groups of the youth demographic. Young women and girls, adolescents and youth with disabilities, refugee youth, working children and youth are most likely to face exclusion from the few opportunities that are available. As a result, young people, especially those from vulnerable groups, feel disenfranchised and have little faith in the ability of existing participation platforms to truly influence the trajectory of their evolving futures. Conflicts, climate change and political instability

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[1] De Kort, Gerard, Draft of *Mapping of Adolescent and Youth Participation in Programming* (MENA Region), to be released in 2017. UNICEF MENARO.
[2] UN Population Division. 2017 revision: https://esa.un.org/unpd/wpp/
[3] United Nations Youth Unit.

have further increased the vulnerabilities of young people, exposing them to violence, exploitation and abuse.

This toolkit is designed to provide those working in the humanitarian and development sectors with a collection of key tools to support young people's participation and engagement. It draws on the theory of change, Positive Adolescent Development and the Social Justice Development approach[4].

This toolkit intends to provide guidance for meaningfully engaging adolescents and youth by:

• Integrating systematic adolescent and youth engagement in the programming cycle for all sector responses. Examples include: young people involved in conducting assessments, research and analysis; developing programme methodologies and plans; carrying out peer-to-peer awareness campaigns; implementing programmes; monitoring results; evaluating outcomes and advocating for change. Guidance is provided to promote sector and programme-specific monitoring in young people's engagement.

• Strengthening adolescent- and youth-led civic, social and economic engagement to empower young people to influence decision-making at community and local levels. Guidance is provided to harmonize indicators and monitoring, especially as relates to outcome indicators over the longer term.

What this document is: This is a context-specific "how to" guide to support the engagement of young people within humanitarian and development programming within the Middle East and North Africa. It also outlines tools to promote and monitor adolescent and youth-led civic, social and economic engagement. Both sets of tools provide specific monitoring tools and promising practices.

What this document is not: A fully prescriptive guide of how adolescent and youth engagement should be carried out by all. This would contradict the spirit of engagement by 'telling' young people how and why they should engage. Instead, it outlines two sets of tools with examples on how to engage young people and provides suggestions on how field teams could approach adapting these for their own use.

The rationale for this "how to" guide is to ensure a consistent and coherent approach for adolescent and youth engagement for partners in the Middle East and North Africa.

Who Is This Toolkit For? When to Use This Toolkit?

This toolkit is designed for all partners working with adolescents and youth in the Middle East and North Africa. It is recommended for use when guiding young people's engagement in programming in general, as well as when designing specific programming to support adolescent- and youth-led economic, civic and social engagement.

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[4] Lerner, R. M. (2006). Developmental science, developmental systems, and contemporary theories of human development. In R. M. Lerner (Ed.). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.) (pp. 1-17). Editors-in-chief: W. Damon & R. M. Lerner. Hoboken, NJ: Wiley.

PART ONE: RATIONALE

1. Making a Case for Investing in Adolescents

"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."

– General Comment 20 of 2016 of the United Nations Convention on the Rights of the Child

Adolescence: A Period Worthy of Investment

Developmental neuroscience evidence reveals that the second decade of life is a period of substantial neurological development, second only to early childhood. The changes adolescents are experiencing render them sensitive to both positive and negative environmental influences. The plasticity of the brain during early adolescence (ages 10-14) creates a critical time at which trajectories can change based on inputs. Interventions during adolescence are critical for breaking intergenerational cycles and manifestations of inequality (poverty, gender and social norms).

Life Course Approach (ECD-First decade-second decade linkages)

Children who face deprivations early in life, have poorer outcomes as adolescents, youth and adults. Using a life course approach allows UNICEF to make programmatic multi-sectoral choices for the longer term and avoid shifting problems from one life stage to another.

A Fundamental Right of All Adolescents

The Convention on the Rights of the Child (CRC) in the General Comment (No:20) observes that the potential of adolescents is widely compromised because States parties do not recognize or invest in the measures needed for adolescents to enjoy their rights. In the GC 20, the Committee provides guidance to States on the measures necessary to ensure the realization of the rights of children during adolescence, cognizant also of the 2030 Agenda for Sustainable Development.[5]

A Demographic Window of Opportunity

About 25 million children, adolescents and youth were added by 2015 and a further 34 million will be added by 2030. This relatively slow growth presents an historic opportunity to invest in human capital by improving access to health and education and enhancing the prospects for productive employment. Countries in the region should actively pursue this opportunity both for the intrinsic value in fulfilling the rights of children, adolescents and youth and as an investment in future economic growth and stability.

In 2050 children, adolescents and youth will account 51 per cent of the population in Iraq, followed by Sudan, Palestine, Yemen and Egypt where their share of the population is expected to still be above 40 per cent.

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[5] CRC/C/GC/20: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f20&Lang=en

2. Making a Case for Adolescent and Youth Engagement

The United Nations Convention on the Rights of the Child (UNCRC) outlines the civic, political and social rights of children, including adolescents, while the Universal Declaration of Human Rights and the twin covenants on Civil and Political Rights and on Economic, Social and Cultural Rights affirm these rights for all people, including youth. State parties who have ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979) are further committed to promoting equality for women and girls, and enabling their rights to full participation and engagement. In addition, the United Nations World Programme of Action for Youth (WPAY) provides a policy framework and plan of action for the purpose of strengthening national capacities in the field of youth and to increase the quality and quantity of opportunities available to young people for full, effective and constructive participation in society.

In 2014, the Committee on the Rights of the Child published General Comment 20, on the implementation of the rights of the child during adolescence. The general comment elaborates on the ways in which state parties should interpret the UNCRC to accommodate adolescents' evolving capacities and address these in line with the 2030 Sustainable Development Agenda. The new General Comment emphasizes the necessity for a human rights-based approach that includes "recognition and respect for the dignity and agency of adolescents; their empowerment, citizenship and active participation in their own lives; the promotion of optimum health, well-being and development; and a commitment to the promotion, protection and fulfilment of their human rights, without discrimination."[6]

- Civil rights: freedom of speech, liberty and justice
- Political rights: participation in political decision-making
- Social rights: economic and social security, provisions of social welfare

The idea of participation as a constitutive right is reinforced and informed by related rights guaranteed in the Universal Declaration of Human Rights and other international human rights instruments. The broadest expression of the right to participation is contained in the Convention of the Rights of the Child, which assures to every child, the right to freely express his or her views "in all matters affecting the child", *and requires that the child's views be given "due weight* in accordance with the age and maturity of the child".[7] More fundamentally, participation rights are also derived from the principle of inherent human dignity, which entails an entitlement to partake in decisions that affect one's life and contribute to the realisation of one's own rights, rather than depending solely on others for the fulfilment of one's rights.

Despite these binding international obligations, few governments or organisations have made the required commitments related to budgets, legal and policy frameworks, or programmes that support young people's right to participation. Structural impediments such as discrimination, marginalisation and social exclusion restrict their access to productive activities and decision-making processes, while socio-cultural attitudes create further barriers that impede young people from enjoying their full rights.[8]

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[6] General Comment No. 20 (2016) on the rights of the child during adolescence. http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC/C/GC/20&Lang=en
[7] CRC, n.66, art 12.1.
[8] O'Kane, C. (2013). Pushing the Boundaries: A Guide to Increasing the Realisation of Children's Civil Rights and Freedoms. Save the Children pg. 7.

Recognizing the right to participation for young people implies accepting that they have real possibilities for exercising their citizenship as a basic requirement of their development and for influencing their environment and society.

The objective of adolescent and youth engagement is to give voice and choice for young people to work with government and non-governmental organization (NGO) partners to develop conducive environments that engage and empower young people to positively impact their lives, families, communities and societies.

This could be through the scale up of relevant programmes or projects, or through advocacy for, creation of, and participation in, formal and informal channels for building strong and inclusive societies.

This is particularly important within the Middle East and North Africa, where almost a third of the population is between the age of 10 and 24. This demographic dividend presents an opportunity for development, and for young people to drive political, social and economic progress in their communities and societies. Yet they are often hampered from doing so by lack of access to quality education and vocational training, high unemployment, and lack of opportunities to make a decent livelihood. The region faces the highest youth unemployment rate in the world at 29.8 percent. Deprived of a voice, of avenues for contributing to their communities, and of opportunities to engage in social cohesion and decision-making processes, young people are increasingly frustrated and disempowered.
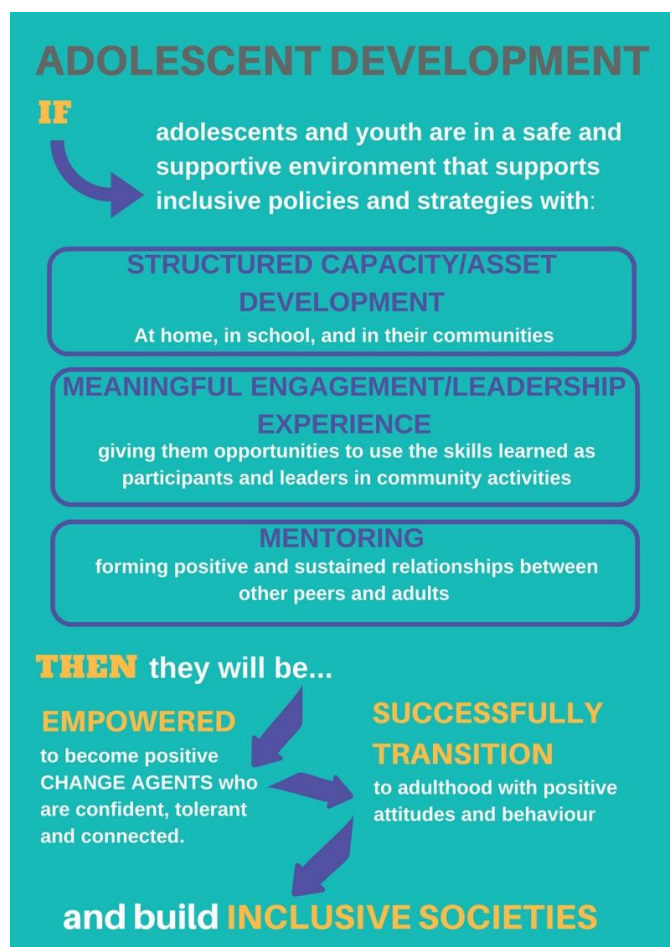
Within any well-functioning society, young people require access to education, protection, health and social services, information and decent work, as well as recreation. It is imperative that these opportunities and services reflect and embody the interests and needs of young people, and that young people experience a profound ownership of the programmes that affect them. The benefits of engaging young people at all stages of programming are two-fold. From a programming perspective, it ensures that programmes are relevant, authentic and truly responsive to their needs and priorities. From a young person's perspective, engagement in programming increases their sense of ownership, self-confidence, and develops their skills and knowledge (e.g. communication, leadership, team work, organization, and responsibility).

Evidence[9] indicates that successful adolescent and youth engagement programmes can help to develop self-confidence, influence decisions at local and national levels, and contribute to addressing socio-economic challenges in their communities. When young people are supported and encouraged with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of inequality, poverty, discrimination and violence. As they build these competencies, youth begin to think of themselves as partners and stakeholders in society. They also acquire a sense of responsibility for the common good and internalize a positive attitude toward active citizenship.[10] In short, the participation of young people in programmes and policies that affect them will improve the quality, responsiveness, impact and viability of those programmes and will prepare young people for more active and fruitful citizenship.

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[9] *As cited in* UNICEF (2016). Adolescent Participation: Conner, J. & Rosen, S. (eds.), (2016). *Contemporary Youth Activism: Advancing Social Justice in the United States.* ABC-CLIO Praeger Publishing; Flanagan, C., & Bundick, M. (2011). Civic engagement and psychosocial well-being in college students. *Liberal Education,* 97 (2), 15-25; and Piliavin, J.A., & Siegl, E. (2014). Health and Well-being Consequences of Formal Volunteering. In Gaertner et al. (Eds.) *Handbook of Prosocial Behavior*, Oxford University Press.
[10] International Youth Foundation (2002), What Works in Youth Participation: Case Studies from Around the World, 2002, accessed on 7 Mar 2017: http://www.iyfnet.org/sites/default/files/library/WW_Youth_Participation.pdf

3. Theory of Change

ADOLESCENT DEVELOPMENT

IF adolescents and youth are in a safe and supportive environment that supports inclusive policies and strategies with:

STRUCTURED CAPACITY/ASSET DEVELOPMENT
At home, in school, and in their communities

MEANINGFUL ENGAGEMENT/LEADERSHIP EXPERIENCE
giving them opportunities to use the skills learned as participants and leaders in community activities

MENTORING
forming positive and sustained relationships between other peers and adults

THEN they will be...

EMPOWERED
to become positive CHANGE AGENTS who are confident, tolerant and connected.

SUCCESSFULLY TRANSITION
to adulthood with positive attitudes and behaviour

and build INCLUSIVE SOCIETIES

Adolescent and youth engagement is underpinned by the Positive Adolescent Development and the Social Justice Development approach, which focuses on young people's strengths instead of their deficits. It views young people as resources to be developed rather than as problems to be managed, and promotes positive change across in this important part of their lives.

One key aspect of this focus on positive development is the brain development research which highlights the potential that adolescents have for change. This potential is critically important, for adolescent trajectories of development are not fixed in the first decade and the second decade can be significantly influenced by factors in their homes, schools and communities.[11]

Evidence shows that three factors play a vital role in predicting the success of positive adolescent development interventions:

- Structured capacity / asset development at home, in school, and in the community;
- Meaningful engagement / leadership experience that provides opportunities for adolescents to use their skills learned at school, home and community as participants and leaders in valued community activities; and
- Mentoring that young people receive in the form of positive and sustained relationships between adolescents and between adolescents and adults.

These elements of resilience and healthy development during adolescence are reiterated in General Comment 20 of the UNCRC (2016)[12] which lists factors conducive to adolescent development as (a) strong relationships with, and support from, the key adults in their lives; (b) opportunities for participation and decision-making; (c) problem-solving and coping skills; (d) safe and healthy local environments; (e) respect for individuality; and (f) opportunities for building and sustaining friendships.

The theory of change is slightly adapted from Lerner (2006) to add youth to adolescents. It posits that: *if*

- adolescents and youth are in a safe and supportive environment with adolescent and youth responsive policies, strategies and services;
- where they can access structured capacity/asset development at home, in school, and in their community;

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[11] Lerner, R. M. (2006). Developmental science, developmental systems, and contemporary theories of human development. In R. M. Lerner (Ed.). *Theoretical models of human development*. Volume 1 of *Handbook of Child Psychology* (6th ed.) (pp. 1-17). Editors-in-chief: W. Damon & R. M. Lerner. Hoboken, NJ: Wiley.

[12] http://www.refworld.org/docid/589dad3d4.html

- and meaningful engagement/leadership experiences giving them opportunities for adolescents to use their skills learned at school, home and community as participants and leaders in valued community activities;
- and they have positive and sustained relationships between adolescents and between adolescents and adults;

then
- they are empowered to become positive change agents who are confident, competent, collaborating, caring/ tolerant and connected who contribute to their communities;
- can successfully transition to adulthood with positive attitudes and behaviours;
- and support development of an increasingly tolerant and inclusive society.

This approach requires a conducive adolescent and youth responsive environment where the required political and financial commitments are made, programming is in place to ensure essential services and opportunities, and structural impediments and negative socio-cultural attitudes are addressed to ensure young people can be the protagonists in their own lives. A 'conducive environment' is required to identify, develop, meaningfully engage, and retain young people's engagement.

The barriers to engagement (i.e.: the types of exclusion, discrimination or marginalization) will vary in each society, depending on the dominant attitudes and practices that exist regarding gender, race, ethnicity, sexual orientation, or disability status.

Although it is tempting for well-intentioned organizations and governments to engage already-established adolescent and youth groups, seeking out the most vulnerable and marginalized young people for their input and participation is the only way of ensuring that processes designed to create societies that are friendly and supportive toward young people. This may require additional effort and resources, as well as detailed contextual knowledge. To be inclusive, interventions should adopt a twin approach of (a) challenging and dismantling barriers to inclusion, and (b) proactively reaching young people who are excluded, building their capacities, and supporting their engagement in activities that enhance their inclusion.

THEORY OF CHANGE

Adolescent and Youth Engagement

Outcomes
- Adolescents and youth successfully transition to adulthood
- Young people adopt positive practices and norms and choose positive options for their future
- Young people are agents of change and mobilisers
- Policies, legislation and financing are young people-responsive
- Communities, families, policy makers endorse a positive development approach

Objectives
The most vulnerable young people are positively engaged:
- through civic, social and economic engagement; volunteering; apprenticeship and employment;
- in identifying issues of relevance, amplifying their issues and advocating with key stakeholders;
- in decision-making bodies at subnational, national and regional levels;
- in leading and contributing to civic engagement, social cohesion and entrepreneurship at the community level, promoting healthy practices and norms, and available services.

Integrative Service Package

Protection
- Improve protection services for the most vulnerable adolescents to reduce drop out, increase access and improve learning
- Build capacities of communities, service providers and authorities to work within a positive development approach for young people
- End harmful practices, reduce violence and protect adolescents during emergencies

Education
- Increase access for the most vulnerable including realizing access to gender sensitive and GBV-free education settings
- Reduce drop out
- Improve quality learning by realizing more relevant curricula and Learning of skills necessary for full participation of adolescents in society
- Enable flexible pathways to education and market-related skills including acquisition of formal and non-formal/vocational knowledge and skills

Social Protection
- Ensure access to safety nets to protect the most vulnerable adolescents

WASH
- Ensure access to sanitation and hygiene and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- Initiate action towards ensuring that urban settings are adolescent responsive

Adolescent Civic, Social and Economic Engagement
- Create an enabling environment for adolescent engagement
- Build skills, capacities and opportunities for adolescent civic engagement, social cohesion and economic engagement
- Establish platforms and mechanisms for advocacy and interaction with local and central authorities to influence decisions affecting their lives

Health
- Ensure gender responsive adolescent health and nutrition
- Provide access to comprehensive prevention services for vulnerable adolescent boys and girls to reduce incidence
- Ensure access to treatment for adolescent girls and boys living with HIV

DELIVERY PLATFORMS

- Services: Health, Social (including sports and recreation services), Protection, CBO and other multipurpose service centres (Makani, MSC etc.)
- Judicial Systems
- Schools, Universities and Non-Formal Learning Centres
- Families and Communities
- Civil Societies and Youth networks
- Communication platforms including digital & non-digital platform

PART TWO: TOOLS

1. Principles for Young People's Participation

The UNICEF Adolescent and Youth Engagement Framework suggests a comprehensive list of principles to guide young people's engagement. Regardless of the planning process (e.g. Humanitarian Response Plan or Regional Refugee and Resilience Plan), the following principles should be observed:
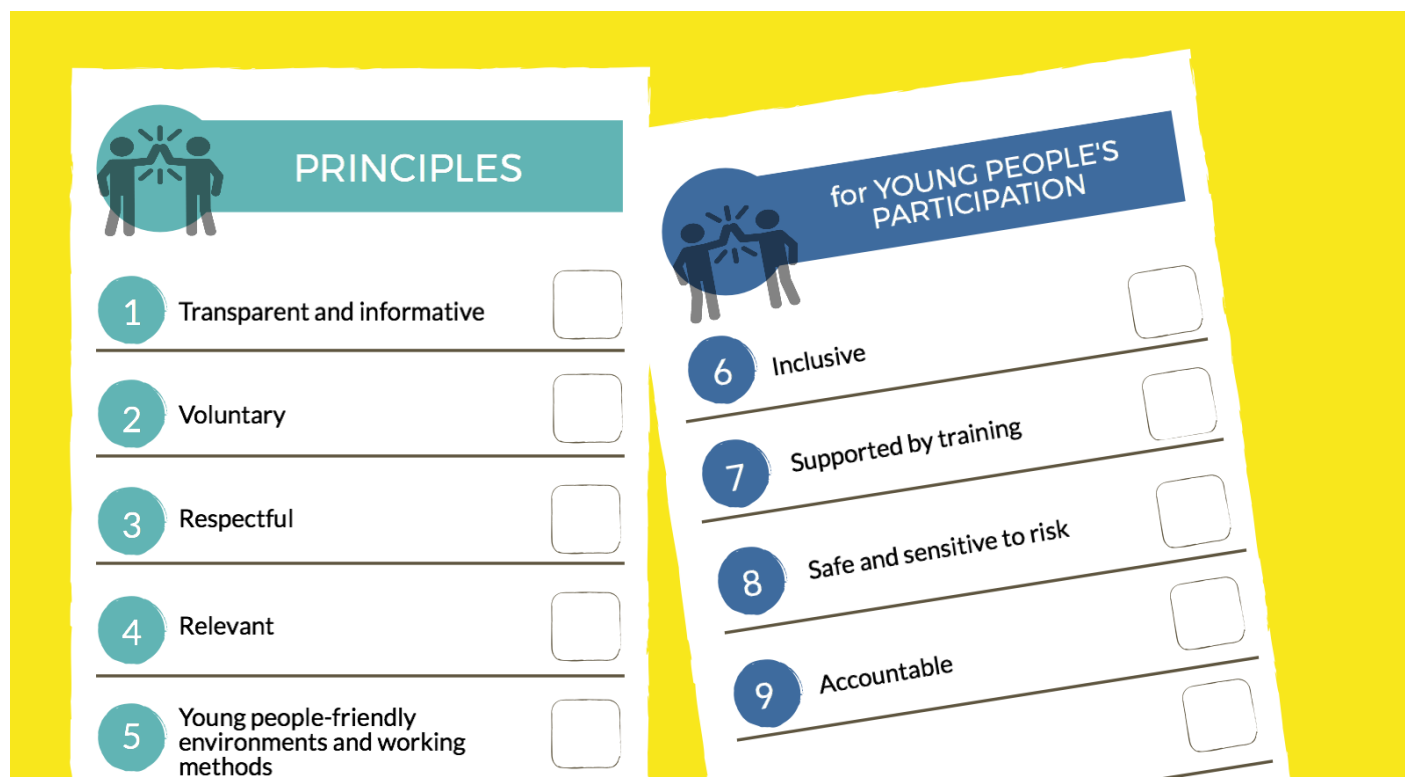
Transparent and informative	Young people must be informed of their right to freely express their views with the expectation that those views will be given due consideration. The form their participation will take, along with its scope, purpose and potential impact, should be provided in full, using accessible, diversity-sensitive and age-appropriate language.
Voluntary	Young people should never be coerced into expressing views against their wishes, and they should be informed that they can cease involvement at any stage.
Respectful	Young people's views have to be treated with respect, and they should be provided with opportunities to initiate ideas and activities.
Relevant	Opportunities must be available for young people to express their views on issues of real importance to their lives and enable them to draw on their knowledge, skills and abilities.

Young people-friendly environments and working methods	Adequate time and resources should be made available to ensure that young people are adequately prepared and have the confidence and opportunity to contribute their views. Those working with young people should be mindful of their age and evolving capacities.
Inclusive	Engagement and participation must avoid existing patterns of discrimination, model cultural sensitivity to young people from all communities and background, and encourage opportunities for marginalized young people of both genders to be involved.
Supported by training	Adults need preparation, skills and support in areas such as listening, collaborating with young people, and engaging young people according to their evolving capacities so they will be equipped to effectively facilitate young people's engagement.
Safe and sensitive to risk	Expression of views may involve risks. Adults have a responsibility to the young people they are working with, and must take every precaution to minimize the risk to young people of violence, exploitation or any other negative consequence of their participation. Working with families and communities can build understanding of the value of engagement and minimize risks to which young people may otherwise be exposed.
Accountable	A commitment to follow-up and evaluation is essential. Young people are entitled to clear feedback on how their participation has influenced any outcomes. Wherever appropriate, they should be given the opportunity to participate in follow-up processes or activities. Whenever possible, monitoring and evaluation of adolescents' participation needs to include, adolescents themselves.

For more information on the framework, click here.

2. Basic Requirements for Planning Young People's Participation and Engagement[13]

In addition, a useful checklist for planning adolescent and youth engagement can be created by adapting or using the following table:

Requirement	Questions on Key Indicators	Tick
1. Participation is transparent and informative	• Do young people have enough information about the project to make an informed decision about whether and how they may participate? • Is information shared with young people in language that they can understand? • Are the roles and responsibilities of everyone involved clearly explained and understood?	☐ ☐ ☐
2. Participation is voluntary	• Is young people's participation voluntary? • Have the young people been given enough information and time to make a decision about whether they want to participate or not? • Can they stop participating at any time they wish without suffering from negative consequences as a result of their withdrawal?	☐ ☐ ☐
3. Participation is respectful	• Have young people been involved in selecting the issues in order to ensure they are relevant to their lives? Do the ways of working with young people consider and build upon local cultural practices? • Has support from key adults in young people's lives been gained to ensure respect for young people's participation?	☐ ☐ ☐
4. Participation is relevant	• Are the issues being discussed and addressed of real relevance to young people's own lives? • Do young people feel any pressure from adults to participate in activities that are not relevant to them?	☐ ☐
5. Participation is young people-friendly	• Are young people-friendly approaches and methods used? • Do the ways of working build self-confidence among young people of different ages, genders and abilities? • Are young people-friendly meeting places used? Are such places accessible to working children, refugees, girls and young people with disabilities?	☐ ☐ ☐
6. Participation is inclusive	• Are young people of different ages, genders and backgrounds, including young people with disabilities, or from different ethnic groups, given opportunities to participate? • Is the process inclusive and non-discriminatory? • Are young people encouraged to address discrimination through their participation?	☐ ☐ ☐

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[13] O'Kane, C. (2013). *Pushing the Boundaries: A guide to increasing the realisation of children's civil rights and freedoms*, Save the Children

7. Participation is supported by training for adults	• Are the staff and partners youth people-friendly? • Does the staff have confidence and skills to facilitate young people's participation? • Are staff members able to effectively support young people's participation in their community? • Do the staff have opportunities to improve their capacity in working with young people?	☐ ☐ ☐
8. Participation is safe and sensitive to risk	• Are the young people aware of the impact or potential consequences of participation? • Do young people, including young women and other vulnerable groups, feel safe when they participate? • Have risks and ways to keep young people safe been identified? • Do young people know where to go for help if they feel unsafe while participating in the project?	☐ ☐ ☐
9. Participation is accountable	• Are young people supported to participate in follow-up and evaluation processes? • Do adults take young people's views and suggestions seriously and act upon them or offer adequate justification for why they cannot be actioned? • Are young people given feedback from the relevant organizations about any their requests and follow-up?	☐ ☐ ☐

For more information, click here.

3. Ensuring Inclusion of all Young People, Including Vulnerable and/or Marginalized Adolescents and youth

When planning and implementing programmes for adolescents and youth, it is important to keep in mind that some young people may be particularly subject to multiple vulnerabilities and violations of their rights, including social exclusion and discrimination. When young people feel socially irrelevant or excluded from society, they are at risk of engaging in negative behaviors, or foregoing basic services and opportunities essential to their full development [14] . Disadvantaged, vulnerable and/or marginalized adolescents and youth suffer from avoidable inequalities in their health and wellbeing compared to the wellbeing of other adolescents and young people. It is therefore imperative that adolescent and youth engagement initiatives deliberately seek out the involvement of the most vulnerable or at risk young people.

Girls

Girls, who tend to face more of a struggle to access male dominated job markets and work environments, experience restricted access to education due to early marriage and family pressure related to norms and traditions or family separation

Refugee youth

Refugee youth are restricted from employment by the policy of only one worker per family living in camps, are more vulnerable due to lack of documentation, face a barrier to access to school due to the language of instruction and curriculum in North Lebanon, and drop out of school to support families financially (especially boys)

Working Children

Working children face exploitative conditions across countries and in most cases forego education

Young people with disabilities

Young people with disabilities are excluded from employment opportunities in Syria

General Comment 20 of the UNCRC (2016) recommends that all measures taken in respect of legislation, policies and programmes focused on adolescents should take into

Figure 1 - Categories of vulnerable and/or marginalised adolescents and youth identified during Participatory Action Research in Jordan, Lebanon and Syria during 2017

consideration intersecting violations of rights and the compounded negative effects on the adolescents concerned.

3.1 Gender considerations

Gender considerations are not restricted to protection risks or gender-related factors decreasing likelihood of participation. Girls and young women interpret the value of participation differently than do young men and boys. Evidence from Jordan, Lebanon and Syria[15] suggests that young men and boys in those countries view opportunities for participation as valuable due to inherent potential to develop market-related skills and increasing employability, whereas young women and girls surveyed in the same study were more inclined to attach value to opportunities for participation due to possibilities of playing an important role in shaping

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[14] UNICEF. Adolescent and Youth Engagement Strategic Framework.
[15] UNICEF (2017). Participatory Action Research with Young People in the MENA Region (Draft Regional Overview)

communities and decision-making that affects gender norms. Such differences in views should be explored and taken into account when designing adolescent and youth engagement initiatives.

a. Girls

Discrimination, inequality and stereotypes against girls often intensify during adolescence, leading to more serious violations of their rights. Depending on context, this could include child and forced marriage, early pregnancy, female genital mutilation, gender-based physical, mental and sexual violence, abuse, exploitation and trafficking.

Cultural norms can increase the likelihood of confinement to the home, lack of access to secondary and tertiary education, limited opportunities for leisure, sport, recreation and income generation, lack of access to cultural life and the arts, burdensome domestic chores and childcare responsibilities[16]. In a recent study exploring the aspirations of more than 900 young people in Jordan, Lebanon and Syria, many young women in homes and in the work place expressed frustration with the ways in which family and cultural norms acted as barriers to realization of their career and life goals[17].

Adolescent and youth engagement initiatives could employ the following actions to mitigate the harmful or restrictive impact of the above:

- Most importantly, involve men, boys, girls and young women in identifying the factors that make girls and young women vulnerable to exclusion in your programme's target communities, and get their advice on how to ensure participation of at-risk/hidden groups of girls and young women in the programme;

- Devise flexible strategies to seek out and involve hidden or at-risk populations of girls whose participation in programme activities might otherwise be hampered by factors such as early marriage or motherhood;

- Strategically involve custodians of decision-making – such as employers, fathers and brothers – within communities, families, work places and religious institutions in consultation and planning of new initiatives to increase awareness of the potential benefits of engagement for girls and young women; or to develop an accepted methodology that would provide the maximum possible opportunity of participation without violating cultural norms;

- Ensure that youth programmes employ a monitoring methodology which disaggregates data by age and sex so that the benefit of programmatic interventions may be tracked separately as applicable to young women and girls;

- Collaborate across sectors to ensure programmes address all issues of concern placing adolescent girls and young women at risk within the context of the Middle East and North Africa (e.g. integrate initiatives to prevent sexual violence within adolescent sexual and reproductive health programming);

- Align programme advocacy with the General Comment 20 recommendation that states invest in proactive measures to promote the empowerment of girls, challenge patriarchal and other harmful gender norms

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[16] UN Committee on the Rights of the Child (CRC), *General comment No. 20 (2016) on the implementation of the rights of the child during adolescence*, 6 December 2016, CRC/C/GC/20, available at: http://www.refworld.org/docid/589dad3d4.html [accessed 1 July 2017]
[17] UNICEF (2017). Ibid.

and stereotyping and legal reforms in order to address direct and indirect discrimination against girls, in cooperation with all stakeholders, including civil society, women and men, traditional and religious leaders and young people themselves. Empower young people to advocate for explicit measures in all laws, policies and programmes that guarantee the rights of girls on an equal basis with boys. Advocate and work with states to increase channels that guarantee the involvement of young women and girls in public participation.

b. Boys

Traditional concepts of masculinity and gender norms linked to breadwinner responsibilities, violence and dominance can compromise the rights of adolescent boys. These can include the imposition of harmful initiation rites, exposure to violence, gangs, coercion into militia, extremist groups and trafficking. The denial of their vulnerability to physical and sexual abuse and exploitation also poses significant barriers to adolescent boys' and young men's access to sexual and reproductive health information, goods and services, and a consequent lack of protective services[18]. Protracted conflict and associated forced migration, which cause severe economic vulnerability at the household level can increase the need for adolescent boys to drop out of school and secure full time, often exploitative, work, reducing their availability to participate in programmes targeting the wellbeing of others of their age/peer group.

Adolescent and youth engagement initiatives could employ the following actions to mitigate the harmful or restrictive impact of the above:

- As with girls, involve men, boys, girls and young women in identifying of factors that make young men and boys vulnerable to exclusion in your programme's target communities, and get their advice on how to ensure participation of at-risk/hidden groups of young men and boys in the programme;

- Devise flexible strategies to seek out and involve hidden or at-risk populations of adolescent boys or young men whose participation in programme activities might otherwise be hampered by factors such as full-time work;

- Align program advocacy with the General Comment 20 recommendation that States introduce measures to address rights violations against boys. Empower young people to launch awareness raising and advocacy initiatives that challenge negative perceptions of boys, promote positive masculinity, overcome cultural values based on machismo and promote greater recognition of the gender dimension of the abuses they experience;

- Promote awareness and advocate for communities and states to recognize the importance of engaging with boys and men, as well as girls and women, in all measures introduced to achieve gender equality.

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[18] CRC/C/GC/20 Ibid.

3.2 Working with Young People with Disabilities[19]

The participation of young people with disabilities is a right, exactly the same for all young people. At the same time, young people with disabilities face additional barriers, depending on their impairment(s) and abilities as well as other factors such as gender, age, culture, language and access to education. Engaging young people with disabilities requires adequate preparation, commitment, resources, flexibility and skilled, trained facilitators[20].

The guidelines, *Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives* provides helpful suggestions to ensure the participation of young people with disabilities.

3.2.1 Practical Steps to Include Young People with Disabilities

Step 1: Listen to young people and communicate in different ways	The focus is often on young people's impairments and not on the real barriers to their progress. Adults often fail to listen and do not try to communicate in different ways.
Step 2: Address the barriers to effective communication	Everybody, regardless of impairment, is able to communicate in some way. However, young people with disabilities can face significant barriers in communicating their views and feelings. One of the main barriers is that people without disabilities often lack a commitment to communicate with children or adults with disabilities. But it is possible to overcome these barriers. Sometimes this process can be time-consuming, but it is necessary to ensure children's right to participate.
Step 3: Create an inclusive environment for participation	Create an inclusive environment where young people with disabilities feel more accepted, included and confident through: • A welcoming introduction: check to ensure all young people can participate • Equal opportunities to participate: every young person can make a contribution if properly supported • Building on young people's strengths: reinforce young people's abilities and strengths, instead of focusing on what they cannot do • Accommodate differences: give young people the time to understand and formulate their response; and to participate as they can.

For more information, click here.

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[19] This section was largely drawn from: Lansdown, G. et al (2013). *Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives*. New York: UNICEF. Accessed on 24 June 2017: https://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf.

[20] Franklin, A. and Sloper, P. (2009). *Supporting the participation of disabled children and young people in decision-making*, Children & Society, 23, 1, 3-15. Accessed on 24 June 2017: http://eprints.whiterose.ac.uk/5228/4/Document.pdf

3.2.2 Inclusion Tips for Different Impairments[21]

Visual Impairment	• Provide additional explanations. • See if documents can be provided in Braille or the text read out loud. • Pair a young person who has a visual impairment with a young person who does not so they can work together. • Always talk directly to the young person, using his/her name. • Use other people's names and avoid expressions such as "s/he said". • Have everyone in the room introduce themselves so the young person with visual impairment can begin to recognize their voices. • Make sure to let the young person know when key people leave the room. • Make sure the young person knows where the doors, windows and furniture are in the room, and the location of the toilet. • Remove any unnecessary furniture or obstacles.
Hearing Impairment	• Always ask the young person what mode(s) of communication would work best for him/her. • If the young person uses an assistive hearing device, avoid holding activities in a place with lots of background noise. • Ensure one person is talking at a time, speaking clearly. • Ask where the young person with hearing impairment would like to sit to enable him/her to hear as well as s/he can. • If the young person uses sign language, ensure a sign interpreter. • If the young person is lip reading, speak slowly and clearly, but normally, looking directly at them. Never shout.
Speech Impairment	• Take time to listen; do not cut the young person off. • Ask the young person to repeat if necessary. • Confirm what was understood, "If I understood you correctly, you would like to…" and wait for his/her reply. • Consider alternative forms of communication, like a symbol board.
Mobility impairments	• Ensure the facility is accessible, especially the toilets. • Check for physical difficulties during hands-on activities. • Facilitate peer-to-peer support if possible. • Check with the young person to see what his/her needs are.
Psycho-social disabilities	• Treat the young person with dignity and respect at all time, including them in discussions. • Be flexible and allow for choice. • Keep discussions calm.
Intellectual disabilities	• Simplify language, summarize information and use a variety of communication methods like gestures and pictures. • Do not infantilize the young person: communicate appropriately for their age and development. • Use visual images to promote communication.

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[21] This section was largely drawn from: Lansdown, G. et al (2013). *Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives*. New York: UNICEF. Accessed on 24 June 2017: https://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf.

- Repeat points, questions or answers if required.
- Give the young person plenty of time to speak.
- Check in to make sure s/he understands the topic or activity.
- Incorporate hands-on learning activities.

For more information, click [here](#).

3.2.3 Examples of Inclusive Activities per Sector[22]

Child survival and health	• Sensitization and raising awareness of the rights of young people with disabilities • Training health professionals on communicating with young people with disabilities, and how to encourage participation of young people with disabilities in their own health care • Raising awareness of the human rights model of disability
Education	• Promoting inclusive schooling • Anti-bullying campaigns • Research into barriers to inclusion of young people with disabilities • Mapping out-of-school students with disabilities • Disaster risk reduction activities that take disability into account
HIV/AIDs	• Research on risk/ vulnerability/prevalence in terms of young people with disabilities • Raising awareness of the vulnerability of young people with disabilities
Water and sanitation	• Analysis of barriers to water and sanitation for young people with disabilities • Contributing to design of accessible systems for young people with disabilities
Child protection	• Research into violence and sexual exploitation of young people with disabilities • Raising awareness of violence against young people with disabilities • Designing accessible reporting, complaints and redress mechanisms for young people with disabilities
Advocacy and Communication for Development	• Social mobilisation and behaviour change communication interventions, including young people with disabilities • Design of media messages involving children with disabilities • Participatory monitoring and evaluation, which include young people with disabilities

For more information, click here.

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[22] This section was largely drawn from: Lansdown, G. et al (2013). *Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives*. New York: UNICEF. Accessed on 24 June 2017: https://www.unicef.org/disabilities/files/Take_Us_Seriously.pdf.

4. Age and Development Considerations[23]

As detailed in the agreements reached under *No Lost Generation*, adolescents, youth and young people are in a transition period and these terms vary from context to context in terms of their exact ages. The *UNICEF Adolescent and Youth Engagement Strategy Framework* defines the following specific age ranges:

Young People, Adolescents and Youth: The term 'young people' is used for people ages 10 to 24, combining 'adolescents', ages 10 to 19, and 'youth', ages 15 to 24.

Table x: Age range 'adolescents', 'youth', and 'young people'[24]

Young People														
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Adolescents										Young adults				
Young adolescents					Youth									

ADOLESCENTS: Adolescents are defined as 10 to 19 years old. The period of adolescence can be divided where the needs of each age require distinct and complementary strategies:

- *Early Adolescence (10 to 14 years)* covers the key life transition of girls and boys through puberty. It is biologically dominated by puberty and by brain development, and is a time of identity formation and development of new interests, including emerging interest in sexual and romantic relationships. Psychologically it is also characterized by low resistance to peer influences, low levels of future orientation, and low risk perception, often leading to increases in risk-taking behaviour and poor self-regulation. Given this, safe and supportive school, family and community environments are critical social contexts during this period.[25]
- *Late Adolescence (15 to 19 years)* covers the period of transition into adulthood where the requisite skills, knowledge and networks will enable them to fully engage with wider society and the world of higher education and/or employment as young adults. It is characterized by pubertal maturation, and continued brain development of the executive and self-regulatory skills, which leads to greater future orientation and an increased ability to weigh the short- and long-term implications of decisions. Family influences become distinctly different during this phase of life, as many adolescents enjoy greater autonomy. Likewise, education settings remain important for those able to remain in school.

YOUTH: The UN definition of youth is 15 to 24 years old which encompasses the period of late adolescence and young adulthood.
- *Young Adulthood (typically 20 to 24 years)* is accompanied by maturation of the prefrontal cortex and associated reasoning and self-regulatory functions, whereby the final phase of the organisation of the adult brain occurs. This often corresponds to the adoption of adult roles and responsibilities, including entering the workforce or tertiary education, marriage, childbearing, and economic independence.

YOUNG PEOPLE: This is the umbrella term for adolescents and youth, aged 10-24 years old. For more information on early and late adolescence, click here.

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[23] The definitions offered in this section are directly from the UNICEF Adolescent and Youth Engagement Strategy Framework (p. 6-7).

[24] De Kort, Gerard, Draft of *Mapping of Adolescent and Youth Participation in Programming* (MENA Region), to be released in 2017

[25] http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(16)00579-1/fulltext

Tool Set 1: Systematic Participation of Adolescents and Youth in Programming

1. Definitions and Programmatic Approach

Young people are often much better-placed than external duty-bearers to identify their most pressing needs, lead assessments and analyse their situations, and come up with creative solutions. A sustainable social change requires, therefore, continuous, inclusive and equitable participation of young people at all levels and stages of programmes intended to address the challenges they face. Many partners supporting adolescent and youth programming in the Middle East and North Africa embrace the integration of youth perspectives and priorities into all stages of programming as a core strategy. Yet, the most recent mapping of adolescent and youth participation in humanitarian programmes (Humanitarian Response Plans and Regional Refugee and Resilience Plans) highlighted that only 14 percent of partners support systematic participation in all components of adolescent and youth programming, including assessment, design, implementation and monitoring of their interventions.

Too often, adolescent and youth engagement is reduced to training or consultation. Very seldom do training or consultation translate into action based on young peoples' inputs; if it does, the outcome of their participation is often not documented or measured. There is an urgent need to move away from approaches that merely consult young people as beneficiaries, and towards engagement approaches that recognize that young people are actors with their own agency, with a right to engage in decision-making.

Young people's engagement is about developing partnerships between young people and adults so that young people can take a valued position in society and the community as a whole can benefit from their contributions, ideas and energy.[1]

Humanitarian Response Plans (HRPs) are prepared for a protracted or sudden onset emergency that requires international humanitarian assistance and is coordinated by the Humanitarian Coordinator under the cluster system. The plan articulates the shared vision of how to respond to the assessed and expressed needs of the affected population.

Regional Refugee and Resilience Plans (3RPs) are prepared for refugee contexts and coordinated under the refugee coordination model. It brings together the plans developed under the leadership of national authorities of a specific region to ensure protection, facilitate humanitarian assistance and strengthen the resilience of the affected population.

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2. Key Actions to Increase Young People's Engagement in Programming

Two sets of guidance are presented in this section: one targeting the typical project cycle and another looking at the inter-agency humanitarian programming process.

2.1 Key Actions to Increase Young People's Engagement in the Project Cycle
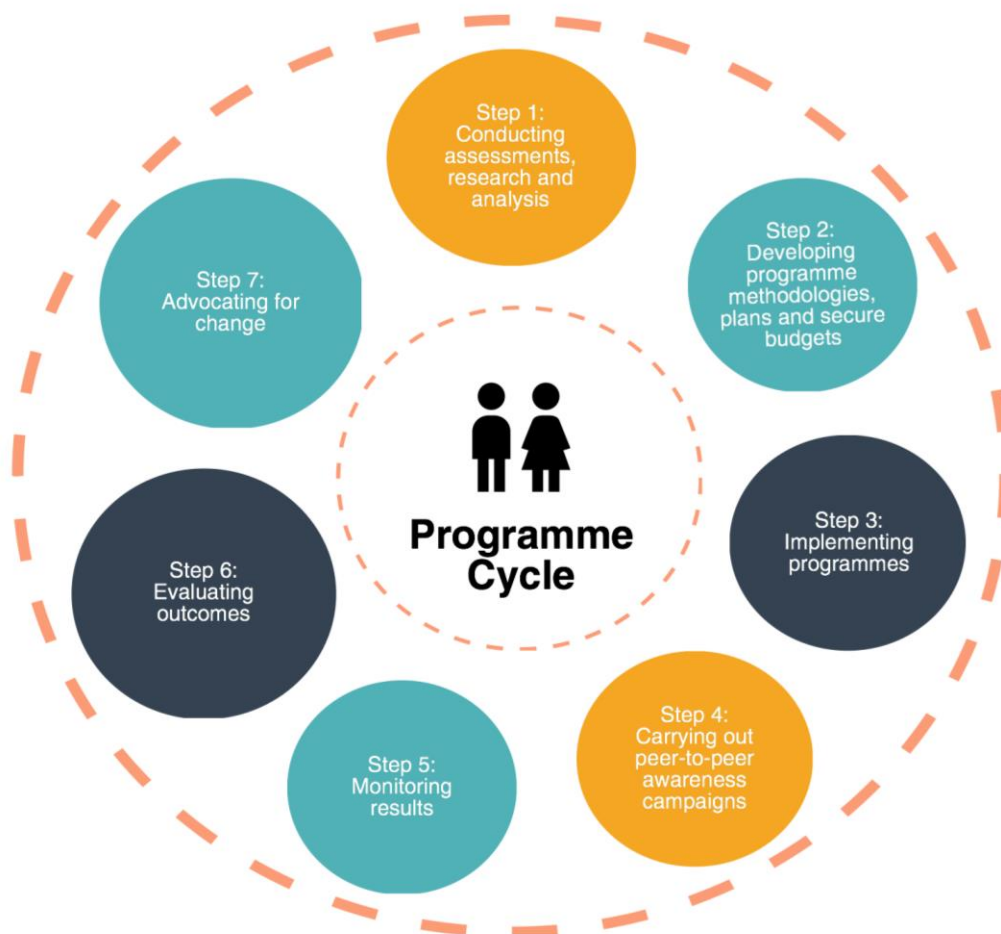
| Step 1: Conduct assessments, research and analysis	• Conduct an analysis of your (proposed) target group with a focus on the desirability, feasibility, and extent of young people's engagement, as a whole and per programme component • Support young people-led research of programmes aimed at, and including, adolescents and youth • Support ongoing research and the pursuit of evidence relevant to developing effective young people-appropriate programmes and services • Data should be disaggregated by age, sex and ability. The assessment should also look at the extent that existing programs and services have benefitted different vulnerable groups of young people • Assess specific needs – including a gender lens- by consulting and mobilising young people wherever they are
Step 2: Develop programme methodologies, plans and secure budgets	• Consciously build ownership of all programme components among young people. Determine which components are more conducive to young people's engagement for your target group, and start with those. Review and adjust as you go, always keeping in mind that it is a long, but worthwhile, process.

	• Earmark (through a budget line) a fixed amount or percentage of annual funds to young people's engagement. Identify at least one person in the programme/organisation as the 'go-to person'. This person is tasked with promoting young people's engagement in the organization (organise/conduct training, assess levels of young people's engagement, incorporate young people's engagement into the Constitution). Avoid abusing the agenda to access cheap, docile human resources. • Plan and budget in consultation with young people to ensure transparency • Create common open spaces for young people and humanitarian partners to meet, listen to young peoples and make the programme relevant to them • Consider giving a delegation of young people a seat in program meetings, and/or forming a group/taskforce of beneficiaries to regularly brainstorm on ideas for new activities
Step 3: Implement programmes	• Involve young people in the implementation of programmes as volunteers, paid staff and youth groups
Step 4: Carry out peer-to-peer awareness campaigns	• Support young people to conduct peer-to-peer awareness campaigns, based on action research and planning that involved young people • Could also be linked to a broader advocacy agenda
Step 5: Monitor results	• Document, assess, and adjust the elements of young people's engagement in the programme. Determine current and desired levels per component and develop plans of action for improvement – including tools and mechanisms, key partners, tasks, and timelines. • Revisit the level of young people's engagement regularly. Expect different and changing levels in terms of capacity, readiness, and enthusiasm to cooperative approaches.
Step 6: Evaluate outcomes	• Support young people-led evaluations of programmes aimed at, and including, adolescents and youth
Step 7: Advocate for change	• Young people's engagement will develop best in a conducive environment where key stakeholders – including donors, programme management and staff members – actively promote it.

For more information on these steps, click [here](#).

2.2 Interagency Humanitarian Programming Processes

The Humanitarian Response Plan (HRP) 2017-2018 Planning Guidance Note and the Regional Refugee and Resilience (3RP) Plan 2017-2018 Planning Guidance Note 9 offer guidance on how to provide adolescents and youth with more opportunities for positive engagement, including:
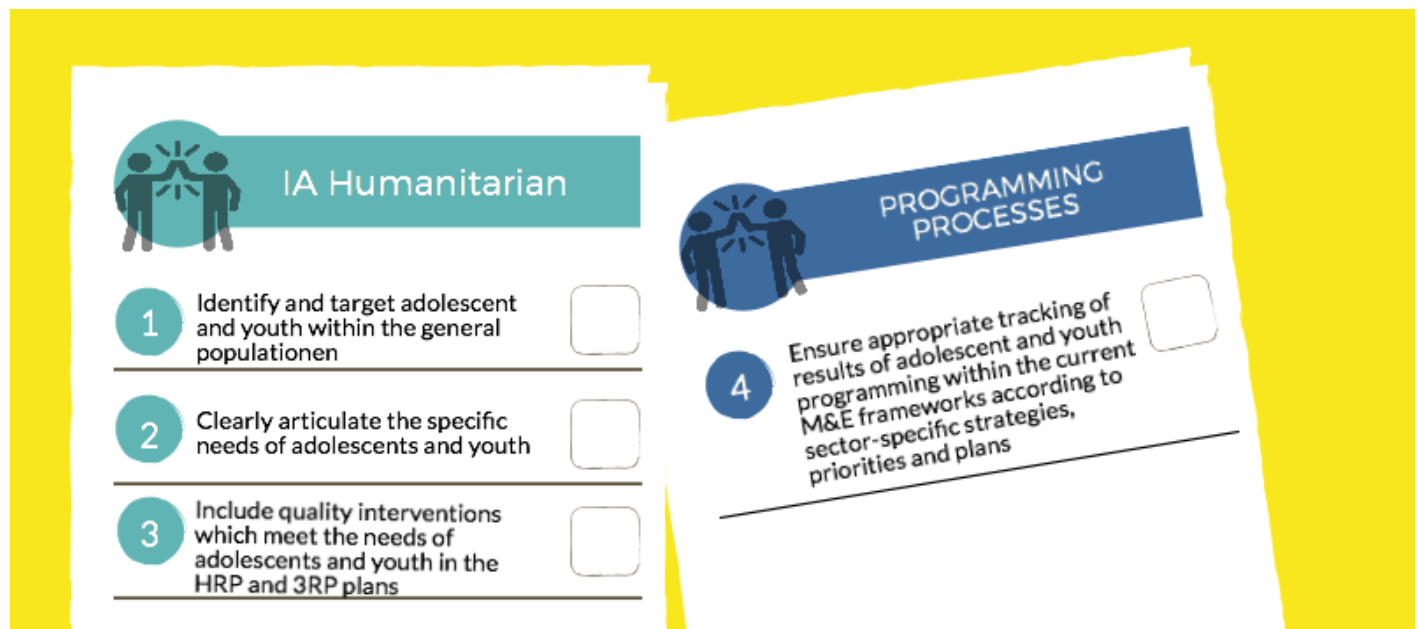
Step 1: Identify and target adolescent and youth within the general population	• Country plans should identify the overall numbers of adolescents and youth in their population in need, further disaggregating within this group as feasible and appropriate in the country context. Disaggregated by age, sex and vulnerabilities.
Step 2: Clearly articulate the specific needs of adolescents and youth	• In country plans, briefly articulate the key needs of young people in the country overview, giving due attention to the very different needs of girls/young women and boys/young men of different ages within this group. Ensure that the specific needs of adolescents and youth are addressed in key sector needs assessments as appropriate (sectors include protection, education, livelihoods/social cohesion, health).
	• Evidence gathered by young researchers during recent Participatory Action Research reveals vulnerable subsets of the target group who are specifically restricted from social and economic inclusion by discrimination on the grounds of gender, ethnicity, nationality, disability, geographic location or socio-economic status. Seek out and include the most vulnerable and marginalised adolescents and young people within your context during assessment, planning and implementation.

Step 3: Include quality interventions which meet the needs of adolescents and youth in the HRP and 3RP plans	• A brief summary of the strategic multi-sectoral approach to address young people may be included in the strategic vision section of the country overview. In addition, sectors should articulate interventions to address adolescent and youth needs in line with sector-specific approaches. • Protection. Within child protection, most programmes benefit adolescents, particularly those that address the most severe protection risks. These include the worst forms of child labour, including hazardous child labour, child marriage and unaccompanied children. Protection programmes may include adolescent friendly spaces and life skills for adolescents. Within sexual and gender based violence programmes, addressing early and forced marriage as well as domestic and sexual violence is crucial for girls, boys and young women and men. Broader protection such as legal aid, support to access documentation including residency, marriage registration and birth registration are also particularly relevant for this age group. Finally, within community-based protection that supports adolescent and youth engagement and participation, adolescents and youth should be engaged to advocate for change and supported in their efforts. • Livelihoods and food security. Programmes can include livelihoods projects that explicitly target youth from ages 15 to 17, 18 to 24, and 25 and older in order to provide them with decent, safe and legal work opportunities. This can include: facilitating partnerships with the private sector to generate greater employment opportunities and broker relationships between employers and young people; engagement in various wage employment initiatives and ensuring safety and protection; providing market-relevant capabilities; as well as advocacy to address barriers to adolescent and youth led social and business entrepreneurship and self-employment initiatives. Advocacy could also be specifically focused on addressing legal barriers that hinder access to employment and education for refugees, Palestinians in Lebanon, and addressing the issue of lack of documentation barring Syrian young people from access to education and employment. In addition, efforts can be made to improve government accountability and commitment to fair recruitment processes and eliminating *wasta*. • Education and vocational training. Programmes can include creating opportunities and multiple pathways into education and careers specifically for girls and young women, also those affected by early marriage, that are gender-friendly and adapted to the local social and cultural norms; improving access to relevant quality education – formal and non-formal, training and vocational/entrepreneurship opportunities aligning curricula to

real job market needs; expanding opportunities for young boys and girls to gain relevant and practical experience through volunteering, interning, apprenticeship and other innovative strategies; and increasing financial support including scholarships to Syrian youth.

- Health. Programmes may include sexual and reproductive health projects that benefit adolescent girls and young women, services for survivors of gender-based violence or other health services specifically for adolescents and youth. They may also include mental health services that are particularly important for adolescent young people including services for survivors of torture or suicide prevention or drug abuse programmes.

- Social cohesion. Programmes can include capacity building support related to local conflict mitigation, dialogue, and conflict resolution for youth to be able to effectively defuse and resolve tensions and conflicts among peers and communities, and looking for alternative means to violence for resolving differences and tensions for peace and peaceful co-existence.

Step 4: Ensure appropriate tracking of results of adolescent and youth programming within the current M&E frameworks according to sector-specific strategies, priorities and plans	• Collect accurate disaggregated sex and age data on young people as a specific demographic category with distinct needs.

For more information on these steps, click here.

Listening to children during emergencies: An example from the field

To explore an example and lessons learned by one organization's efforts to improve accountability to beneficiaries through targeted engagement with children utilizing information centers and feedback mechanisms in communities, see this case study by Save the Children: ACCOUNTABILITY MATTERS IN EMERGENCIES: LISTENING TO CHILDREN AND RESPONDING TO THEIR FEEDBACK DURING OUR HUMANITARIAN RESPONSE IN MYANMAR (BURMA)

3. Tools and Techniques for Monitoring

The first tool is a 10-step guide on monitoring and evaluating (M&E) young people's engagement. The second tool is a scoring guide for identifying the levels of young people's engagement with the highest level being empowerment.

3.1 A Ten-Step Guide to Monitoring and Evaluating Young People's Engagement[26]
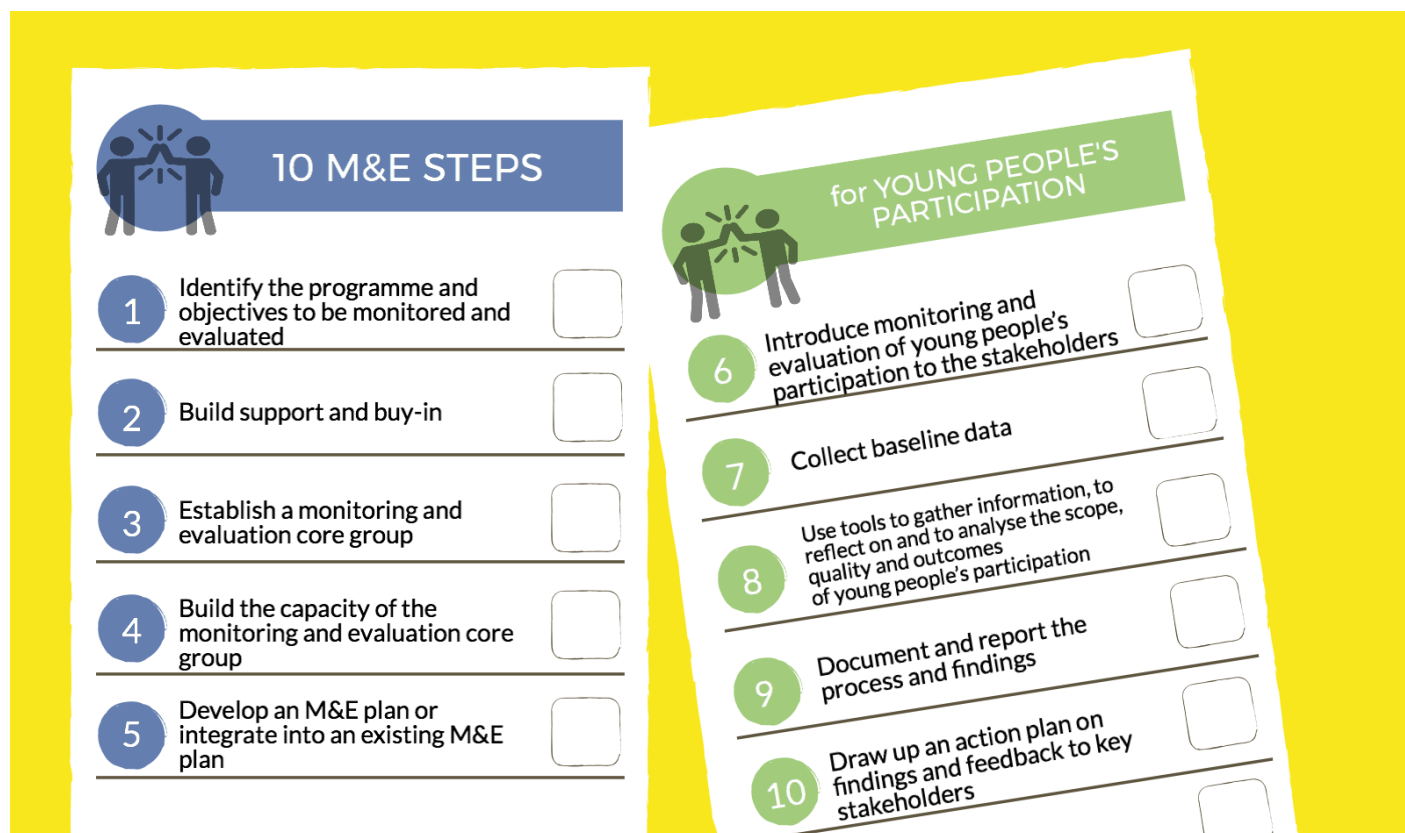
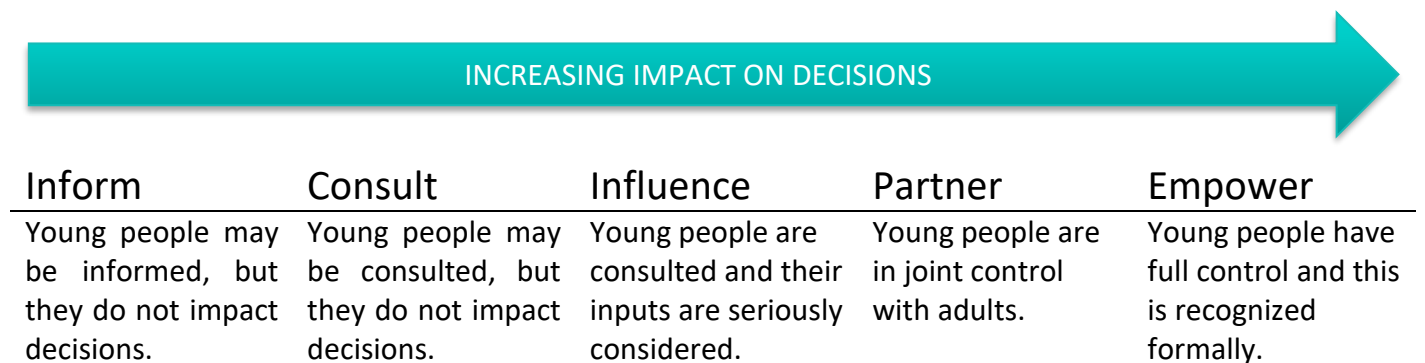| Step 1: Identify what programme and objectives to be monitored and evaluated	• Determine what to measure in terms of the programme and objectives as it relates to young people's engagement. • Consult young people on what they would consider the criteria for successful inclusion of their age group. • Build on existing M&E systems and processes within your organization. • Develop outcome indicators: behavioral, attitudinal or wider external outcomes.
Step 2: Build support and buy-in	• Ensure internal support and buy-in. • Ensure external support and buy-in. • Identify and mobilize necessary resources. • Ensure an inclusive approach of young people.
Step 3: Establish a M&E core group	• Establish a core M&E group, involving adolescents, youth and adults to guide and support participatory M&E of young people's engagement. • Involve an independent evaluator. • Clarify roles and responsibilities of the core M&E group members. • Define the process and timeframe as the core M&E group. • Be conscious of possible power differences in the group and be pro-active about finding ways around this.

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[26] Save the Children (2014), A Toolkit for Monitoring and Evaluating Children's Participation, Booklet 4: A 10-step guide to monitoring and evaluating children's participation, accessed on 3 June 2017, http://www.savethechildren.org.uk/sites/default/files/images/ME_Toolkit_Booklet_4.pdf

	• *Optional*: Form an advisory group to support the M&E process to ensure local support and include other relevant stakeholders.
Step 4: Build the capacity of the M&E core group	• Build the capacity of core M&E group members to guide M&E efforts. • Make special efforts to involve and build the capacity of marginalized young people, including adolescents with disabilities to engage in M&E.
Step 5: Develop or integrate into an M&E plan	• Identify relevant sources or existing secondary data and tools for primary data collection. • Ensure critical reflection and triangulation of data from different sources. • Consider the timing of M&E and integrating M&E into ongoing programme activities.
Step 6: Introduce M&E of young people's participation	• Introduce the purpose of M&E of young people's engagement to stakeholders and related activities. • Engage in any additional sensitization required to ensure the engagement of marginalized young people.
Step 7: Collect baseline data	• Gather data at the onset of the programme. • Suggest moving this step closer to the beginning of the process.
Step 8: Analyze the scope, quality and outcomes of young people's participation	• Develop/adapt tools to measure the three dimensions of young people's participation: scope, quality and outcomes.
Step 9: Document and report the process and findings	• Ensure clarity on why data is being collected for what purpose. • Ensure all data is stored safely and securely. • Compare findings gathered from different people, using different methods. • Develop the methodology to collate and review findings.
Step 10: Draw up an action plan on findings and feedback to key stakeholders	• Use M&E findings to develop action plans that improve the quality of young people's engagement. • Develop and share reports. • Communicate the findings and be accountable.

For more information on this 10-step guide, click here.

3.2 Levels of Engagement[27]

This criterion is intended to help you assess the extent young people have reached 'full' empowerment (as the end stage of young people's engagement). It gauges to what extent young people have taken (or have been given) control of the programme/organization. Young People's Participation is considered a process whereby young people gradually increase control over their own environment.

INCREASING IMPACT ON DECISIONS

Inform	Consult	Influence	Partner	Empower
Young people may be informed, but they do not impact decisions.	Young people may be consulted, but they do not impact decisions.	Young people are consulted and their inputs are seriously considered.	Young people are in joint control with adults.	Young people have full control and this is recognized formally.

Levels (or stages) of young people's engagement can be categorized as follows:

Level 1: Inform

1. Adults are in full control of the project and make no effort to change the situation
2. Young people only receive information, are not listened to, or are listened to superficially
3. Adults define and implement policy without any input from young people

Various nuances of this level are:

- *Manipulation*: Young people may be engaged only for the benefit of the adults and may not even understand the implications
- *Decoration*: Young people may be called in just to embellish adult actions, for instance through song, dance and other entertaining activities. Adults acknowledge these activities may not always be in the interest of young people
- *Tokenism*: Young people may be given a voice merely to create a young people-friendly image for adults

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Example: Level 1

International and local NGOs collaborate with government to develop and implement a curriculum to teach English and Arabic in refugee camps. The age of eligible children and the target sites are pre-determined without consultation of target beneficiaries. No consultation takes place about whether these are the most relevant or preferred subjects, because the potential benefit is clear to agencies and government decision-makers. The refugee community is informed of the project and eligible children are invited to attend pre-organized classes.

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[27] De Kort, Gerard, Draft of *Mapping of Adolescent and Youth Participation in Programming* (MENA Region), to be released in 2017

Level 2: Consult

- Young people are consulted ad hoc and/or on issues of minor importance only
- Young people might have a voice in non-essential components of the programme
- Some effort is made to involve young people
- Typically, adult agendas take precedence over the interests of young people

> Example: Level 2
> An INGO partner successfully secures donor funding to implement a programme to educate young people about environmental conservation and involve them in conservation efforts. At the time of project inception, the INGO partner approaches the local youth groups for the very first time, to consult them as they identify local priorities for nature conservation. However, when they meet with the local youth groups, the young people explain that while they appreciate the idea of the project, the real need in their area is for empowerment of young women and girls and protection from sexual abuse.

Level 3: Influence

- Young people are systematically consulted/involved and taken seriously
- Information sharing is a two-way flow
- Youth-friendliness is becoming evident
- Young people have a voice in essential components of the programme
- Young people have a sense of influence, are starting to take ownership

> Example: Level 3
> A consortium of NGOs launches a whole school development programme targeting ten schools. At the time of proposal development (OR alternatively during the project planning phase) they work with schools to establish teen committees to actively represent school children and beneficiaries during the full duration of the project cycle. At planning stage, the NGOs meet with the teen committees and listen to the young people's priorities and challenges with regard to their school system. Together they identify objectives and strategies to address these, and monitor their progress jointly throughout the course of implementation.

Level 4: Partner

- Young people and adults have joint control of most essential components of the programme
- Young people have increasing control over decision-making, as is evident from negotiation on, and delegation of, tasks
- Young people's engagement is embedded and carried throughout the programme
- Typically, but not necessarily, adult-initiated. Young people and adults share in initiating and approving decisions

> Example: Level 4
> Young people from a youth group in one community partner with an INGO to implement a programme aiming to strengthen local governance as it applies to child and adolescent rights. They identify priorities together, jointly conduct stakeholder assessments and strategize, and prioritize training needs based on young people's requirements and skills gaps. The INGO equips the youth group members with skills to implement their strategies, then mentors them as the young people go about taking the initiative to implement and monitor their implementation. Young people take the lead in deciding any change in strategy but have access to guidance when necessary.

Level 5: Empower

- Young people are in full control and may request adult assistance if necessary and desirable, typically for specialized tasks only
- Full transfer of control over decisions and resources to young people (or power has always been in the hands of young people)
- Young people's engagement is formalized in the constitution and embedded in the whole organization
- Typically, but not necessarily, young people-initiated and directed

> Example: Level 5
> Young people initiate a movement or project that is child- or youth-led. Where necessary they reach out to others such as donors or INGOs for funding, sponsorship, training or other types of support.

4. Risks, Challenges and How to Overcome Them[28]

Challenges:

- Adolescents and youth are not a homogenous group. In a 2016 participatory research action project with young researchers (14 to 24 years old) in Jordan, Syria and Lebanon, research results showed that although aspirations are consistent across countries, their realisation varies across the region according to a young person's sex, legal status, location, origin, ethnicity and disability.

- Some organizations/programmes struggle with the level of young people's engagement they 'should' aspire to (as a whole or on specific components). Practical, legal, and ethical consideration may be behind this, but fear of change, fear of young people, and fear of losing power may also be part of the picture. In some cultures, it is generally believed that young people should not be given too much power.

- Usually, young people's engagement does not occur automatically; it is a process that needs to be encouraged, promoted, and strengthened. It typically starts from level 1 ('Inform') or 2 ('Consult') and develops over time into higher levels. There are, however, examples of programmes that incorporated high levels of young people's engagement right from the start. Typically, these are programmes that target people in the older brackets of 'young people'. In these cases, 'targeting' might be an inappropriate term; they tend to start off as 'self-help groups' that over time reach out to peers in similar circumstances. In such cases, young people's engagement tends to be part and parcel of the organization, and completely embedded in its constitution and culture.

> **LEVELS**
> 1. Adults conceptualize the programme and might inform young people as the target group
> 2. Young people are consulted in the early stages but ignored later
> 3. Young people are consulted and involved in the execution of the programme, but the objectives are set by adults
> 4. Young people are consulted, conceptualize the programme and execute it together with adults
> 5. Young people plan and execute the programme and (can) choose to involve adults

- Youth organizations/programmes tend to grow from the bottom up (new arrivals typically belong to the younger segment of the reached group). Some such organizations, however, run the risk of 'growing old with its target group' in the sense that the 'young people' don't make way for 'fresh blood', when they have reached 'full maturity', at 25 or 30 years of age.

- Lack of political will or downright opposition to the participation of youth: The Arab Spring demonstrated very clearly the potential transformational power of young people who act together to influence governance and the state. Although widely lauded internationally, this demonstration of influence has also inspired fear and reluctance to include or involve young people in formal channels for public participation in some governments, and as a result, has created a political environment in which organizations that aspire to meaningfully engage youth find it difficult to do so. In other instances, lack of political will or traditional beliefs that young people do not possess adequate life experience to influence

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[28] For the textbox: De Kort, Gerard, Draft of *Mapping of Adolescent and Youth Participation in Programming* (MENA Region), to be released in 2017

important decisions lead to tokenistic involvement, with the result that young people have to some extent lost faith in participation opportunities and lack enthusiasm for participation because they do not see the value, if their views are not going to be taken seriously and result in real, measurable change.

Recommendations:

- Establish regional mechanisms, including inter-sectoral planning groups that build on existing systems to support systematic engagement of adolescents and youth in shaping, implementing, monitoring and advocating for adolescent and youth programmes.

- Ensure a holistic design to serving the preventive and developmental needs of young people. This involves working with multiple sectors that impact young people (e.g. health, education) at multiple levels (e.g. individual, community, state) with a host of strategies. It works to respond to needs but also builds skills that young people need in their present and future.

- Set projected goals and outcomes for young people who participate in programmes and services. Though all of these outcomes might not be realized within the scope of the programme, they are still important to consider. The list of desired outcomes should include not only problem reduction and reduced risk-taking among adolescents, but also the development of certain skills and qualities that communities and adolescents themselves would like to realize. The 5 C's (competence, confidence, character, caring, and connection) could serve as a strong starting point for intended outcomes.

- Build the confidence, flexibility and capacity of staff through continual improvement opportunities, training, educational material and knowledge sharing. Target capacities include:
  - the ability to work with and understand young people;
  - to work with regional and national policymakers on pro-youth policies and realization of adolescent rights;
  - communicating young people's issues to adolescents, youth, families, communities, and policymakers;
  - engaging families and communities;
  - and overall programme development and implementation skills.

For examples from the field on overcoming obstacles to young people's participation, click here.

Tool Set 2: Strengthening Adolescent and Youth-led Civic, Social and Economic Engagement

1. Definitions

Young people can, and should, play a vital role in their communities' civic, social and economic wellbeing. Adults have a responsibility to work with young people, as individuals and as collectives, to create opportunities for them to lead and shape decision-making processes; to design and participate in social cohesion initiatives; and to engage in entrepreneurship and income-generation.

> Civic Engagement: Interventions that support young people to make a difference, through political and non-political means, in the civic life of their communities. This includes developing the skills, knowledge and attitudes of young people to (a) identify issues affecting their own or their communities' wellbeing, and (b) define and implement activities that address those issues.

For example:
- Capacity building: Developing and strengthening the critical capacities of young people, such as leadership, planning, teamwork, problem solving, community engagement and communication.
- Adolescent and youth-led initiatives: Supporting young people to use their enhanced capacities to plan, develop, implement and lead initiatives to address issues of importance.
- Influencing decisions at local and national levels: Creating platforms for adolescents and youth to make their voices heard: to share their findings and views, to analyse the realisation of rights, engage with community and policy makers, and, ultimately, to influence decisions affecting their lives.

> Social Engagement: Civic engagement interventions that support young people's attempts to participate constructively in society to produce more resilient and more sustainable communities. This includes activities aimed at reinforcing social capital, developing peaceful and supportive social interactions, and reducing fragmentation, exclusion and social disorganisation.

For example:
- Developing self-esteem: Engaging young people in creative activities such as music, dance, drama, recreation and visual arts to increase their self-confidence, self-esteem, and positive behaviours.
- Social cohesion: Empowering young people to facilitate dialogue and enhance related capacities to prevent tensions, to mitigate the impact when tensions transform into violence, or to support recovery activities when tensions are subsided. Initiatives that promote peace and harmony include: cultural and sporting events, youth-led community dialogue, volunteer action, and capacity development in mediation and conflict mitigation.

> Economic Engagement: Interventions that strengthen workplace readiness and employability of youth and provide youth with opportunities for economic self-empowerment.

For example:
- Entrepreneurship: Creating forums for youth to develop ideas, initiatives and opportunities, and to put these into action to create economic or social value for them as individuals, for their peers and for their communities.

- Seed funding: Providing seed funding to support youth-led business entrepreneurship projects and collective initiatives, accompanied by mentoring throughout the process.

2. Approach

In setting up a programme to promote young people's civic, social and/or economic engagement, the same principles apply as set out in Tool Set One of this toolkit. Use the above sections of this toolkit as a general guide to framing your approach in a way that ensures successful engagement of adolescents and young people from the start of your programme design:

Step 1: Ensure that Principles (page 18) and Basic Requirements (page 20) of young people's participation are observed when you start thinking about the programme design;

Step 2: Be pro-active about involving the most marginalized – find creative ways of ensuring that you successfully reach out to those who are most likely to benefit yet whose vulnerability may make them hard to reach (see page 22);
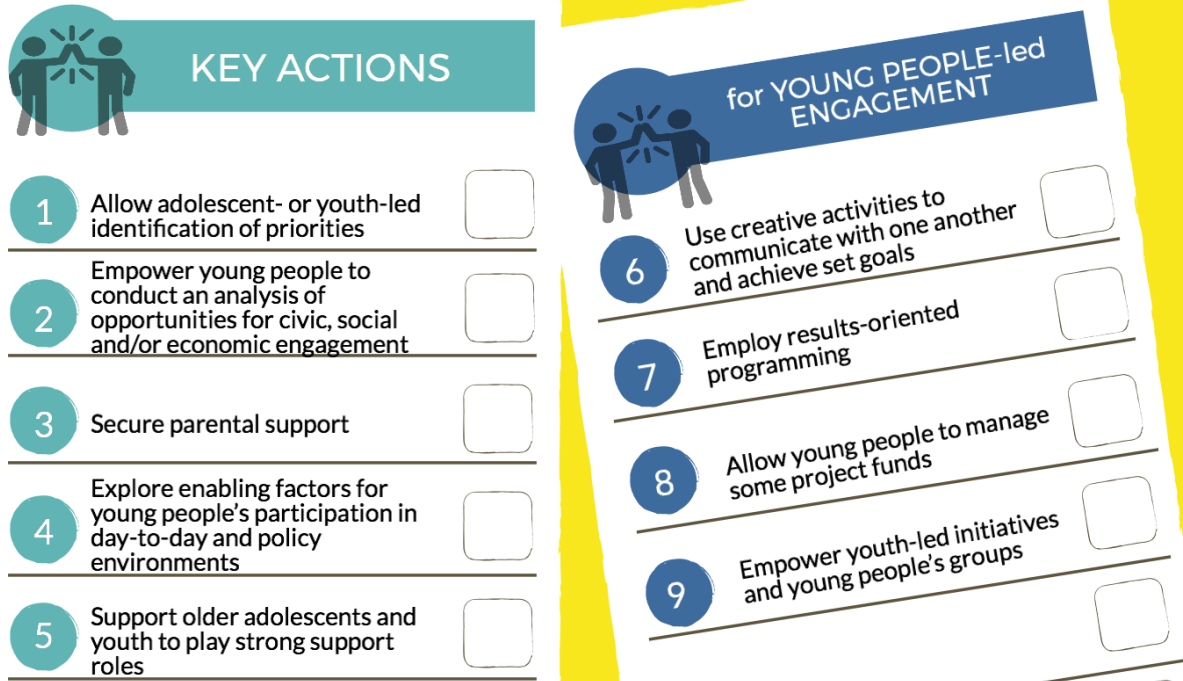
Step 3: Pro-actively consider how to ensure that your programme design is gender-sensitive by applying or incorporating the suggestions from the Gender section on pages 23 and 24;

Step 4: Apply similar pro-active measures to accommodate young people with disabilities in your programme design (page 25);

Step 5: Apply age and development considerations (p29);

Step 6: Consider applying the steps set out in Toolset 1, section Key Actions to Increase Young People's Engagement in Programming) on involving young people at every phase in the project cycle

3. Key Actions for Adolescent and Youth-led Civic, Social and Economic Engagement[29] [30]

KEY ACTIONS for YOUNG PEOPLE-led ENGAGEMENT

1. Allow adolescent- or youth-led identification of priorities
2. Empower young people to conduct an analysis of opportunities for civic, social and/or economic engagement
3. Secure parental support
4. Explore enabling factors for young people's participation in day-to-day and policy environments
5. Support older adolescents and youth to play strong support roles
6. Use creative activities to communicate with one another and achieve set goals
7. Employ results-oriented programming
8. Allow young people to manage some project funds
9. Empower youth-led initiatives and young people's groups

Using resources to identify priorities and guide rights-based content

The internet is an excellent resource for materials and information related to child and adolescent rights and human rights overall. Examples of resources that provide potential content as a starting point to stimulate rights-related discussion with adolescents include:

- You Have Rights – What Rights? Governance Fit for Children print-friendly booklet (Save the Children Sweden) https://resourcecentre.savethechildren.net/node/4882/pdf/4882.pdf

- Stand Up for Children's Rights: A Teacher's Guide for Exploration and Action with 11 to 16 year-olds (UNICEF) https://www.unicef.org/rightsite/files/standupfinal.pdf

- Other listed child- and youth friendly resources on the United Nations Convention on the Rights of the Child: https://www.unicef.org/rightsite/484_540.htm

- Child- and youth rights Arabic Resource list by the Arab Resource Collective: http://www.mawared.org/en/topics/child-rights?page=1

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[29] Women's Commission for Refugee Women and Children. Adolescent and Youth in Emergencies. Assessed on 3 June 2017, http://www.searo.who.int/entity/emergencies/documents/sea_earthquake_and_tsunami_adolescentandyouth.pdf?ua=1
[30] For the textbox: Youth Affairs Council of Victoria (2013). Accessed on 24 July 2017: http://yerp.yacvic.org.au/

1. Increase capacities of young people at home, in school, and in the community;

- Provide structured asset development opportunities for young people to improve their understanding of civic, social and economic rights. Work with them to analyze their skills gap, then build prioritised skills to help them develop, implement and monitor civic, social and economic engagement initiatives. Asset development should be based on evidence proven approaches and tools;
- Facilitate adolescent- or youth-led identification of priorities. Young people are intimately familiar with the factors in their daily lives that act as barriers to realization of their own aspirations and know what they would change if they had a chance; moreover, they are resourceful and innovative and in most cases eager to contribute ideas to decision-making which affects the societies in which they function.
  - o Use available human rights instruments, national legislation or policy and international commitments to analyze and explore rights and the extent to which they are realized;
  - o Involve young people in collection of data or action research to identify and explore priorities for change or opportunities for participation.

2. Ensure meaningful engagement/leadership experience that provides opportunities for adolescents to use their skills learned at school, home and community as participants and leaders in valued community activities;

- Agree on the roles that young people would like to play, and together identify capacity building requirements so young people or teams of young people can carry out activities they are interested in and have prioritized;
- Provide opportunities for young people to advocate with key stakeholders which includes assisting young people in planning for strategic meetings at various levels, as well as for ongoing broad-based external communications to demonstrate positive effects of their participation where opportunities exist. Capacity development could focus on stakeholder mapping, analyzing family, community or government roles and identifying those who may be influential, willing or opposed to enabling greater opportunity for young people to participate and influence decision-making affecting the community or society.

At the time of publication, UN Women is developing a gender advocacy toolkit for youth. This toolkit is focused on youth led advocacy for achieving gender equality and empowerment of young women and girls, and is a valuable resource to look out for, as it can be easily adapted by youth to different agendas and contexts.

For practical steps in mapping stakeholders and strategies for influencing social transformation, click here.

3. Explore enabling factors for young people's led engagement initiatives

- Work with young people to identify resources, coping strategies and support and action networks to facilitate implementation of the civic, social and economic engagement initiatives.
- Work with young people to find creative ways to draw and build on existing strengths, including positive cultural, religious and family norms and traditions.
- Support young people in mobilizing and managing project funds.

4. Establish mentoring mechanisms that young people receive in the form of positive and sustained relationships between adolescents and between adolescents and adults.

- Establish a mentor or a support network of caring adults and peers who are knowledgeable and supportive and can mentor the adolescents and youth to lead and implement their civic, social and economic engagement initiatives.

- With the support of their mentor network/reference group, they can be guided in creating a methodology for collecting information from decision-makers, including lawmakers, community leaders, school or university management or other authorities responsible for decision-making in the relevant sector, and mapping out possible ways to engage with a view to influencing decision-making around their chosen issue.
- Support older adolescents and youth to play strong support roles.

5. **Ensure inclusion of groups at risk of marginalization** such as girls, refugees, ethnic minorities, young people with disabilities, working children and other potentially vulnerable adolescents and young people (see Section 3).
- Assist younger adolescents to participate in programmes and other activities, as young adolescents may need more guidance.
- Ensure that younger adolescents' issues and priorities are not overshadowed by those of older participants, as these agendas may differ according to their age.

6. **Employ results-oriented programming**
- Establish sound baseline data and monitoring progress towards benchmarks in collaboration with young people.
- Evaluate programmatic success against the outcomes of engagement, not against whether activities such as training have been implemented (outputs).
  Ensure feedback and coordination mechanisms to share and disseminate data and improve the quality of the programme.

7. **Empower youth-led initiatives and young people's groups**
- Support the registration of young people's groups if possible or support partnerships/collaborations with registered organizations, in order to increase their access to policy discussions and donor funds.
- Consider ways of raising awareness among young people of the type of support available to youth-led initiatives, and ensure availability of this information on an ongoing basis so that youth have access to mentoring opportunities as they develop.

CIVIC ENGAGEMENT

Enable young people to identify issues affecting their or their communities' wellbeing, and define and implement activities that address these issues.

Capacity building and adolescent and youth-led initiatives: Adolescents and youth develop and strengthen critical life skills such as leadership, planning, teamwork, problem solving, community engagement and communication. Young people practice the acquired skills, and develop, implement and lead initiatives in social, civic and political areas for addressing issues of importance to youth.

Influencing decisions at local and national level: UNICEF enables platforms where adolescents and youth can share their findings and views, engage with community and policy makers, through which young people can influence decisions affecting their lives and thus make their voices heard.

Good and promising practices

Jordan: In the "child friendly city" of the Greater Amman Municipality, children's rights are reflected in policies, laws, programmes and budgets. The voices and opinions of young people are taken into consideration through the Child Municipality Councils, enabling them to engage with and influence decision makers and decision making processes.
Palestine: Through adolescent and youth-led initiatives in the Westbank, Palvision enables young people to practice active citizenship and to participate in decision-making processes at local level: www.youtube.com/watch?v=l7TBm2WA38w
Ma'an Gaza build up capacity of Community Based Organizations and facilitated over 110 adolescent- and youth-led initiatives covering all topics of their concern: www.unicef.org/oPt/real_lives_10187.htm

SOCIAL ENGAGEMENT

Increase social cohesion in the community and reduce violence and risky behaviors.

Social cohesion and peace building: Adolescents and youth are involved in facilitating dialogue and enhancing related capacities to prevent tensions, mitigate the impact when tensions transform into violence or support recovery activities when tensions are subsided.

Initiatives can include promotion of social cohesion, peace and harmony through:
- Cultural and sports events,
- Youth-led community dialogue,
- Volunteer action,
- Capacity development in mediation and conflict mitigation.

The promotion of social cohesion for peaceful and supportive social interactions reduces the fragmentation, exclusion and social disorganisation that may transform into violence.

Good and promising practices

Syria: Sports 4 Development helps young people to increase their resilience: http://childrenofsyria.info/2015/10/20/away-from-war-sports-bringing-hope-again-to-re-engage-syrian-children-with-their-childhood/
Youth theatre promote a peaceful society: http://childrenofsyria.info/2015/08/12/striving-for-peace-in-syria-one-play-at-the-time/
Palestine: Social Cohesion initiative in Gaza through Ma'an- www.youtube.com/watch?v=5s1Wbq89xSk
Jordan: Sports or arts initiatives implemented by Generation for Peace reduce tensions between local and refugee communities by actively engaging them www.generationsforpeace.org/en/.

ECONOMIC ENGAGEMENT

Increase the workplace readiness and employability of young people and provide young people with opportunities for economic self-empowerment.

Entrepreneurship: Within entrepreneurship projects young people develop ideas, initiatives and opportunities, and put them into action to create economic or social value for them as individuals, their peers and their communities.

Seed funding: Seed funding supports business entrepreneurship projects and youth-led initiatives, and is accompanied by mentoring throughout the process.

Good and promising practices

Jordan: During Boot Camps organized by Oasis500, young people are trained on leadership and life skills such as problem-solving, critical thinking, teamwork and civic participation; and are supported in starting projects that benefit their community: www.unicef.org/jordan/media_10979.htm

Palestine: Through INJAZ, young people participated in workshops such as "Leadership", "Be Entrepreneurial", "It's my Business", and "Business Ethics" and gained insight into the complexities and rewards of entrepreneurship and business in today's interdependent market economy. www.unicef.org/oPt/Story_-_Japan_-_Awarta_-_Entrepreneurship_Injaz_-_March_2016.pdf

The "Bridging programme" (upcoming) will focus on disadvantaged Palestinian secondary school students and prepare them for transition to post-secondary education. They will be equipped with relevant skills, and benefit from increased opportunities for entrepreneur-ships and internships and career counselling.

Morocco: Through INJAZ Al-Maghrib, young people learned how to develop and implement a business plan including components like fundraising, marketing and communication, and production, as well as how to create a junior enterprise and start the production process. A competition was organized and the best ideas / entrepreneurship models were honored.

Syria: BRIDGES (upcoming) provides young people with life skills-based education; vocational and technical training, and technical and financial support to lead business entrepreneurship initiatives.

DIGITAL ENGAGEMENT AND NETWORKING

Creating access to digital platforms, where adolescents and youth can debate issues and solutions, mentor one another, and through which young people can learn positive solutions to issues affecting their lives.

Good and promising practices

Jordan: "Jeel962" is a digital network that strengthens civic engagement skills of young people, and links them with decision makers on local and national level: www.jeel962.org/

"Innovation Labs" provides young people with life skills training, access to information and technology, and opportunities to positively engage in their community. www.unicef.org/jordan/media_10811.htm

Lebanon: Innovation workshop with Syrian and Lebanese youth reinforces social cohesion and empowers young people: www.youtube.com/watch?v=TmmAu1hp1rw

Palestine: "Palestine Volunteers" is a free volunteer match platform where non-profit organizations can post volunteer opportunities and volunteers can find the right opportunity to lend their talent and time. palestinevolunteers.org/

Lebanon: Innovation workshop with Syrian and Lebanese youth reinforces social cohesion and empowers young people: www.youtube.com/watch?v=TmmAu1hp1rw

4. Tools and Techniques for Monitoring

4.1 Measuring Adolescent and Youth Participation in Programming

One way of measuring systematic young people's participation (YPPP) in programming consists of assessing the level of participation, as set out in Toolset 1, Section Tools and Techniques for Monitoring.

Levels (or stages) of YPPP can be categorized as follows:

1. *Information*: Young people only receive information, are not listened to, or listened to superficially
2. *Consultation*: Young people are consulted ad hoc and/or on issues of minor importance only
3. *Influence*: Young people are systematically consulted/involved and taken seriously
4. *Partnership*: Young people and adults have joint control of most essential components of the program
5. *Empowerment*: Young people are in full control and may request adult assistance if necessary.

To explore and utilize measurement tools for this particular purpose, please see *link.*

For additional tools, including a variety of creative exercises to use in the monitoring or evaluation of child, adolescent or young people's participation, also see "A Toolkit for Monitoring and Evaluating Children's Participation" by UNICEF and partners:
http://www.savethechildren.org.uk/sites/default/files/images/ME_Toolkit_Booklet_5.pdf

4.2 Measuring Adolescent and Youth Engagement

Where appropriate, education, protection, health and livelihood sectors, for example, can include an indicator to measure the extent to which the sector provides these opportunities for young people's engagement. UNICEF Middle East and North Africa Regional Office's strategy for empowering and engaging adolescents falls under Goal # 4: Every Child has a Fair Chance in Life and provides one example of how to measure young people's engagement.

> **STRATEGIC PRIORITY GOAL AREA 4: EQUITY – Every Child has a Fair Chance in Life**
>
> **RESULT AREA**: Adolescent Empowerment and Engagement
>
> **Result**: Adolescents and youth have enhanced capacities for successfully transitioning to adulthood and are empowered as change agents to contribute to a more tolerant and inclusive society.
> * # of adolescents involved in or leading social cohesion or civic engagement or entrepreneurship/self-employment initiatives (Target: increase # of adolescents engaged in initiatives)
> * # of inactive youth (Target: Decrease in NEET)
> * Creation of/movement towards a more tolerant and inclusive society

Engagement Monitoring System (EMS)[31]

The Engagement Monitoring System has been developed to measure adolescent engagement by tracking four aspects of the Positive Adolescent Development Theory of Change programme:

The Engagement Monitoring System has been developed to track four aspects:

Programme Coverage	Programme Quality	Experiential Learning	Behaviour Change
Are we reaching the most vulnerable young people? Through the use of the registration forms, EMS helps generate data on the number and background of young people reached by UNICEF implementing partners. The results reflect the absolute number, age and sex disaggregation, and analysis through various vulnerability profiles (for example: geographic, protection related - working, disabilities; education - out of school; economic)	**Is the capacity development of value to the young people and partners?** EMS assesses the quality of the programme service delivery by different groups: • Young beneficiaries input data reflecting the value add of the capacity development (individual perceptions). • Partners delivering the program input data to reflect if the implementation has been occurring as planned. • UNICEF focal points at Country Office level overseeing the programme progress and implementation add their field observation notes on the quality of the implementing program.	**Do young people transfer their acquired knowledge into practice?** EMS helps track how young people have used what they have learned during the capacity development training to develop and lead social, civic and economic engagement initiatives that address issues facing them or their communities. EMS helps measure the contribution of the adolescent and youth led engagement at the community level. Examples of indicators tracked include: Coverage, type of initiatives, the results achieved through the initiative, the sustainability, the resources mobilized.	**Do young people change their behaviour?** UNICEF measures adolescent engagement before and after the projects through the "5 Cs" of Collaboration (teamwork), Communication, Caring (tolerance), Connection (with community and family/sense of belonging), and Confidence, all together resulting in young people contributing to their communities. This evidence on the behaviour change of young people is generated directly and indirectly through measurements from community members, combined with an assessment of the relevance and importance of this programme to young people.
Time of measuring Beginning of programme	Beginning and end of programme	Middle and end of programme	Beginning and end of programme

Monitoring activities involve systematic quantitative and qualitative data collection, using simple online questionnaires. This enables stakeholders to gain a deeper understanding of project implementation, identify strengths and weaknesses, learn from success and challenges and be accountable for programme performance results. By doing so, programme staff can make informed decisions to improve the ongoing programme and enhance the formulation of future programmes.

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[31] EMS has been developed by UNICEF Middle East and North Africa Regional Office, Adolescent Development and Participation and HIV Section in partnership with UNICEF country teams, partners and adolescents and young people from Palestine, Jordan and Syria. (2015 - Ongoing).

5. Risks, Challenges and How to Overcome Them

- Do no harm and conflict sensitivity[32]: Interventions should be vetted for possible unintended negative consequences, to ensure that they do not expose participants or other community members to harm, and that they do not exacerbate existing divisions within or between communities. Importantly, in accordance with the Sphere principles, organisations should consider whether proposed interventions discriminate against any group or might be perceived as doing so, whether they protect the rights of people who have historically been marginalised or discriminated against, and, if so, whether they consider the possible impacts on intra- and inter- communal relationships. This will require careful analysis and trade-offs, as organisations should avoid becoming complicit in discriminatory and exclusive practices. At the same time, interventions must challenge cultural beliefs, social norms and state practices that undermine the rights of marginalised adolescents and youth to fully participate in, and enjoy the benefits of, civic, social and economic engagement interventions.

- Child safeguarding: Although this toolkit is designed for adolescents and youth, it is important to bear in mind that adolescents under 18 years of age are also children. All organisations, in all sectors, have a responsibility to ensure that their staff, their partners, their operations and their programmes do not harm children or expose children to the risk of harm and abuse. This includes protecting children from risks and dangers including physical, sexual or emotional violence, exploitation or abuse. All staff and partners must receive training on child safeguarding and know what actions and behaviours are prohibited, what the sanctions are, and how and to whom they can report any concerns. Communities in which projects are being implemented should also know about the child safeguarding policy, and how and to whom they can report any concerns, including via confidential means.

- Sexual exploitation and abuse: Community members may perceive participation in civic, social and economic engagement interventions as highly beneficial, and view the implementing organisations as having the power to provide or withhold access to these activities. This opens the opportunity for organisations and their partners to sexually exploit adolescents and youth, particularly women, girls and boys, who wish to take part. Organisations must adhere to the UN Policy on Prevention of Sexual Exploitation and Abuse, and ensure that clear reporting mechanisms are in place and known to staff, partners and community members. Which organisations?

- Expectation management: To avoid raising expectations and thereby damaging trust with the community, organisations must be clear with adolescents and youth about the scope of the proposed interventions, including financial, material and resource constraints, timeframes, and expected outcomes. The expected outcomes must be realistic, and must be defined not only in accordance with organisational strategies, policies and budgets, but also in alignment with the needs, interests, capacities and perspectives of participating adolescents and youth. Participants should have a solid understanding of (a) what support they will receive, in what forms, for how long, from whom, and (b) what they can realistically be expected to achieve with the allocated resources and within the allotted timeframe.

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[32] Sphere Project, *Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response, 2011*, 2011, available at: http://www.refworld.org/docid/4ed8ae592.html, accessed 5 July 2017.

6. Examples of Promising Practices[33]

One of the recommendations from the Reaching Adolescents and Youth Inside Syria: 2016 HRP Mapping Report is wider dissemination of knowledge about young people, including examples of effective interventions that work in the local context.

- ### Y-PEER Network
In 2002, the United Nations Population Fund (UNFPA) pioneered the Youth Peer Education Network (Y-PEER) of organizations and institutions.[34] It is a youth-to-youth education initiative. The network, which is constantly expanding, currently consists of youth from Eastern Europe, Central Asia, the Middle East, North Africa, and East Africa. Y-PEER country networks are designed by, and for, young people.

Young people typically become involved with Y-PEER through a local NGO that works with young people in the field of reproductive health, e.g. through participating in a training, webinar, or advocacy activity. At that time, they are considered a 'member'. Members may become (peer) educators by participating in a (regional) training of trainers' event. At the national level, depending on the country, Y-PEER may have access to 50 to 100 educators.

Y-PEER, as a youth-led network appears to be functioning very well without major adult interference. Strategic matters are discussed at annual meetings by the Global Advisory Board. The Board is practically considered the main decision-making body, but UNFPA's role as the 'mother' of the network, the principal donor, key supporter and influential partner continues to be substantial. The recent establishment of the Y-PEER Foundation is a further step towards becoming fully independent from UNFPA. This coming of age can be seen as the last stage towards young people empowerment (from 'partnership' to 'self-mobilization').

Y-PEER is a rare example of an organization that was youth-led from the start; it was formed as a youth-led organization, rather than increasingly becoming so. YPP has been incorporated in the network's constitution.

- ### Civic Engagement Case Study: Adolescent Friendly Spaces for Palestinian Youth in the Middle East, 2004-2014
As part of a four-country project for young Palestinians, UNICEF helped create adolescent-friendly spaces within youth centres, NGOs, sports clubs, and centres run by community-based organizations. The spaces, based on the right to participation outlined in the Convention on the Rights of the Child, provide a safe environment for young people (mainly ages 10 to 18) to gather and socialize with their peers. They offer remedial education, life- skills training (including non-violent conflict resolution), interactive learning, recreational programmes (drama, theatre, arts, sport), and action research. Young people were included in the planning and implementation of activities, with adolescent-led initiatives focusing on improving their surrounding environment and raising awareness about their rights and issues of concern. A special effort was made to include girls, and those and adolescents most at risk. More equal participation of adolescent girls was achieved by outreach to parents, scheduling different times for boys' and girls' activities, hiring female facilitators and creating programming specifically designed to be of interest for girls. Approximately 90 percent of young people interviewed said they experienced increased confidence

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[33] De Kort, Gerald, Draft of *Mapping of Adolescent and Youth Participation in Programming* (MENA Region), to be released in 2017
[34] Based on description in Standards for Peer Education Projects, part of Youth Peer Education Toolkit (UNFPA, 2006), available at: http://www.unfpa.org/sites/default/files/jahia-publications/documents/publications/2006/ypeer_standardsbook.pdf

in dealing with school, peers and family, as well as an increased sense of hope and direction. Members of the community said that the young people leading action research were making positive contributions and improving their communities.

The model of adolescent-friendly spaces was introduced in the State of Palestine in 2004 and based on ten years of experience, minimum standards were developed related to building and facilities, programme and activities, human resources, and running of the centre, which stipulates the involvement of young people. A total of 149,348 young people accessed the adolescent-friendly spaces and received basic life-skills training in the State of Palestine and in Palestinian refugee camps in Jordan, Lebanon and the Syrian Arab Republic.

For more information: https://goodpracticessite.files.wordpress.com/2016/03/afs_unicef.pdf

- Social Engagement Case Study: Building the Resilience of Youth in West Darfur, Sudan, 2005
  War Child Canada in Sudan introduced a youth to youth (Y2Y) approach, where young people between ages 15 and 30 participate in youth development, education, and vocational skills training. A special effort is made to ensure access to resources and opportunities for all children, including women and children of low socioeconomic status, orphaned children, and children with disabilities or disabled parents. A 'do no harm' approach is followed.
  Young people learn how to design, implement and manage community and youth development projects, with teams receiving small grants to carry out projects that foster peace and trust within their communities. Young people also train each other: they receive training on issues including gender-based violence, protection, reproductive health, conflict management and prevention, and peacebuilding and they train other young people on the same topics. Out of school internally displaced persons (IDPs), and nomadic and working youth can take fast track classes with the aim of getting them back into the formal school system, and vocational courses are offered so that young people can earn a sustainable income. This includes start-up and business development support. Key to the programme are youth centres and recreational programmes. Young people are also involved in the planning, implementation and ongoing evaluation of the programme.

  Part of the success of the programme is its flexible approach, respecting and adapting to local and cultural norms (male dominance, power structures, planning activities around harvest and planting seasons), working with local knowledge, local leaders and parents, and making incremental changes.

  For more information: https://goodpracticessite.files.wordpress.com/2016/03/1-good-practices_compressed1.pdf

- Economic Engagement Case Study: Youth Employment Generation Programme in Egypt, 2012-2013
  As part of a multi-country initiative to address high youth unemployment in Arab transition countries, the United Nations Development Programme (UNDP) partnered with the Ministry of Communications and Information Technology in Egypt. To better match skills needed in the private sector and increase youth employability, the programme provided young people from ages 18 to 35 with technical, vocational and entrepreneurial skills training, financial and guidance services for youth business ideas and micro-businesses, and job and internship placement programmes. Local ICT companies and young people were consulted to get a clear picture of needed skills, and expectations. The programme design included inclusion of young women, aiming for equal participation, with a quota of 35 percent females for each component of the project. The programme was implemented by 30 local civil society organizations

(CSOs), which maximized outreach to young people and built their own capacities as they were trained to train young people in IT skills, business administration, and soft skills such as communication and negotiation.

Young entrepreneurs with promising, already established micro, small and medium sized enterprises (MSMEs) learned about e-marketing, website development, e-accounting and basic ICT skills. Those who could not travel for in-person training, due to instability in the country, received online training.
A contest invited young people to submit ideas for their own social entrepreneurship projects with an ICT focus, with five finalists who had access to networking and mentorship, including invitations to events related to youth innovation and entrepreneurship. Young people were trained on ICT-related skills including graphic design, personal computer maintenance and customer service in order to matched targeted jobs within private sector companies, which were linked to internship opportunities: 57 percent of the trained youth obtained an internship (33 percent) or job opportunity (22 percent) with ICT companies.

For more information: https://goodpracticessite.files.wordpress.com/2016/03/youth-employment-generation-programme-in-egypt-yegp-united-nations-development-programme-undp-skills-development.pdf

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