IASC

Inter-Agency
Standing Committee

Guidelines

WITH US & FOR US: WORKING WITH AND FOR YOUNG PEOPLE IN HUMANITARIAN AND PROTRACTED CRISES

Developed by UNICEF & NRC under the auspices of the Compact for Young People in Humanitarian Action, in consultation with IASC Results Group 2 on Accountability & Inclusion

November 2020

These IASC guidelines were created in response to *Action 1: Services* in the Compact for Young People in Humanitarian Action (CYPHA). Launched at the World Humanitarian Summit in May 2016, the CYPHA made a long-term commitment to young people through five key actions that relate to services, participation, capacity, resources and data. UNICEF and the Norwegian Refugee Council (NRC) led the development of the guidelines, co-chairing a task force that includes: ActionAid; CARE; Inter-Agency Working Group on Reproductive Health in Crises (IAWG); International Federation of Red Cross and Red Crescent Societies (IFRC); Mercy Corps; United Nations Office of the Secretary General's Envoy on Youth (OSGEY); Plan International; RET International; United Nations Population Fund (UNFPA); United Nations High Commissioner for Refugees (UNHCR); and the Major Group for Children and Youth (MGCY).

The aim of these guidelines is to serve as the 'go-to' guide for working with and for young people in humanitarian settings and protracted crises.

WITH US & FOR US

IASC Guidelines on Working with and for Young People in Humanitarian and Protracted Crises

Compact for Young People in Humanitarian Action

IASC Inter-Agency Standing Committee

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Acronyms and abbreviations

AAP — Accountability to Affected Populations

CaLP — Cash Learning Partnership

CCA — climate change adaptation

CCCM — camp coordination and camp management

CRC — Convention on the Rights of the Child

CRM — complaints and response mechanism

CSO — civil society organizations

CVA — cash and voucher assistance

CYPHA — The Compact for Young People in Humanitarian Action

DRR — disaster risk reduction

ERW — explosive remnants of war

FAO — Food and Agriculture Organization of the United Nations

GBV — gender-based violence

HLP — housing, land and property

HPC — humanitarian programme cycle

IASC — Inter-Agency Standing Committee

IAWG — Inter-Agency Working Group on Reproductive Health in Crises

ICRC — International Committee of the Red Cross

ICT — information and communication technologies

IDP — internally displaced person

IED — improvised explosive device

IFRC — International Federation of Red Cross and Red Crescent Societies

ILO — International Labour Organization (of the United Nations)

INEE — Inter-agency Network for Education in Emergencies

IOM — International Organization for Migration

IPCC — Intergovernmental Panel on Climate Change

LGBTQIA+ — lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexuality, +

M&E — monitoring and evaluation

MENA — Middle East and North Africa

MHM — menstrual hygiene management

MHPSS — mental health and psychosocial support

NEET — not in education, employment or training

NGO — non-governmental organization

NRC — Norwegian Refugee Council

OCHA — United Nations Office for the Coordination of Humanitarian Affairs

OHCHR — United Nations Office of the High Commissioner for Human Rights

OMC — operational management cycle

OSGEY — United Nations Office of the Secretary General's Envoy on Youth

PSEA — Protection from Sexual Exploitation and Abuse

RCM — refugee coordination model

SALW — small arms/light weapons

SEA — sexual exploitation and abuse

SRH — sexual and reproductive health

SRHR — sexual and reproductive health and rights

UNFPA — United Nations Population Fund

UNHCR — United Nations High Commissioner for Refugees

UNICEF — United Nations Children's Fund

MGCY — Major Group for Children and Youth

WASH — water, sanitation and hygiene

YPS — youth, peace and security

Glossary/definitions of selected terms used in this report

Age groups: Children (ages 0–17), youth (ages 15–24), adolescents (ages 10–19), young people (ages 10–24), young adolescents (ages 10–14), older adolescents (ages 15–19), older youth (ages 20–24), young adults (ages 18–24) (see also **FIGURE 2** ▶ and **BOX 4** ▶).

Clusters/working group: Please refer to explanation in **BOX 2** ▶.

Durable solutions: International protection is a temporary substitute for the normal safeguards of national protection in one's country of origin. The three durable solutions are: voluntary repatriation, local integration and resettlement. Often a combination of solutions will be necessary for a refugee population, as each refugee's sex, race, age, time of flight, community of origin and reasons for flight have implications for the suitability of each of the three durable solutions for that person[1].

Duty bearers are entities "that have obligations to respect, protect and fulfil the rights of people" in the context of a rights-based approach to development; the principal duty bearer is the state (government), but non-state moral duty bearers can include parents, teachers, employers, police and non-governmental organizations and institutions at all levels[2].

Internally displaced persons: Internal displacement describes the situation of people who have been forced to leave their homes but have not left their country[3].

Refugees are all persons who are outside their country of origin for reasons of a well-founded fear of persecution on one of the grounds listed in the 1951 Convention, or because a conflict, generalized violence, or other circumstances, have seriously disturbed public order, and who, as a result, require international protection[4]. In this report, we will use the term 'refugee' to include asylum-seekers who have not yet been finally granted or refused refugee status.

Returnees: Former refugees who have returned to their country of origin spontaneously or in an organized fashion but have not yet been fully reintegrated[5].

Separated child: A child who is separated from both parents or from his/her previous legal or customary primary caregiver, but not necessarily from other relatives. Separated children may therefore include children accompanied by other adult family members[6].

Stateless: Not considered as a national by any state under the operation of its law[7].

Unaccompanied child (unaccompanied minor): A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so[8].

References for glossary

1   Adapted from: Core Group on Durable Solutions, *Framework for Durable Solutions for Refugees and Persons of Concern,* UNHCR, Geneva, 2003, www.unhcr.org/partners/partners/3f1408764/framework-durable-solutions-refugees-persons-concern.html, accessed 3 April 2020.

2   United Nations Children's Fund, Institute for Sustainable Communities, and People's Advocacy, 'Rights Holders and Duty Bearers', Advocate for Children Toolkit, UNICEF, 2009, www.advocate-for-children.org/advocacy/rights_based_approach/rights_holders_duty_bearers, accessed 15 January 2020.

3   United Nations Office of the High Commissioner for Human Rights, 'Questions and Answers about IDPs', OHCHR, 2020, www.ohchr.org/EN/Issues/IDPersons/Pages/Issues.aspx, accessed 3 April 2020.

4   United Nations General Assembly, *Statute of the Office of the United Nations High Commissioner for Refugees,* A/RES/428(V), New York, 14 December 1950, www.refworld.org/docid/3ae6b3628.html, accessed 6 February 2020.

5   United Nations High Commissioner for Refugees, 'UNHCR's mandate for refugees, stateless persons and IDPs', Emergency Handbook [website], UNHCR, 2015, https://emergency.unhcr.org/entry/55600/unhcrs-mandate-for-refugees-stateless-persons-and-idps, accessed 6 February 2020.

6   Inter-Agency Working Group on Unaccompanied and Separated Children (IAWG UASC), *Toolkit on Unaccompanied and Separated Children,* Alliance for Child Protection in Humanitarian Action, 2017, https://reliefweb.int/sites/reliefweb.int/files/resources/tools-web-2017-0322.pdf, accessed 15 October 2020.

7   United Nations General Assembly, Convention Relating to the Status of Stateless Persons, United Nations, Treaty Series, vol. 360, 28 September 1954, p. 117, www.refworld.org/docid/3ae6b3840.html, accessed 6 February 2020.

8   IAWG UASC, *Toolkit on Unaccompanied and Separated Children,* 2017.

Acknowledgements

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Much appreciation is also extended to the Compact Task Team 1 agencies who provided extensive contributions to improve the guidelines and ensure young people's active shaping of the content: **ActionAid** (Kirsten Hjørnholm), **CARE** (Anushka Kalyanpur), **IAWG** (Katherine Meyer), **IFRC** (Marcel Stefanik), **Mercy Corps** (Matt Streng), **NRC** (Emma Bonar, Sophia Kousiakis and Mai Nasrallah), **OSGEY** (Mette Lybye Poulsen), **Plan International** (Lotte Claessens and Anita Queirazza), **RET International** (Marina Lopez-Anselme and Dima Haydar), **World Organisation of the Scout Movement** (Brunel Etienne), **UNFPA** (Danielle Engel, Purba Tyagi), **UNHCR** (German Robles Osuna, Janis Ridsel and Nick Sore), **UNICEF** (Jumana Haj-Ahmad, Priya Marwah and Erika Yague,), **MGCY** (Mridul Upadhyay).

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500 young people consulted

across

more than

20 countries

Foreword

Historically we've had a tendency to approach adolescents as a problem to be solved, and youth as a period of risk. If we want humanitarian action to be more effective and inclusive, we need to think of youth instead as a period of promise, for a population full of potential.

Young people make up 41 per cent of the global population. In many humanitarian settings, adolescents, youth and children constitute more than 50 per cent of the population in need*. In a world where one quarter of the global youth population live amid violence or armed conflict and young people are increasingly affected by natural disasters – made more intense and frequent because of climate change – we have no choice but to act. During a conflict or disaster, a young person's education, health and development may be interrupted. Social networks maybe ruptured and young people may be exposed to new risks. They may find themselves taking on adult roles too early. The support young people receive in humanitarian crises will have a lasting impact not only on their own recovery process, but also on the future of humanity. There is an urgent need to safeguard the rights of young people and engage them in humanitarian response efforts.

As humanitarian actors make decisions about how to respond, they must start with young people themselves. Young people are excellent judges of their own needs, and they must be engaged to inform decisions that will affect their lives. Malala Yousafzai has said "I raise up my voice – not so I can shout but so that those without a voice can be heard… we cannot succeed when half of us are held back." We must all be advocates for bringing the voices of young people to the front lines of humanitarian action.

We must involve young people in humanitarian responses and peacebuilding efforts, from design through to implementation and monitoring. These inter-agency guidelines are part of the effort to address that.

The development of these IASC guidelines involved a cross-section of hundreds of young people and humanitarian practitioners from Afghanistan, Bangladesh, Ecuador, Iraq, Jordan, Kenya, Nigeria, the Bolivarian Republic of Venezuela, and beyond, and several major recent global consultations with thousands of crisis-affected young people.

There is no universal prescription for young people's needs in humanitarian settings. They are a diverse group, and context is everything. This guidance will help practitioners and young people design and implement approaches that address their needs and that engage them as change agents in their context.

Signed,

Mark Lowcock

Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, United Nations

*Based on figures for children in need under UNICEF Humanitarian Action for Children appeals 2021.

Introduction

A

Background

The World Humanitarian Summit, held on 23—24 May 2016 in Istanbul, emphasized the urgent need to safeguard the rights of young people (defined as those aged 10—24 years) and engage them in humanitarian response efforts. The Compact for Young People in Humanitarian Action (CYPHA) was launched at the summit, under the leadership of the International Federation of Red Cross and Red Crescent Societies (IFRC) and the United Nations Population Fund (UNFPA), as a deliberate step by the humanitarian community to work with and for young people.[1] The CYPHA builds on processes led by and for young people — including the Global Refugee Youth Consultations in 2015—2016,[2] the 2015

Doha Youth Declaration on Reshaping the Humanitarian Agenda,[3] and the 2015 United Nations Security Council Resolution 2250 on youth, peace and security[4] — all of which emphasize the need for and importance of meaningful engagement of young people at subnational, national, regional and global levels.

Starting in October 2017, UNICEF and the Norwegian Refugee Council (NRC) led a two-year consultative process (completed in December 2019) to develop these Inter-Agency Standing Committee (IASC) guidelines in response to Action 1 of the CYPHA (see **BOX 1 ▶**).

Box 1: Five key actions of the Compact for Young People in Humanitarian Action

Action 1: SERVICES: Promote and increase age-and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings

Action 2: PARTICIPATION: Support systematic inclusion of engagement and partnership with youth, in all phases of humanitarian action through sharing of information and involvement in decision-making processes at all levels, including budget allocations

Action 3: CAPACITY: Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors in prevention, preparedness, response and recovery, and

empower and support local youth-led initiatives and organizations in humanitarian response, such as those targeting affected youth, including young refugees and internally displaced persons living in informal urban settlements and slums

Action 4: RESOURCES: Increase resources intended to address the needs and priorities of adolescents and youth affected by humanitarian crises, including disasters, conflict and displacement, and identify ways to more accurately track and report on the resources allocated to young people in humanitarian contexts

Action 5: DATA: Ensure the generation and use of age-and sex-disaggregated data pertaining to adolescents and youth in humanitarian settings

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Source
The Compact for Young People in Humanitarian Action (2016).[5]
Visit the website for more info: https://www.youthcompact.org

For definitions of key terms, see **GLOSSARY ▶**. For an explanation of humanitarian clusters/ working groups, see **BOX 2 ▶**. For information on age groups and definitions, see **FIGURE 2 ▶** and **BOX 4 ▶**.

WHY
young people?

Adolescents and youth are a vital positive force in emergency preparedness and response. They have wide-ranging capacities and unique needs, but they often get lost between programming for children and programming for adults. These IASC guidelines are not just about 'mainstreaming' the needs of young people, but about recognizing the contributions they make towards improving humanitarian response and programming. These guidelines address a gap in humanitarian tools, which tend to overlook young people — a specific but broad demographic with interlinked needs across multiple clusters/working groups (see **BOX 2 ▶**).[6]

WHO
is the target audience of this guidance?

These guidelines are for all humanitarian aid staff at the country level, including staff of civil society organizations (CSOs; including disabled persons organizations), local and national non-governmental organizations (NGOs), government agencies, international NGOs, Red Cross and Red Crescent Societies, and United Nations agencies. These actors should consult and work closely with young people and with youth-led organizations and networks to apply the guidelines. Other stakeholders, such as private sector firms and aid donors, will also find this guidance useful as they support the work of these implementers.

WHAT
is this document?

These IASC guidelines provide a framework for working with and for young people throughout the humanitarian programme cycle (HPC), complete with tips, examples and case studies. In addition, humanitarian actors can use this guidance as a reference to design programmes that respond to their context.

WHEN
should this guidance be used?

It can and should be applied in all phases of humanitarian action (to inform disaster risk reduction, preparedness, response, transition and recovery), in the context of both rapid-onset and slow-onset emergencies, for natural hazards, conflicts, protracted crises, and during refugee and internal displacement situations, as well as in peacebuilding contexts.

HOW
should organizations use this guidance?

A core set of principles is presented, which should be applied to humanitarian pro-grammes for young people across differing humanitarian contexts, keeping in mind that the approach should always first be adapted to the local context, to ensure practical and cultural appropriateness.

These guidelines can be applied to lay the groundwork when developing good humanitarian programmes for adolescents and youth that will do no harm. For instance, there is information on the importance of training staff on functional referral pathways before they engage with young people.
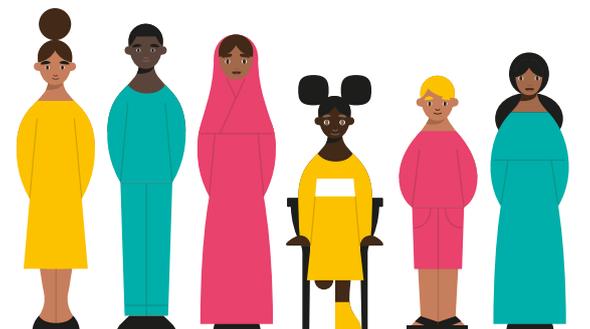
SECTION E ▶ *Implementation of adolescent and youth responsive programming* was developed to inform organizations' ongoing humanitarian programming involving adolescents and youth, within particular clusters/working groups.

Relevant resources and tools are mentioned with links for easy access, and case studies are also presented, which may further inform good programme approaches in a specific sector or during a particular phase of the HPC.

Box 2: Clusters and working groups in humanitarian response

Clusters are groups of humanitarian organizations, both United Nations and others, in each of the main areas of humanitarian action (listed below). They are designated by the **Inter-Agency Standing Committee (IASC)** and have clear responsibilities for coordination.

The IASC is the primary mechanism for inter-agency coordination of humanitarian assistance, involving the key United Nations and other humanitarian partners. The IASC operates under the leadership of the **Emergency Relief Coordinator** at the United Nations Office for the **Coordination of Humanitarian Affairs (OCHA)**.

In the context of refugee responses, the term 'cluster' is not used. Instead, the refugee coordination model (RCM; see **BOX 14 ▶** in Section D) follows a coordination structure known as refugee protection working groups.

The thematic areas of the humanitarian clusters/working groups are (in alphabetical order):

→ Camp Coordination and Camp Management (CCCM)
→ Cash
→ Early Recovery (not included in these guidelines)
→ Education
→ Emergency Telecommunications
→ Food Security
→ Health
→ Information Management
→ Logistics (not included in these guidelines)
→ Nutrition
→ Protection (including the following Areas of Responsibility, which are all covered in these guidelines: Child Protection; Gender-Based Violence [GBV], Housing, Land, Property [HLP], Mine Action)
→ Shelter
→ Water, Sanitation and Hygiene (WASH)

Note: The Early Recovery and Logistics clusters/working groups are not featured in these guidelines, as noted, but there is instead an additional focus on Livelihoods, Sustaining Peace, Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA).

Source
Adapted from Humanitarian Response, Clusters, OCHA (2020).[7]

How did the voices of young people inform these guidelines?

The voices of young people affected by conflicts and natural hazards are a cornerstone of these guidelines.

A series of gender-balanced field consultations (in person and online) were held during 2018 and 2019 with a combined total of more than 500 crisis-affected youth (including from youth networks), and workshops (in person) were subsequently held with around 200 practitioners working in humanitarian and adolescent/youth programmes, including United Nations agencies and NGOs. The youth participants were from more than 20 countries across the globe: Afghanistan, Brazil, Chad, Ecuador, Egypt, El Salvador, Ethiopia, the Gambia, Indonesia, Iraq, Jordan, Kenya, Malaysia, Mexico, Nepal, Nigeria, Peru, the Syrian Arab Republic (online consultation), Turkey, United States, and Venezuela, among others. The participants were given a draft of these guidelines as a basis for discussion and feedback, and a youth-friendly consultation toolkit was used for the youth consultations.

Many targeted requests for individual feedback were also sent via email to focal points across clusters/working groups and specialists in adolescent and youth programming. In total, the responses of approximately 500 youth and 300 practitioners were recorded, consolidated and incorporated into this guidance. The **Major Group for Children and Youth** were major contributors to ensuring young people's recommendations were consolidated into these final guidelines.

Mercy Corps and the **Capstone student team** from Columbia University, New York,[8] were the first to validate the IASC draft guidelines in the field. Workshops and interviews were conducted in Nepal with young people and humanitarian workers, reflecting on the engagement of young people during the 2015 earthquake response.[9] Key findings and recommendations were incorporated into these guidelines.

gender-balanced field consultations in 2018-2019 with

500 crisis-affected youth

in **20** countries

& **300** practitioners

working in humanitarian and adolescent/youth programmes

FIGURE 1.
Geographical scope of the 2018—2019 youth consultations conducted for these IASC guidelines

500
crisis-affected youth

20
countries

300
practitioners

5
regions covered

In addition, during three earlier major global consultations, thousands of crisis-affected adolescents and youth also expressed their priorities for improving humanitarian action. These three global consultations were:

→ **The 2015 *World Humanitarian Summit Global Youth Consultation:*** Approximately 300 young people from 89 countries participated, including crisis-affected youth, youth experts, and representatives of youth-led organizations. The event in Doha, Qatar, was co-chaired by the World Humanitarian Summit Secretariat, Reach Out to Asia (ROTA) and the United Nations Major Group Children and Youth (MGCY).[10]

→ **The 2016 *Global Refugee Youth Consultations:*** 1,267 young people participated in more than 50 national and subnational consultations held in 22 countries, bringing together refugee and host country youth. This initiative was undertaken by the United Nations High Commissioner for Refugees (UNHCR) and the Women's Refugee Commission (WRC).[11]

→ **The 2018 *Independent Progress Study on Youth, Peace and Security:*** The Missing Peace: This study was mandated by United Nations Security Council Resolution 2250, in 2015. The development of the study was supported by the UNFPA and the United Nations Peacebuilding Support Office (PBSO). More than 4,000 young people from across the globe participated in regional, subregional and national consultations, focus group discussions, and online consultations.[12]

For links to the reports on these consultations, as well as other key resources, refer to the list of **RESOURCES** ▶ at the end of Section A. **BOX 3** ▶ summarizes the priorities for action as expressed collectively by the young people involved in all three of these consultation efforts.

"Young people felt they have had similar conversations like this before, but no action was taken. They asked if this will actually make a difference to them having more opportunities to get experience and to work. They emphasized that what they needed was action - opportunities to get involved, opportunities to work and volunteer. And that this should be the focus of the guidelines."
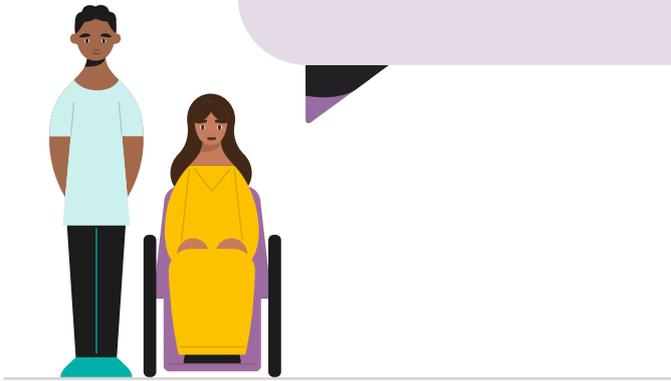
NRC consultations with young women & men, Jalalabad, Eastern Afghanistan

Box 3: Calls to action from young people

From all of the global consultations described, **from 2015 to 2019**, clear calls to action emerged for the following:

→ Empower and invest in young people through meaningful engagement.
→ Acknowledge, utilize and develop their capacities and skills.
→ Ensure youth-focused protection.
→ Support physical and emotional well-being.
→ Facilitate networking and information sharing.
→ Promote and support young people as connectors and peace builders.
→ Generate data and evidence on young people to promote duty. bearers' accountability to young people.
→ Apply an age-sensitive, youth-centred approach in all phases of emergency response.
→ Systematically consult with young people's organizations on conflict dynamics, causes of violence, and priorities for peace.
→ Involve young people in the design, implementation, monitoring and evaluation of programmes.
→ Harness social media platforms to disseminate information and give young people a voice.

Defining terms: Adolescents, youth and young people

The definition of a child, as formalized by the United Nations Convention on the Rights of the Child (CRC), is every human being under the age of 18.[13] The definitions of adolescents and youth vary across countries, cultures and organizations.

The United Nations defines 'youth' as being aged 15—24 years, while UNICEF and partner agencies WHO and UNFPA concur with that definition of youth but also define 'adolescents' as being aged 10—19 years and young people as 10—24.[14]

These two age brackets overlap with each other, and definitions of youth have changed over time,[15] which complicates the collection and reporting of standardized or comparable quantitative data — this can be seen in the 'Demographics' subsection below, where the statistics on young people globally (children, adolescents, youth) are reported on differently depending on the region or data source.

In many cultures, **adulthood** and **childhood** are defined not by age, but by achieving a certain status in society — often linked to milestones like **marriage**, **having children**, or becoming a **property owner**. Because of these social definitions, while an unmarried 35-year-old may still be considered a 'young person', a child soldier, child labourer, teenage wife/mother, or orphan can take on an adult role at an age as young as 10.[16]

Especially in humanitarian settings, where displacement or conflict have prolonged the period of transition to adulthood (e.g., by delaying education, employment or marriage), **young people**'s lives are put on hold. Youth, therefore, is sometimes defined as 'waithood', a prolonged period of suspension between childhood and adulthood, when young people are no longer children, but are not yet regarded as adults.

These IASC guidelines use the term 'young people' to include adolescents and youth (ages 10—24 years, inclusive). All of these terms are mapped to ages in **FIGURE 2 ▶**, including the distinction between younger adolescents (age 10—14) and older adolescents (age 15—19) (see also **BOX 4 ▶**).

"Thinking this way about youth is good because it increases the positive energy and bravery within them."

UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

Box 4: Suggested age groups for data disaggregation for young people in humanitarian action

Age groups/brackets

Use the following recommended age groups/ brackets as far as possible when analysing and re-porting results for comparability and streamlining:

Children (0–17), adolescents (10–19; younger adolescents, 10–14; older adolescents, 15–19), youth (15–24), young people (10–24). See **FIGURE 2 ▶**.

Data collection to support optimal age disaggregation

Data collected using 1-year age increments allows for slicing and analysing the data in all different ways, which is ideal.

Where this is not possible the suggested minimum disaggregation at the time of data collection is: 10–11, 12–14, 15–17, 18–19, 20–24.

This level of disaggregation supports broad analysis of children, adolescents, young adults (18–24 years)

and young people, using the age groups/definitions above and in **FIGURE 2 ▶**. But it also supports more detailed analysis, which is necessary to reflect developmental stages and to recognize different needs within the broader age categories.

Further considerations

→ It is particularly important to differentiate between the different stages of adolescence for programming purposes related to sexual and reproductive health, and education (including alignment with pre-school, primary and secondary school ages).

→ The internationally recognized distinction between children (0–17 years) and adults (18+) is crucial to take into consideration, given the differences in treatment under the law between children and adults.

→ Refer to the Task Force 5 brief for further details on sectoral considerations.

Source
Adapted from Task Force 5 (2019).[17]

FIGURE 2.
Illustration of terms and definitions of children, adolescents, youth and young people

Source: Adapted from UNICEF (2018).[18]

Children 0–17 · Young People 10–24 · Youth 15–24 · Adolescent 10–19 · EARLY CHILDHOOD · MID CHILDHOOD · YOUNGER ADOLESCENCE · OLDER ADOLESCENCE · YOUNGER ADULTHOOD
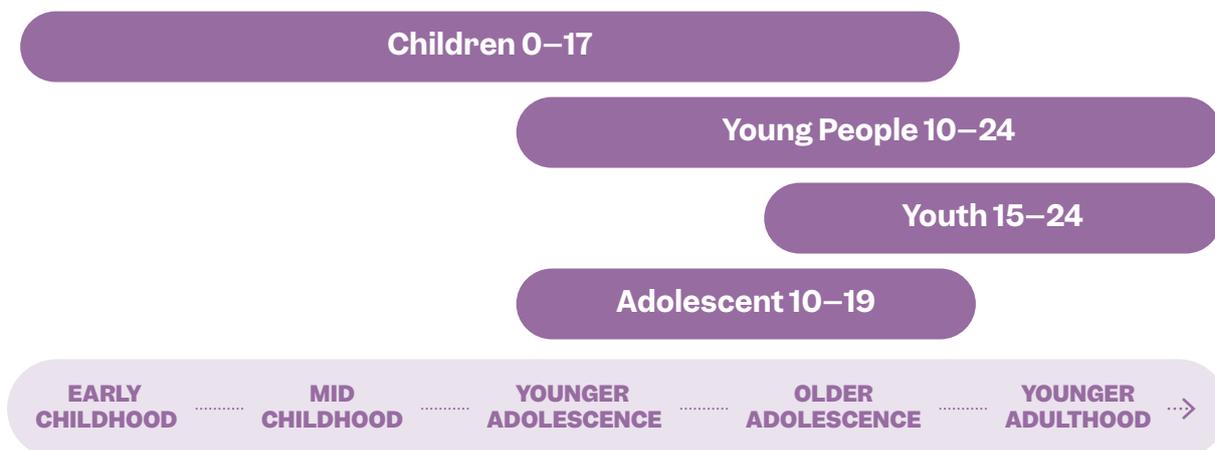
→
The UN Secretary General's Envoy on Youth visits an adolescent club in Kutupalong Refugee Camp, Cox's Bazar, August 2018.

© UNICEF/
Bangladesh

Making the case:
Key advocacy messages on working with and for young people in humanitarian action

In every humanitarian emergency, even without anyone asking them, young people step up and apply their many powerful assets to the response: skills, motivation, energy, creativity, a strong sense of justice and equality, an aptitude for technology, and a capacity for peer mobilization. In recognition of the emergency responses that young people initiate themselves, duty-bearers are increasingly tapping into their enormous potential for improving humanitarian action as well as 'building back better' in the recovery and reconstruction phase.

Demographics

In 2017, 1.8 billion people – a quarter of the world's population – were young people (ages 10–24), and this group comprises more than half the total population in the 48 least developed countries.[19] Children and young people (ages 0–24) in the Middle East and North Africa account for nearly half of the region's population and have the potential to become agents of change.[20] Africa's youth population accounts for 20 per cent of the entire world's youth population (aged 15–24), and this proportion is expected to rise to 35 per cent in 2050.[21] South Asia is home to more adolescents (aged 10–19) – nearly 350 million – than any other region, followed by East Asia and the Pacific with over 300 million.[22]

The potential dividend

Investing in adolescents and youth contributes to breaking cycles of poverty, violence and discrimination that pass from one generation to the next. Coordinated investments in young people's health, well-being and education provide high economic and social returns. Expanding education and skills and providing livelihood opportunities to young people and their families can break the intergenerational cycle of poverty. Benefits for young people are enjoyed in the present, into adulthood and also by the next generation — their children.[23] In particular, it is worth noting that early adolescence, specifically ages 9–14, represents a 'second window of opportunity' for nurturing rapid learning and brain development (the first window being during infancy and up to 3 years old).[24] If governments provide supportive macro-economic policies, and targeted investments in health, education and skills, and promote gender equality, this enormous population of young people can contribute towards a 'demographic dividend'.

Increased vulnerabilities and needs of young people affected by emergencies

During a conflict or disaster, a young person's educational, social and emotional development may be interrupted. Emergencies can cause health problems and lead to new impairments, rupture families and social networks, expose young people to new risks, and restrict access to vital goods and services. They may find themselves taking on adult roles too early. They are often targeted by parties to conflict. They suffer trauma and loss and may face major long-term challenges in recovery. Women and girls are affected disproportionately, facing multiple sexual and reproductive health challenges as well as multiple forms of gender-based violence (GBV).[25] Young persons with disabilities, and girls and young women in particular, are more likely to be abandoned by their families, isolated in their homes, at risk of GBV, and missing out on access to information and services that would strengthen their protection and resilience.[26] **BOX 5 ▶** provides selected summary statistics on young people in emergencies.

1.8
billion young people in 2017

Africa's youth population accounts for

20%

of entire world's youth population

↓

expected to rise to

35%

in 2050

South Asia is home to

350

million adolescents
Highest number per region globally

Whether forcibly displaced or emigrating in search of a better life, millions of young people have become migrants in recent years, either within their own countries through inter-urban or rural-to-urban migration, or across borders. Regardless of the reasons they move, or the label applied to them (migrant, refugee, asylum-seeker, undocumented, internally displaced person [IDP], etc.), many report severe deprivations while on the move,[27] and often face detention, violence, abuse and insecurity.[28]

This is especially true of those who travel without their families.

Even in peacetime, young people are often perceived as a threat or stereotyped in society. In displacement situations, racism, xenophobia and discrimination can be barriers to accessing services. In a conflict setting, they may also face persecution, threats to their life, or stigmatization due to association (or previous association) with armed forces or armed groups.

Box 5: Young people in emergencies: Numbers at a glance

These data highlight how young people's needs, vulnerabilities and risks are exacerbated in humanitarian and protracted crises.

→ Today some **408 million** youth aged 15–29, or **23 per cent** of the global youth population, are affected by violence or armed conflict.[29]
→ There were **9.7 million** young people aged 15–24 living in internal displacement because of conflicts, violence or disasters at the end of 2019. Of those, **3.1 million** were under the age of 18.[30]
→ Approximately **175 million** children every year will be affected by natural hazards attributed to climate change.[31]
→ **70.8 million** people around the world have been forced from their homes, among them nearly **25.4 million** refugees, over half of whom are under the age of 18.[32]
→ Internal migration peaks among those in their 20s, who often migrate to learn new skills or make the most of those already acquired.[33]
→ **225 million** youth in the developing world (20 per cent) are not in education, employment or training (NEET).[34]
→ Nearly **3 in 10** youth (aged 15–24) in countries affected by conflict or disaster are illiterate.[35]
→ Enrolment in secondary level education has risen among refugees from **23 to 24 per cent** in 2020. There has been an increase in the number of refugees accessing higher education – a rise to 3 per cent after several years stuck at 1 per cent. However, this is still far below the global enrolment rate of 37 per cent.[36]

In a globalized world shaped by concerns about terrorism, transnational crime and extremist violence, stereotypes often frame young people as a problem to be solved and a threat to be contained. These assumptions have fuelled 'policy panic', particularly as it relates to the 'youth bulge', youth migration and violent extremism. This policy environment skews youth, peace and security responses towards hard security approaches and away from prevention and care, ignoring the fact that most young people are not involved in violence.[37]

How young people are supported to transition through humanitarian crises – across gender, ethnicity, nationality, disability, education, etc. – will have a lasting impact not only on the disaster recovery process, but also on the future of humanity. Even in emergency contexts, investments are needed to build institutional capacity for working with young people, to strengthen their human capital, improve their employment prospects, and promote youth-inclusive governance and human rights.

Young people's fundamental rights

General Comment No. 20 (2016) by the Committee on the Rights of the Child states that "the potential of adolescents is widely compromised because States parties do not recognize or invest in the measures needed for them to enjoy their rights".[38] Beyond the CRC, there is no similar international convention focusing on the needs, concerns and aspirations of young people. They are automatically considered 'adults' when they reach 18 years old. Other normative frameworks that guide work with young people include the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**, the **Convention on the Rights of Persons with Disabilities (CRPD)**, the **Sendai Framework for Disaster Risk Reduction 2015–2030 (the Sendai Framework)**,[39] and the **2019 United Nations Human Rights Council Resolution on the Right to Education**.[40]

The **Global Compact on Refugees** also refers to youth and highlights the importance of their meaningful participation.[41] International humanitarian law and refugee law enshrine the right to access to life-saving services for sexual and reproductive health (including access to safe abortion services and post-abortion care) and the right to access to prevention and response services for GBV.

Often overlooked, seldom acknowledged

A sense of exclusion is widespread among young women and young men across the globe.[42] This may be especially true of those in humanitarian disaster settings, where their vulnerabilities are heightened, their concerns are rarely heard, and their needs rarely prioritized. Humanitarian actors have often, perhaps unwittingly, contributed to the exclusion of young people by failing to involve them in decision-making and processes that affect their lives.

During crises and periods of displacement, education and training play a key role in creating an environment where all young people can develop a sense of purpose, identity and belonging, gain livelihood skills and life skills, and become positive agents of change. Yet, all too often, even where education is available in humanitarian settings, most programmes prioritize younger, primary-aged children. Thus, as youth enter the world of work, often their only livelihood options are in the informal economy, where income is erratic and they are vulnerable to exploitation.

Differentiated needs

Young people and their needs vary across language, traditional and religious groups, disability, sex and other characteristics related to diversity and context. The risks of child marriage, sexual exploitation and abuse (SEA) and unwanted pregnancy are higher for girls and young women, while the risks of association with armed groups, being radicalized or being targeted for harassment by police may be higher for boys and young men. Refugee adolescents and youth may have problems with legal recognition, lack of documentation, lack of freedom of movement, language barriers, discrimination, racism and xenophobia. Most refugees and IDPs live in urban areas (58 per cent of refugees, as of 2017), and not in camps.[43] Urban displaced young people can be less visible, often unreached with services, and isolated in ways that those in camp settings are not. They may be hiding due to their ethnic identity, nationality or undocumented status. They may be stuck at home due to the threats of petty crime and violence, armed gangs and police harassment. In many cities, tens of thousands of refugee and IDP girls and young women are employed as domestic workers, where they say their rights are routinely trampled.[44]

Adolescent girls and young women

Even outside the context of a humanitarian crisis, the 'starting point' for girls and young women is far behind that of their male peers. Gender inequality is pervasive in all societies, where girls and women are usually the most disadvantaged, excluded from opportunities, and left dependent on boys and men, leading to inequitable economic, political, social and health outcomes. This inequality is exacerbated in times of crisis. Already bearing a greater share of the burden of domestic labour than boys and men, in a crisis setting, a girl is more likely to be called upon to care for younger siblings while a parent leaves for work. Already less likely to be enrolled in school, in a crisis setting, the family may keep their daughters at home for their own protection or force them to get married earlier. While all forms of GBV are much more likely to affect girls and women than boys and men, in a humanitarian crisis, the incidence climbs sharply and often remains elevated for years afterward.

Progress has been made in reducing gender inequalities in areas of humanitarian practice such as education and nutrition, but many gendered barriers to services and participation in programmes remain. Duty-bearers must be deliberate in their efforts to overcome these, in all sectors.

"It's not only participation that's expected from us, but we also need to have our own programmes run by young people."

UNHCR consultation with young people in Jijiga, Ethiopia (Awbarre, Sheder and Kebribayah refugee camps)

Box 6: Vulnerable categories of crisis-affected young people

These guidelines make many references to the need for initiatives at all stages of a humanitarian crisis to reach all categories of adolescents and youth (see **BOX 4 ▶** for explanations of age groups and definitions). This is especially crucial for those living in vulnerable situations, who are not inherently weak or incapable, but due to inequitable and discriminatory sociocultural norms and local institutions, are often harder to reach.

Vulnerable categories of crisis-affected young people include, but are not limited to (in no particular order):

→ **Orphans**

→ **Very young adolescent girls (age 10–14)**

→ **Child brides**

→ **Unaccompanied and separated adolescents**

→ **Adolescent mothers**

→ **Adolescent heads of households**

→ **Married adolescents**

→ **Widowed adolescents**

→ **Adolescents in urban settings**

→ **Survivors of gender-based violence (GBV)**

→ **Girls and women who bear children of rape in conflict**

→ **Young people born of rape in conflict**

→ **Young survivors of sexual violence, trafficking, and other forms of GBV**

→ **Young people engaged in transactional sex**

→ **Young people living with HIV and other chronic illnesses**

→ **Young people with disabilities**

→ **Young people caring for persons with disabilities**

→ **Young people formerly associated with fighting forces**

→ **Young people impacted by gang violence**

→ **Young people in contact with the law, including those in detention**

→ **Young people experiencing homelessness or in temporary housing**

→ **Young people engaged in (the worst forms of) child labour or forced labour**

→ **Young people from minority linguistic, religious and ethnic groups, including indigenous young people**

→ **LGBTQIA+ young people**

→ **Undocumented young people**

→ **Refugee and internally displaced young people**

→ **Stateless young people**

→ **Returnee young people**

These categories often overlap, meaning that some individuals find themselves facing multiple vulnerabilities at once. For example, humanitarian actors should be prepared to engage and support a 15-year-old widowed girl from a minority ethnic group who fled civil war with her newborn baby and younger sister.

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B

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Key
principles

B →

1

Young people as positive assets and rights-holders

Acknowledging young people as 'assets' and 'rights-holders' rather than 'problems' or 'threats' allows emergency responders to harness young people's innovation, creativity and energy. In pursuit of the localization agenda,[45] and to build upon what already exists, young people must be engaged in relief, recovery and efforts to sustain the peace. YouthPower's 'Positive Youth Development Framework' provides more information on this approach.[46]

2

Meaningful participation

Working with and for young people is not just about serving an underserved population. Young people participate in planning, implementation, monitoring and evaluation not only to make the programme more sustainable and relevant, but because participation is a basic right in itself, including for children, as mentioned in the **Convention on the Rights of the Child.**[47] Participation must never be tokenistic or manipulative, and ethical and safety standards must be followed. Meaningful participation is discussed in much greater detail in **SECTION C** ▶.

↓

Female students in NRC's youth centre cheer for a photograph after a life skills class. NRC in partnership with the Norwegian Ministry of Foreign Affairs is providing basic numeracy and literacy courses to 80 female learners in Gordhim, Aweil East State in South Sudan. These courses are complemented by vocational training courses in baking, carpentry, masonry, and agriculture.

© NRC/David Belluz/South Sudan

3

Giving away power

Adolescents and youth are partners, not simply beneficiaries. Duty-bearers take the role of facilitators, acting as catalysts, helping young people to realize their rights and achieve their goals. This requires a shift in thinking and ceding a significant amount of control to young people themselves. This principle is often forgotten by humanitarian practitioners but is crucial to creating effective partnerships with young people.

4

Commitment

Meaningful engagement with young people must be built into all phases of the humanitarian programme cycle (HPC). At a minimum, organizations should commit to collecting sex- and age-disaggregated data based on the age bracket recommendations in these guidelines (see **BOX 4/FIGURE 2 ▶**), and to ensuring representation in the humanitarian cluster/working group system and refugee coordination, by requiring that each cluster/ working group include a focal point on adolescent and youth issues,[48] preferably a young person themself, with adequate support.

5

Equity, non-discrimination and inclusion

Within the broad age range of adolescents and youth (i.e., young people, aged 10–24) lies a rich variety of needs and interests by age, sex, gender identity, sexual orientation, disability, socioeconomic status and many other characteristics and demographic variables. Effective programmes break down barriers to participation based on these diversity factors. Inclusive programmes account for young people's age, work and family commitments, disabilities and competing priorities.

6

Accountability

The views and contributions of young people affected by crises should be incorporated into all phases of the HPC through commitments related to leadership/governance, transparency, feedback and complaints, participation, design, monitoring and evaluation. For further information, see **BOX 11 ▶** *Accountability to affected young people*, in Section C.

→
Women and Girls Centre, GBV response.

© UNFPA/ Yenny Gammin/ Myanmar

7

Do no harm

Young people need a physically, socially and emotionally safe and supportive environment. Duty-bearers should be sensitive to divisions and inequities among and between young people and their communities, to avoid making them worse. Participation should not put young people, especially girls, at risk of backlash from the family or community, or from other young people. Many may have suffered trauma; facilitators must be equipped to refer them to specialized services, and must pay particular attention to the potential for harm among those living in vulnerable situations.

8

Safeguarding

Safeguarding is defined as all actions taken by organizations to protect their personnel from harm and from harming others.[49] Young people — particularly vulnerable groups including adolescent girls, young people with disabilities or ethnic minorities — are often exploited and abused by those with the responsibility to protect them. Humanitarian agencies should have a safeguarding policy in place, such as the one at **RET International** (see list of **RESOURCES ▶** below). All staff, volunteers (including young people) and partners (local or international, public or private entities) must sign a code of conduct demonstrating their understanding and adherence to critical guidelines that safeguard beneficiaries and must be trained in **Protection from Sexual Exploitation and Abuse (PSEA)**. Additionally, humanitarian actors must have systems in place to hold perpetrators to account for abuse, including focal points, reporting and investigative mechanisms (with trained staff), and referral pathways. Young people should be informed where and how to report safely in case of a safeguarding concern. For further information, also refer to 'Feedback mechanisms', in **BOX 11 ▶** *Accountability to affected young people*, in Section C.

Box 7: UNICEF Core Commitments for Children in Humanitarian Action

unicef

UNICEF has a long history of working in emergencies and humanitarian contexts, both natural and man-made. The '**Core Commitments for Children in Humanitarian Action**' – the CCCs – constitute UNICEF's central policy in upholding the rights of children affected by humanitarian crises, including adolescents. The CCCs are aligned to international standards and guided by humanitarian principles. This framework serves as a guiding principle for UNICEF and partners in fulfilling their commitments to children's rights across all sectors – Health; Nutrition; Water, Sanitation and Hygiene (WASH); Child Protection; and Education – as part of any humanitarian action.

The CCCs were initially developed in 1998. The 2020 version brings UNICEF's humanitarian policy in line with evolving humanitarian contexts, including humanitarian reform and the cluster approach (see **BOX 2** ▶ in Section A), informed by field-based evidence and practice. It highlights the protection and engagement of children, young people and women, and ensures the rigorous application of international standards covering their rights. The revised CCCs recognize the crucial role of young people in humanitarian action, particularly in partnering with adolescent/ youth-led organizations, networks and groups to build their capacities and to deliver humanitarian services and programmes. With these important revisions, it remains to promote predictable, effective and timely collective humanitarian action, and to clearly outline the areas
in which UNICEF can best contribute to results.

Source
UNICEF (2020).[50]

"There needs to be a stronger emphasis on technology - we haven't had any experience using technology — and when thinking about programmes for young people, learning these skills are very important."

NRC consultations with young people, Jalalabad, Eastern Afghanistan

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Meaningful participation

Meaningful participation of young people, in accordance with ethical considerations, enables them to acquire knowledge and skills, build competencies, dream bigger, and gain confidence. It enhances and promotes young people's capacities for civic engagement, collective organization, tolerance and respect for others.

In the context of humanitarian and protracted crises, agencies should place specific focus on the engagement of young people in preparedness, response and recovery.

Their participation helps to ensure more age-appropriate approaches, whether they are helping to plan a sector-specific response, ensuring inclusion of marginalized groups, influencing national disaster risk reduction (DRR) and climate change adaptation (CCA) strategies, educating peers on protection risks and referral mechanisms, or organizing recreational activities. This kind of participation does not happen on its own; for young people to become engaged members of their communities, they need to be acknowledged and treated as part of the humanitarian architecture, and the barriers to their participation must be removed.

Box 8: Global Consensus on Meaningful Adolescent and Youth Engagement: Partnership for Maternal, Newborn and Child Health (PMNCH)

Meaningful engagement of young people is central to the common vision of achieving the outcomes and targets of the **Sustainable Development Goals** (SDGs),[51] **Family Planning 2020** (FP2020)[52] and the **Global Strategy for Women's, Children's and Adolescents' Health**.[53]

The **Global Consensus** seeks to bring together local and global health and development communities around a common understanding of young people's engagement and participation in the development and implementation of policies, programmes and processes that affect them. It commits partners to see adolescent and youth engagement as an inclusive, intentional, mutually respectful partnership between adolescents, youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programmes, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and world.

The Global Consensus was initiated by PMNCH, the International Youth Alliance for Family Planning, and FP2020. The Global Consensus statement is available in English and French.

Resources

Partnership for Maternal, Newborn and Child Health (PMNCH), **Endorse the Global Consensus on Meaningful Adolescent and Youth Engagement**, 2018, www.who.int/pmnch/media/news/2018/ meaningful-adolescent-and-youth/en

PMNCH, International Youth Alliance for Family Planning, and Family Planning 2020, **Global Consensus Statement: Meaningful adolescent & youth engagement**, PMNCH, 2018, www.who.int/pmnch/mye-statement.pdf

Box 9: Overcoming barriers to female participation

Crisis-affected young women and especially adolescent girls confront many gendered barriers to meaningful participation in humanitarian action: limited mobility, restricted access to public space, domestic responsibilities that compete for their time, hunger, and the threat of violence or harassment, among others. To overcome these barriers, programme staff need to work safely with girls and young women to find ways to engage with their more vulnerable peers in the community, who may otherwise be 'invisible' to humanitarian actors.

The approach might include some combination of the following:

→ Seek parents', caregivers' and community buy-in for girls' meaningful participation through home visits, open days, etc., including by providing reassurance on security concerns about their participation.
→ Ask the community about girls who are particularly at risk of violence or abuse (e.g., married girls, young mothers, girls with disabilities) and invite them to participate and share their views.
→ Conduct door-to-door outreach at different stages of the humanitarian programme cycle (HPC).
→ Engage girls themselves in developing key messages.
→ Build the capacity of staff, girls and young women to undertake gender analysis, to shed light on the barriers to participation in activities.
→ Where applicable, adapt mobile/online platforms to engage and support girls and young women who may be unable to access services, committees, safe spaces, etc.

→ Strategize with young people to find ways of shifting community attitudes towards young women volunteering and engaging in relief efforts.
→ Ensure that language on protection is understood by girls and young women and framed around their well-being.
→ Support local women-led organizations, including organizations of women with disabilities, to participate in community mobilization, outreach and advocacy.
→ Address the mental health and psychosocial support (MHPSS) and livelihood needs of young men, which if unaddressed can result in further restrictions on family members, increased gender-based violence (GBV), and negative impacts on future well-being of males themselves.

Many concrete steps to maximize the inclusion of girls and young women are also included in the 'proposed actions' under each sector in **SECTION E ▶** *Implementation of adolescent and youth-responsive programming*, as well as in **ANNEX 5 ▶** *Recommendations for supporting young women's leadership*.

Involving girls, women and other at-risk groups in all aspects of programming is essential to fulfilling the principles and approaches in this guidance. However, such involvement — especially as leaders or managers — can be risky in some settings. Therefore, the recommendations may need to be adapted to the context. Due caution must be exercised where inclusion of girls or young women poses a potential security risk or increases their need for protection. A risk assessment tool to support safe participation is included (see **ANNEX 1 ▶**).

Resources

CARE, **Rapid Gender Analysis**, 2020, https://insights.careinternational.org.uk/in-practice/rapid-gender-analysis

Inter-Agency Standing Committee (IASC) Reference Group on Gender and Humanitarian Act, **Guideline: The gender handbook for humanitarian action**, 2018, https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf

UNICEF, **Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement**, 2020, https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement
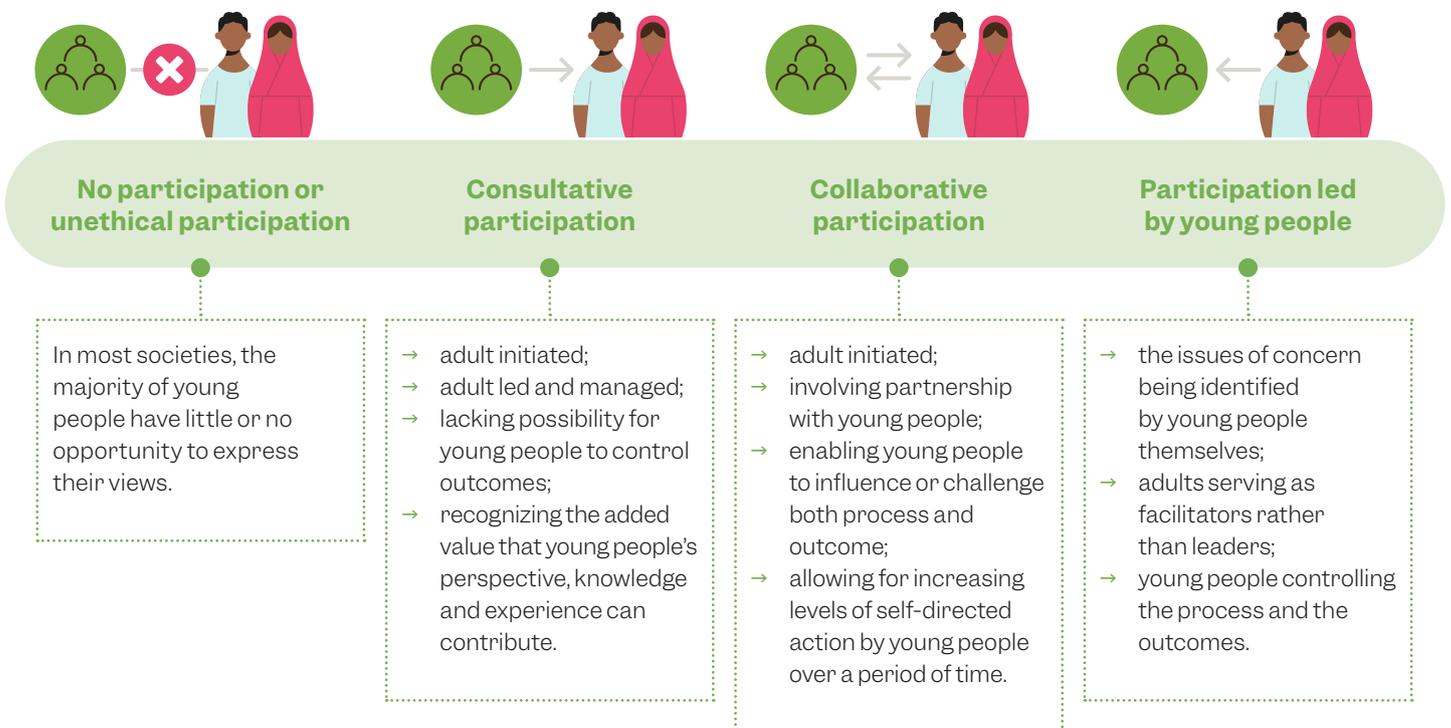
Modes of participation

There are three main modes of participation: consultative, collaborative and young people-led participation (see **FIGURE 3 ▶**).[54] One is not necessarily preferred over the others. All three are legitimate and appropriate, but they may not always be possible to apply during a humanitarian response without having first invested in youth-led preparedness. Participation can range from consultation, where young people's voices are influencing decisions, to collaboration, where they are involved in co-designing programmes with adults, to young people fully leading their own initiatives. A thorough understanding of the local context, risks and existing referral mechanisms is required to inform decision-making about what mode of participation is appropriate, especially in the case of engaging younger adolescents (aged 10–14).

FIGURE 3.
Main modes of participation for young people

Source: Adapted from UNICEF (2018).[55]

No participation or unethical participation	Consultative participation	Collaborative participation	Participation led by young people
In most societies, the majority of young people have little or no opportunity to express their views.	→ adult initiated; → adult led and managed; → lacking possibility for young people to control outcomes; → recognizing the added value that young people's perspective, knowledge and experience can contribute.	→ adult initiated; → involving partnership with young people; → enabling young people to influence or challenge both process and outcome; → allowing for increasing levels of self-directed action by young people over a period of time.	→ the issues of concern being identified by young people themselves; → adults serving as facilitators rather than leaders; → young people controlling the process and the outcomes.

Strategic areas for meaningful participation

In order for young people to engage in a meaningful way, they need to be able to voice their views, and to have access to safe spaces and responsive audiences. This requires investment in addressing harmful social norms, implementing laws and policies that create an enabling environment, building skills and capacities of both young people and adults, and creating sustainable mechanisms and opportunities for participation. Four strategic areas for meaningful participation are discussed here in turn: (1) Influencing law and policy; (2) Building skills and capacities; (3) Addressing social norms; (4) Supporting mechanisms and opportunities for participation.

↓

Nelson (24 years old) engaged in discussions in the NRC Youth centre. Nelson came to Kakuma in 2004 from South Sudan, separated from his family. "Most of us have been idling in the community, just taking drugs and alcohol," said Nelson. "But now we can join carpentry, electricity and computer classes at the youth training centre. But more education opportunities are needed because of the high number of youth in the camp."

© NRC/Christian Jepsen/Kenya

Strategic area 1: Influencing law and policy
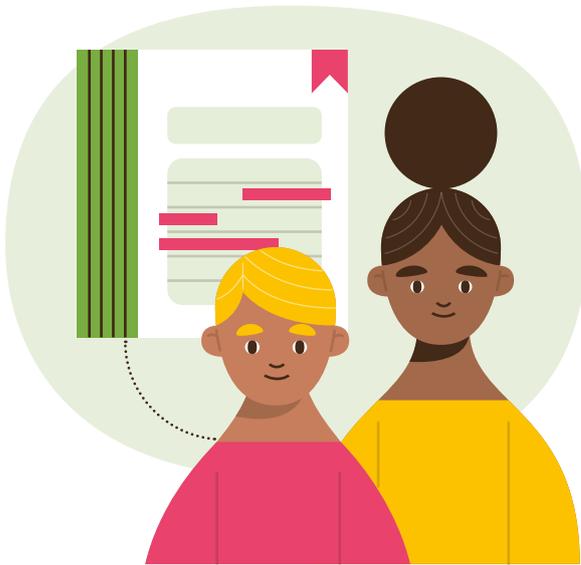
Laws and policies rarely recognize the specific needs and rights of young people, budget allocations remain inadequate to provide the services they require, and the socioeconomic and political context may exclude them. Development and humanitarian actors need to advocate with governments for law and policy reform and budget allocations that are responsive to the needs of young people and rooted in their participation. Findings from global consultations (see **SECTION A ▶**), as well as information from the **Compact for Young People in Humanitarian Action and Youth2030: The United Nations Youth Strategy**[56] can be used to inform legislation and policy at all levels.

Adolescent- and youth-led advocacy

Young people are powerful advocates for their own rights and needs, particularly when provided with relevant channels through which to contribute. Humanitarian actors should work to ensure that young people and decision makers are 'at the table' together. Young people can also be supported into positions of leadership, through various dedicated and self-organized youth engagement platforms, such as youth advisory mechanisms, youth co-decision boards, youth parliaments and formal youth constituencies.

Participation in advocacy increases young people's visibility, which can also bring them into conflict with entrenched interests, including local authorities. Young people, and particularly girls and young women, should be supported to discuss and understand any potential negative repercussions that may arise as a result of their participation in advocacy and in influencing legislation and policies. Families and local leaders should be engaged to understand and support the goals of any programme for young people. Working with youth coalitions, rather than with individuals, may help young people feel more protected. A risk assessment tool to support safe participation is provided in **ANNEX 1 ▶**.

Other channels for young people to engage in advocacy and leadership can be found in **SECTION E ▶**, in the tip sheets on '*Camp Coordination and Camp Management (CCCM)*' and '*Sustaining Peace*'.

Adolescent-led advocacy in the Central African Republic: War Child UK

In the Central African Republic, in the context of conflict between rebel groups, foreign mercenaries and government forces, War Child UK enables young people through its VoiceMore programme to design and run their own local advocacy projects to address issues that children and young people are facing. Training helped them to understand their role as spokespersons, build their skills in persuasive speaking and learn how to run an advocacy project.

The young participants identified sexual abuse and coercion from teaching staff as the problem they first wanted to address. The group designed their own research project and collected data from adolescents (aged 12–18) in 10 schools in the capital city, Bangui.

They presented their results to the Ministry of Education and the Education cluster (country level), demanding enforcement of staff codes of conduct and reporting mechanisms in schools. The Ministry responded by sending circulars to all schools emphasizing their responsibilities to prevent abuse. The group also presented their concerns to the Global Education Cluster and have presented their report at two United Nations events, in 2017 and 2019. The group developed a poster campaign and radio programmes to help build awareness of the issue. Participatory risk assessments helped mitigate any dangers participation might bring.

Central to the VoiceMore model is the constant reaffirmation of the participants as the drivers of the initiative. Regular reflection helps them evaluate their own personal development and plan the next steps for advocacy.

Source
War Child UK (2019), provided for these guidelines.

→

Young participants at a VoiceMore training session in Bangui, Central African Republic, learning how to effectively identify and research local issues, and how to articulate and communicate them, to drive positive change in their communities.

© War Child UK/Karel Prinsloo/CAR

Strategic area 2: Building skills and capacities

The ability to express one's opinion, critically analyse information and make decisions is not innate — it must be learned through practice. In humanitarian situations, where young people's needs are often overlooked, humanitarian actors need to make investments to help young people to realize their rights and gain the skills to design, implement and monitor the response through an adolescent and youth 'lens'.

A key input to the **World Humanitarian Summit** was the **Doha Youth Declaration on Reshaping the Humanitarian Agenda,** where specific recommendations on building young people's capacity for participation were made (and are reflected across the sector-specific 'key actions' tip sheets in **SECTION E ▶**), such as the following:[57]

→ Nurture and strengthen the capacity of youth through training programmes and an enabling and sustainable economic environment.

→ Enhance disaster risk reduction (DRR) education and training that is gender and age sensitive.

→ Enable young people to communicate about prevention, preparedness, response and recovery within their communities.

→ Mainstream gender equality and empowerment of young women in all training and planning, to ensure inclusive policies.

→ Train refugees and affected populations as facilitators and project managers.

→ Equip youth with the skills to be effective peacebuilders and agents of reconciliation.

"You must remember that we haven't been allowed to talk as children, so we have very little experience talking in public or voicing our opinion. We're not used to it."

NRC consultations with young people, Jalalabad, Eastern Afghanistan

←
Staff and youth at NRC youth centre in Zaatari.

© NRC/Christian Jepsen/Jordan

Human resources considerations when working with and for young people

In addition to building the skills and capacities of young people, participating agencies and coordination structures must build their own capacities to help young people realize their rights and achieve their goals.

→ Before the start of any programme for young people, colleagues or partner agency staff who are experts in child protection should be brought in to train staff in 'do no harm' principles and guidelines in order that they can engage sensitively with crisis-affected young people who may have experienced trauma.

→ When hiring for relevant programmes or projects, employ working-age young people and, crucially, adults who demonstrate youth-friendliness and a passion for the needs of young people, in addition to technical experts. Discuss any barriers to hiring youthful or youth-friendly staff, and how can these be overcome.

→ In addition to staff, establish roles for young people within project activities as volunteers, interns, mentors to younger children, etc.

→ Through a collaborative process, identify individuals in each humanitarian cluster/ working group (see **BOX 2** ▶) to be appointed as dedicated adolescent and youth focal points who will work together as a youth task force.

→ Prepare staff to facilitate young people's engagement, as it is likely that most staff will not have a background in working with adolescents and youth. Managers should also address older staff members' fears and expectations around bringing in younger staff and volunteers.

→ Ask younger staff how they want to be supported to show leadership and implement ideas.

→ All partners should include background checks when recruiting staff who will be working with young people.

→ Induction training by all partners hiring staff should include the topic of Protection from Sexual Exploitation and Abuse (PSEA) and the signing of a code of conduct following the training.

Box 10: SAFE – Supporting Adolescents and their Families in Emergencies

SAFE is a protection and psychosocial support programme model to strengthen the capacity of front-line actors so that adolescent girls and boys (ages 10–19) are safer, more supported, and equipped with positive coping strategies in acute emergencies. To achieve its goal, the **SAFE programme model** is designed around two pillars:

1. Working directly with adolescent girls and boys to provide them with essential health and safety information, encourage participation and develop social and emotional skills, strengthen relationships, and connect them with available support services; and

2. Contributing to a safe and supportive environment for adolescent girls and boys through working with female and male caregivers to develop their knowledge of how to protect and support adolescents, and collaborating with the community, other sectors and service providers to increase awareness of the needs and interests of adolescents.

The **SAFE Resource Package** is publicly available and includes practical, field-friendly implementation guidance, detailed facilitator training manuals, and three tailored curricula – for adolescent girls, for adolescent boys and for caregivers. The SAFE resource package and the UNICEF Adolescent Kit for Expression and Innovation[58] (see also **CASE STUDY 20 ▶**) can be complementary to one another and used by countries to strengthen programmes with adolescents.

Resource
International Rescue Committee, **Supporting Adolescents and their Families in Emergencies (SAFE): SAFE program model and resource package**, 2019, www.rescue.org/resource/supporting-adolescents-and-their-families-emergencies-safe

↑
MYCHA participant assembling a tent as part of a simulation of building a shelter.

© ROTA/Blessing Solomon

CASE STUDY 2

Preparing young people for humanitarian action in the Middle East and North Africa (MENA) region: Education Above All Foundation/Reach Out to Asia (ROTA)

Under MENA Youth Capacity-Building in Humanitarian Action (MYCHA), an initiative of the Education Above All Foundation and ROTA, over 30 local NGOs from 15 countries have supported youth with technical advice, in-kind support and grants for youth-led projects. Agencies nominate participants already active in emergency preparedness and response in their local contexts, and assist them through the application process. Young people receive training in humanitarian practice and plan their own action initiatives to be carried out at the local level with the support of the nominating NGO. This approach has shown NGOs the value of engaging young people in their work, and that young people can develop their own innovative solutions to local challenges. MYCHA contributes directly to **key action 3 of the Compact for Young People in Humanitarian Action**, which relates to capacity (see **BOX 1 ▶**).

Source
Education Above All Foundation/ROTA (2019),[59] provided for these guidelines.

CASE STUDY 3

Inclusive approaches to address the needs of young people with disabilities in Panama: RET International

In Panama, the needs of vulnerable young people with disabilities were often overlooked in disaster risk reduction (DRR) and management policies, responses and projects. Driven by the fact that inclusion should actively seek the participation of persons with disabilities and acknowledge their specific capabilities and not only their special needs, RET International developed different measures to mainstream inclusive approaches in DRR within the education sector in Panama. As part of these efforts and in cooperation with the Panamanian Institute for Special Adaptation, a Spanish sign language vocabulary on DRR was developed to facilitate the participation of adolescents and youth with hearing impairments in

capacity-building activities. These activities were done at schools and other community-based locations to prevent and mitigate risks of natural hazards. For visually impaired young people, material was developed in Braille. This has increased the safety of concerned young people and the establishment of inclusive safe learning spaces and communities in Panama. Over 4,000 children, adolescents and youth with special needs have already been reached through this approach. RET International was granted the Zero Project Award 2020 for 'Innovative Practice' for including children, adolescents and youth with disabilities in DRR and management practices.

Source
RET International (2020), provided for these guidelines.

→
Together with children, adolescents and youth, RET International works to understand the different disabilities and specific needs in emergency contexts.

© RET International/Panama

↑
Fundación Casa Lama calls for integration and protective spaces for young refugees and migrants from Venezuela through art and culture in Medellín, Colombia.

© UNHCR/Catalina Betancur/Colombia

Strategic area 3: Addressing social norms

Even when positive policies and legislation are in place, young people often come up against social norms that hinder their ability to participate. Entrenched social and workplace hierarchies; traditional gender roles; expectations of discipline and respect for elders; assumptions of a lack of capacity, especially among younger adolescents and youth — all of these serve to exclude young people from having a say in decisions and becoming engaged. Efforts to address social norms around issues such as child marriage, access to education (especially for girls), and communal violence are vital to foster enabling environments, but they may also risk backlash and retribution, especially in conflict-affected settings. Humanitarian actors should engage with older adults (caregivers, community leaders) in order for young people to safely participate in humanitarian response.

CASE STUDY 4

Addressing negative adult perceptions in Kenya: RET International

In the Dadaab refugee camps in Kenya, youth face historical barriers that exclude them from the camp communities and particularly from the decision-making processes. This is often due to the negative perceptions that many adult community members have towards them. RET International sought to address this issue by empowering young people and youth-led associations through training, coaching and so-called 'youth—adult partnership' initiatives.

In these partnerships, youths and adults explore concepts like respect and tolerance, conflict resolution and peacebuilding, to enable them to identify, prioritize and lead concrete social change initiatives together. Adults who participate, such as camp leaders, have become significantly more positive towards young people, seeing them as capable and socially engaged members of the community; this facilitates their inclusion in community decision-making processes at camp level.

Source
RET International (2017), provided for these guidelines.

↓
Reaching youth through football to communicate messages on peaceful conflict resolution.

© RET International/Kenya

←
Empowering women and girls through Scouting.

© World Organization of the Scout Movement/ Kenya

Scouting programme for Somalian refugees in Kenya: World Organization of the Scout Movement

Somalia has the fourth highest Gender Inequality Index (0.776). The Somalian refugees living in Kenya brought with them the clan-based tradition of strict male hierarchy and authority. The limited roles and status of Somalian women and girls, based on religious and cultural norms, are further exacerbated by the conditions of the refugee camps. The participation of women in decision-making is extremely limited, perpetuating inequalities. The World Organization of the Scout Movement initiated a Scouting programme reaching out to over 1,000 young Somalian refugees.

The programme actively recruits young girls and empowers them to engage in the same activities as the boys. The community of Somalian refugees came to accept the idea of strong female youth leaders after seeing this in action in the Scouts' decision-making structures, where girls may give directions to groups of boys and lead activities such as sanitation, tree planting and peacebuilding. Girls are also more aware of their rights and how to protect themselves, easily engaging with others in awareness activities around sexual and reproductive health.

Source
World Organization of the Scout Movement, provided for these guidelines.

Resources
Scouts, **Scouting and Humanitarian Action**, 2020, https://services.scout.org/service/8

Scouts, **World Scouting's COVID-19 Support Centre**, 2020, www.scout.org/covid19

Scouting brings hope and sense of belonging to young people in Dadaab Refugee Camp: https://www.scout.org/scouting-for-refugees-dadaab-kenya

CASE STUDY 6

A participatory post-disaster communication campaign in Nepal: UNICEF

Following the 2015 twin earthquakes in Nepal, UNICEF supported direct outreach to communities through a variety of social and behaviour change communication strategies. To reach affected populations in remote areas, UNICEF partnered with a youth-led organization that already had strong district-based networks. Hundreds of young volunteers went door to door in villages and camps to exchange information, distribute leaflets and demonstrate the use of essential supplies. Involving young people from local communities in outreach activities not only ensured appropriateness and acceptance of messages, but also created a sense of ownership. Capacity-building for adolescents, youth civil society organizations (CSOs) and community radio staff was central to building resilience and strengthening emergency preparedness during the recovery phase.

UNICEF has also developed 'Minimum quality standards and indicators in community engagement' to provide globally established guidance on the importance of community engagement, including adolescent and youth engagement. These standards include 16 core minimum standards (**FIGURE 4 ▶**), as well as suggested indicators for use by governments and implementing agencies (NGOs and CSOs), and tools (checklists and matrices) to support the localized development of additional indicators. More information is available in the documents referenced for this case study.

Source
Nepal earthquake 2015 case study: UNICEF (2018). [60]

FIGURE 4.
Summary of minimum standards for community engagement

Source summary table: UNICEF (2020).[61]

PART A **Core Community Engagement Standards**	PART B **Standards Supporting Implementation**
1. Participation 2. Empowerment and Ownership 3. Inclusion 4. Two-way Communication 5. Adaptability and Localization 6. Building on Local Capacity	7. Informed Design 8. Planning and Preparation 9. Managing Activities 10. Monitoring, Evaluation, and Learning
	PART C **Standards Supporting Coordination and Integration** 11. Government Leadership 12. Partner Coordination 13. Integration
	PART D **Standards Supporting Resource Mobilization** 14. Human Resources and Organizational Structures 15. Data Management 16. Resource Mobilization and Budgeting

Strategic area 4: Supporting mechanisms and opportunities for participation
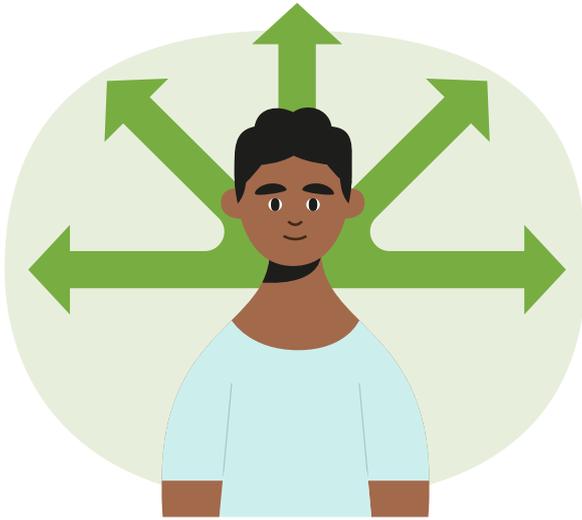
The most effective way for young people to acquire skills and values of active citizenship and civic engagement is through participation itself. Humanitarian actors should work with young people to identify opportunities for engagement in decision-making and community life, including development and implementation of projects, as well as feedback/evaluation.

Specific opportunities could include:

→ Accountability and feedback mechanisms (see **BOX 11 ▶** and **CASE STUDY 7 ▶** *Children's feedback through complaints and response mechanisms in Dadaab Refugee Camp in Kenya*)

→ Participatory action research (PAR) (see **CASE STUDY 8 ▶** *PAR with young people in Jordan, Lebanon and the Syrian Arab Republic*)

→ Media production (see **CASE STUDY 9 ▶** *Peacebuilding, education and advocacy in Uganda*)

→ Youth-friendly spaces and services (see **BOX 12 ▶** and **CASE STUDY 10 ▶** *Adolescents improving sexual and reproductive health (SRH) services in the Democratic Republic of the Congo*)

→ Advocacy or awareness-raising campaigns (see '*Adolescent and youth-led advocacy*', in Strategic area 1, above).

"It's important to see us as leaders in our communities and not only as beneficiaries of humanitarian aid."

MGCY & Youth to Lead y Desarrollo de Nuevas Generaciones consultations with young people, El Salvador

Box 11: Accountability to affected young people

A crucial opportunity for meaningful participation is found in accountability mechanisms. Originally, the Inter-Agency Standing Committee (IASC) endorsed five commitments on **Accountability to Affected Populations (AAP)** in December 2011,[62] and these were revised in 2017 to reflect essential development, resulting in four commitments, combined for AAP and **Protection from Sexual Exploitation and Abuse (PSEA)**: (1) Leadership; (2) Participation and partnership; (3) Information, feedback and action; and (4) Results.[63]

The views and contributions of young people affected by crises should be incorporated into all phases of the humanitarian programme cycle (HPC) and can be embedded in the humanitarian response monitoring framework in a variety of ways.[64] In the preparatory stage, clusters/working groups can ensure: that youth groups and young women and young men participate in discussions on indicators and targets; harmonization of monitoring methods; mechanisms for affected people to provide ongoing feedback safely; reporting frequencies and formats; and the use and dissemination of findings.

Clusters/working groups and inter-agency working groups (see **BOX 12 ▶**) should select outcome indicators that capture the perspectives of affected young people and their diversity, as well as their satisfaction with humanitarian assistance, including the appropriateness and quality of goods, services and participation. When gathering monitoring data, agencies should, to the extent possible, involve young people in any field data collection exercises.

Agencies should devise a coordinated plan for disseminating information from the monitoring exercises in adolescent and youth-friendly language to affected people, including through young people's participation in dissemination.[65]

Feedback mechanisms

Young people's anonymous feedback is also a key component of safeguarding, crucial for the prevention of sexual exploitation and abuse (SEA). Feedback can be collected by various means: installing locked complaint boxes; distributing post-session feedback forms; including a feedback field on the electronic tablets used for sign-in; offering a website to visit or a toll-free number to call or text, etc.

Not all feedback mechanisms work for all age groups, and more than one may be needed at the same time. A diverse range of young people should be consulted periodically to ensure the feedback mechanisms are fit for purpose. The process of engagement will help to increase their confidence in using the channels and their understanding of the feedback and complaint process.[66]

Feedback mechanisms are not only for reporting abuse, but also for accountability, to build trust, to promote empowerment of affected communities, and to inform programmes. They can also provide agencies with early warning signs of various risks.

"There needs to be more focus on feedback to young people after assessments. Young people that shared they felt let down and don't trust aid workers, because they come and speak to them about their views, but then young people don't hear from them again and they don't get the support the asked for."

NRC consultations with young women, Jalalabad, Eastern Afghanistan

CASE STUDY 7

Children's feedback through complaints and response mechanisms in Dadaab Refugee Camp in Kenya: Save the Children

In humanitarian practice in recent years there has been increased emphasis on the importance of accountability to beneficiaries and applying Humanitarian Accountability Partnership standards to establish complaints and response mechanisms (CRMs). Children's access to CRMs has been piloted by Save the Children in Dadaab Refugee Camp in Kenya. To design the CRM, Save the Children organized focus group discussions where children described their preferred CRM as one that: provides face-to-face reporting; is situated in child-friendly locations; is child-targeted in terms of set-up and information/messaging; and promotes participation and inclusivity — so is flexible and includes younger and non-school going children.

Setting up the CRM was piloted in one camp and then rolled out to two other camps and host communities. The information or feedback desks were set up in all Child Friendly Spaces (CFS) in the camp and in the host community at the new arrival registration point and in the Save the Children camp offices. In addition to the information desks, other measures to proactively solicit and give feedback to adult and child beneficiaries were also introduced, including the establishment of 'Beneficiary Reference Groups' among adults, and using group discussions with girls and boys in CFSs, through children's club meetings, feedback boards and drawing competitions. The use of child-to-child approaches proved to be effective in awareness creation on the CRM — as a result of children telling their friends and families, more children and adults visited the information and feedback desks. Allowing for anonymous complaints was also encouraged. Children may often complain on behalf of a friend, or on behalf of a child of the same age or gender.

Source
Save the Children (2011).[67]

Resources
Plan International, **Child-Friendly Feedback Mechanisms: Guide and toolkit**, 2018, https://plan-international.org/publications/child-friendly-feedback-mechanisms-guide-and-toolkit

Save the Children, **How to set up a complaints and feedback mechanism in ten steps, in: Programme Accountability Guidance Pack**, 2013, https://resourcecentre.savethechildren.net/library/programme-accountability-guidance-pack-save-children-resource [available in English and Spanish]

Wood, Anna, **Interagency Study on Child-Friendly Feedback and Complaint Mechanisms within NGO Programmes: Phase One Report: Survey findings — Children's access to feedback and complaint mechanisms**, Educo, Plan International, Save the Children UK, War Child UK and World Vision International, 2015, https://resourcecentre.savethechildren.net/library/interagency-study-child-friendly-feedback-and-complaint-mechanisms-within-ngo-programmes

Box 12: Coordination of young people and working groups for gender-based violence (GBV)

Consider how adolescents and youth can support cluster/working group coordination mechanisms (e.g., cluster/working group meetings) when these groups are developing: (1) service mapping; (2) referral pathways; and (3) standard operating procedures (SOPs). These are all critical coordination documents that guide the quality of and facilitate access to response services for child and adolescent survivors of GBV (such as sexual abuse and sexual violence). Consider how you can work with young people and their families to inform strategies to increase accessibility and availability of these services.

When working groups are developing and updating these three types of coordination documents, this process should include input and feedback from young people (and, if they are under 18, their caregivers). They should also be included in the process of making others aware about the referral pathway. There may be ways you can work with actors who are already engaged (i.e., local or international, private or public entities) or mechanisms that already exist. For example:

→ Child protection or camp management actors often have links to existing community-based groups.

→ Child protection actors often work with education actors who are actively working in schools, with links to student networks or youth groups.

→ Child protection and education actors often have young people-friendly spaces.

→ There may be existing youth organizations and networks, including youth-led groups.

Source
Child Survivor Initiative (2019), provided for these guidelines.

"Some key issues that young people wanted to see included in the guidelines were around personal and mental well-being: a sense of belonging, purpose, hope, a future. Young people were concerned with being socially and psychologically safe, the environment, stability, education and employment."

UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

Working with existing networks and structures

In the interests of future sustainability, the initial approach — prior to programme assessment or planning — should start by engaging with any existing networks to elicit participation from their young members, such as Y-PEER (see **BOX 13 ▶**), **National Scout Organizations** (including Girl Guides and Girl Scouts, where they are separate from boys), and the **National Red Cross** and **Red Crescent Societies**.

Box 13: Y-PEER

Y-PEER

Youth Peer Education Network

Y-PEER is a network of young people and organizations that takes an inclusive and interactive peer-education approach and has been in operation since 2000. It works on topics such as sexual and reproductive health and rights (SRHR), gender equality, gender-based violence, meaningful youth participation, civic engagement and global peacebuilding. This network operates in 46 countries throughout Eastern Europe, Central Asia, the Middle East, North Africa and the Asia-Pacific region and supports young people to have meaningful participation in decision-making processes related to healthy lifestyles and civic engagement, with a view to securing equal access to information and services. The network aims to ensure that:

1. Adolescents and youth have access to SRHR-related knowledge and skills

2. Adolescents and youth living in humanitarian settings are aware of and implementing the 2015 United Nations Security Council Resolution 2250 on youth, peace and security

3. Y-PEER members are recognized as meaningful partners in decision-making processes at various levels

4. The Y-PEER network is a leading actor in promoting the core principles of the Sustainable Development Goals (SDGs) at regional and national levels.

Learn more about Y-PEER online at: www.speakactchange.org

Source
UNFPA (2019), provided for these guidelines.

↑
**Peer-education training workshop convened by the
Y-PEER Syria network in Damascus, Syria, attended
by 25 young women and men from across Syria.**

© Y-PEER/ Jafar Almerei/Syria

Safeguarding

Engagement must be carefully managed,
especially for younger adolescents aged 10–14,
who may be early in the process of developing
the relevant skills for meaningful participation
and civic engagement. It should also be noted
that in conflict and post-conflict settings,
youth groups may be threatened, excluded, or
targeted for manipulation by political parties.
Therefore, due caution must be exercised
where working with youth groups may pose
a potential security or protection risk. A risk
assessment tool to support safe participation is
included in **ANNEX 1 ▶**.

Diversity and inclusion

While working with established youth
structures is essential, where they exist, this
approach on its own is unlikely to reach a wide
range of young people, and its reach may be
limited. Youth leaders are sometimes educated
elites who have little in common with the
marginalized majority, and most young people
do not belong to established youth groups.

Agencies should also engage young people in
remote areas and marginalized communities,
and those with disabilities, etc., who are less
likely to be affiliated with youth groups.

In addition, meaningful participation of a
diverse cross-section of young people is
impossible unless information is transmitted
in relevant languages and formats, through
accessible channels and at an appropriate level
of understanding for all, including those with
disabilities, younger adolescents, uneducated
youth, etc. Wherever feasible, alternative
formats such as Braille, sign language or easy-
to-read formats can help ensure that young
people with disabilities are able to participate in
decision-making and access services. Agencies
may consider partnering with disabled persons'
organizations when designing programmes,
and where possible, include budget lines for
adolescent- and youth-friendly and accessible
communications in grant proposals.

CASE STUDY 8

Participatory action research (PAR) with young people in Jordan, Lebanon and the Syrian Arab Republic: UNICEF

Through PAR, refugees, internally displaced persons and young people in the host communities are researching the problems affecting them and their communities. This UNICEF programme also builds the capacity of United Nations and NGO partners to support, guide and mentor young researchers. Young people and coordinators learn how to conduct interviews and focus group discussions, then they draft and implement a research plan and collect data in the field from groups of 10—20 or their peers. They transfer the data to UNICEF via tablets, and UNICEF supports the young researchers in data cleaning and analysis. They use problem tree analysis to reflect on solutions to the problems identified. The young researchers also receive basic communication and advocacy training, enabling them to begin to implement advocacy plans related to the identified problems and the proposed solutions. Follow-up workshops offer them the opportunity to directly interact with key stakeholders, share their findings and present recommendations. Programming can then be designed based on reliable and accurate data collected by young people themselves.

Source
UNICEF (2019).[68]

CASE STUDY 9

Peacebuilding, education and advocacy in Uganda: UNICEF

This programme was launched by UNICEF in 14 countries (including Uganda) in 2012. It aims to address conflict drivers related to education and contribute to peace and social cohesion. In Uganda, in partnership with the Straight Talk Foundation, the programme takes a Communication for Development (C4D) approach to implement dialogue activities using media and based in schools and communities. Programmes serving young people have involved the creation of audio and video clips, photographs, print media, websites and social media posts. These may be for the purposes of advocacy, as part of accountability efforts (monitoring and evaluation) for affected populations, or as a means of sharing messages with the public relating to health, education or peacebuilding initiatives. Media production is an excellent platform for meaningful participation and practical skill-building for young people, including use of the latest technology.

Source
UNICEF (2016).[69]

↓
Pupils of Buhundu Primary School, located in Bukonzo sub-county Bundibugyo District, read messages about peace on the International Day of Peace observed annually on 21 September. UNICEF Uganda visited the school on the day, to celebrate and raise teachers' awareness on peacebuilding as well as encourage them to utilize elements of the curriculum to promote peace in the classroom.

© UNICEF/Wandera/Uganda

CASE STUDY 10

Adolescents improving sexual and reproductive health (SRH) services in the Democratic Republic of the Congo: CARE's Vijana Juu project

Reproductive health outcomes in the Democratic Republic of the Congo are among the poorest in the world, especially in crisis-affected parts of the country. Social and family structures and support systems are disrupted, exposing young people to risks and barriers to accessing SRH services and information. Adolescent girls face cultural norms and stigma that limit their ability to seek health services, and they may be denied care because of their age. CARE designed Vijana Juu (Swahili for 'Up with Youth') in collaboration with adolescents and youth. This project utilized CARE's Community Score Card© (CSC), a citizen-driven accountability approach for assessment,

planning, monitoring and evaluation of service delivery. CARE invited young people to contribute their thoughts on how local clinics could better serve their SRH needs, and then invited health-care providers to consider the feedback. Both groups developed a joint strategy for improvement, and adolescents were engaged to monitor youth-friendliness. Young people noted improvements in services, better attitudes among service providers, and a reduction in clinic waiting times. This process also helped to identify adolescents living in vulnerable situations whose SRH needs were not being served.

Source

CARE (2018).[70]

Resources

Strategic area 1: Influencing law and policy

ECPAT International, **Youth Power: A manual on youth-led advocacy**, 2012, www.ecpat.org/wp-content/uploads/2016/04/YPP%20manual_Advocacy.pdf [available in English and Spanish]

MENA Adolescent and Youth Hub, 2020, www.menayouthhub.org

No Lost Generation, **Adolescent and Youth Engagement: Middle East and North Africa and United Nations (MENA–UN): NGO Adolescent and Youth Group Toolkit**, 2018, https://resourcecentre.savethechildren.net/library/adolescent-and-youth-engagement-mena-un-ngo-adolescent-and-youth-group-toolkit [available in Arabic and English]

UNICEF, **Youth Advocacy Toolkit**, 2019, www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit

Strategic area 2: Building skills and capacities

Inter-agency Network for Education in Emergencies (INEE), **Engaging Youth-Led and Youth-Serving Organizations in Disaster Relief Efforts: A guide for international agencies involved in emergency response and recovery**, 2013, https://inee.org/system/files/resources/201212_INEEGuidanceDocEngagingYouthOrganizationsinDisasterReliefEfforts_1.pdf

INEE, **Minimum Standards Domain 1: Foundational Standards, Community Participation Standards 1 (Participation) & 2 (Resources)**, 2019, https://inee.org/standards/domain-1-foundational-standards

International Rescue Committee, **Supporting Adolescents and their Families in Emergencies (SAFE): SAFE program model and resource package**, 2019, www.rescue.org/resource/supporting-adolescents-and-their-families-emergencies-safe [available in Arabic, English, French] (see **BOX 10** ▶ for further information on this key resource)

Save the Children, Module 6: Community engagement, in **Strengthening Community-based Child Protection Referral Pathways: A resource manual**, 2018, https://resourcecentre.savethechildren.net/library/strengthening-community-based-child-protection-referral-pathways-resource-manual (see pp. 80–93)

Strategic area 3: Addressing social norms

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UNICEF, **Conceptual Framework for Measuring Adolescent Participation**, 2018, www.ourvoicesourschools.ie/app/uploads/2019/11/Conceptual_Framework_for_Measuring_Outcomes_of_Adolescent_Participation_March_2018.pdf

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Endnotes

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D

Young people across the humanitarian programme cycle

D →

This section provides guidance structured around the humanitarian programme cycle (HPC) or, for refugee emergencies, the operational management cycle (OMC). Both the HPC and the OMC refer to a series of actions to help prepare for, manage and deliver humanitarian response. They provide entry-points for working with and for young people at every stage and across all clusters/working groups (see **BOX 2 ▶** in Section A). This guidance refers mostly to the HPC, but the two cycles are similar.

For information on the distinctions between internal displacement vs. refugee response coordination arrangements, see **BOX 14 ▶**.

As shown in **FIGURE 5 ▶**, the HPC consists of five interrelated elements and three key enablers: coordination and information management (in the centre), and preparedness (around the outer ring). In this section, we first discuss the five elements (see the next page) and then the three key enablers.

"Have you made sure there's a system where youth are informed of any changes that may take place in your programme strategy or in your implementation plans?"
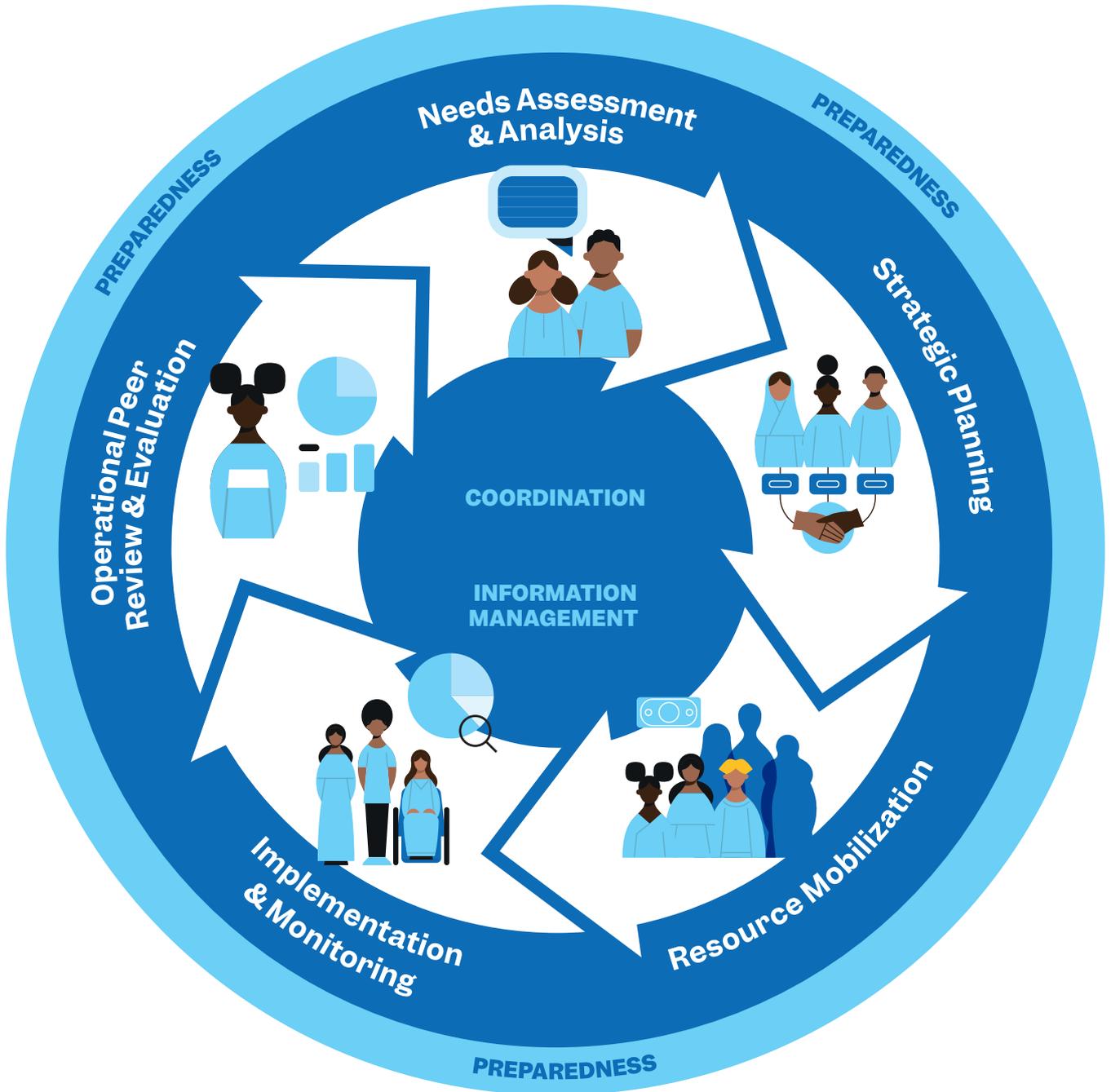
NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordanian young people in Jordan

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© NRC/Hassan Hijazi/Jordan

Box 14: Internal displacement vs. refugee response coordination arrangements

In situations of internal displacement, Inter-Agency Standing Committee (IASC) clusters (see **BOX 2 ▶** in Section A) are activated when existing coordination mechanisms are overwhelmed or constrained in their ability to respond in line with humanitarian principles. A formally activated cluster has specific characteristics and accountabilities. It is accountable to the **Humanitarian Coordinator through the cluster lead agency (CLA)** as well as to national authorities and to people affected by the crisis. IASC clusters are a temporary coordination solution and efforts are made as soon as appropriate and possible to hand over coordination to the relevant authorities.

In refugee settings, **UNHCR** is responsible as the provider of last resort within the refugee coordination model (RCM),[72] which follows the sector and refugee protection working group approach (not clusters; see **BOX 2 ▶**). UNHCR ensures that the coordination mechanisms prescribed by the RCM inform internal UNHCR processes and follow the key steps of the operational management cycle (OMC).

For situations with both internally displaced persons (IDPs) and refugees (i.e., mix of two different target groups), UNHCR and the **Office for the Coordination of Humanitarian Affairs (OCHA)** have a mixed coordination agreement.

COORDINATION MECHANISMS	REFUGEE SYSTEM	CLUSTER SYSTEM	DEVELOPMENT SYSTEM
ACCOUNTABILITY LINES	Reports to the High Commissioner for Refugees, who reports to the General Assembly	Reports to the Emergency Relief Coordinator, who reports to the General Assembly	Reports through the Chair of the UN Sustainable Development Group*, (Deputy Secretary General) to the Secretary General
LEADERSHIP	UNHCR Representative	Humanitarian Coordinator	Resident Coordinator
INTER-AGENCY STRATEGIC PLANNING JOINT UN WORKPLAN	Refugee Response Plan/ Inter-Agency Country Operations Plan	Humanitarian Response Plan (HRP)	Un Country Team UN Development Action Framework (UNDAF)
INTER-AGENCY COORDINATION	Multi-Sector Coordination Sectors & Refugee Protection Working Group	Inter-Cluster Coordination Clusters	Programme Management Team Thematic Working Groups
RESOURCE MOBILIZATION	Bilateral Funds, UNHCR Fund, CERF UNDAF funds and other joint programme funds	Central Emergency Fund Country-based Pooled Funds	Bilateral Development Funds UNDAF funds and other joint programme funds

*the UN Development System is under reform

Source
Adapted from IASC (2015),[73] United Nations OCHA (2020)[74] and UNHCR.[75]

Five elements of the humanitarian programme cycle

Young people in needs assessment and analysis

The rights and interests of all young people, including those in vulnerable situations (see **BOX 6 ▶** in Section A), must be taken into account in needs assessments. In the acute phase of an emergency, duty-bearers should advocate for and support the inclusion of young people's needs and interests in any coordinated assessments undertaken, such as the **Multisector Initial Rapid Assessment (MIRA)**,[76] the government-led **Post Disaster Needs Assessment (PDNA)**,[77] the **Needs Assessment for Refugee Emergencies (NARE)**[78] or any other sector-specific needs assessments. In slow-onset or protracted emergencies, humanitarian agencies undertake **Multi-Stakeholder Needs Assessments (MSNAs)**.[79]

All sector-specific or multisectoral assessments should aspire to meaningfully engage young people as respondents as well as partners in design, data collection and analysis. Addressing the needs of youth in assessments requires collecting data on sex, age and disability so that data analysis can be disaggregated by those key variables. Humanitarian actors and enumerators must be trained in child safeguarding and confidentiality and informed consent and assent procedures (see **BOX 15 ▶**). Ideally, multiple sectors can jointly support affected communities to include young people when they develop and conduct an analysis of community needs. Tailored risk analysis should be conducted with and for adolescent girls and young women, so that programme design responds to the risks they face, as identified through the analysis. Active identification of GBV survivors is never recommended, and consultations should not be designed in a way that specifically targets or isolates them.

Specific questions for evaluation of young people's capacities and needs, and of available services, are included within the various sectors in **SECTION E ▶**. In many cases, existing information from multisectoral or sector-specific assessments, as well as existing (pre-crisis) national statistics (for example demographic and employment data), can be used to provide all the information needed for programme design with and for youth. However, if you decide to undertake a specific assessment, be sure to first go through **ANNEX 3 ▶**.

Box 15: Informed consent and assent

Following correct procedures for informed consent is fundamental to conducting ethical research, including collecting data from individuals. Working with adolescents or youth who are not capable of giving consent (e.g., due to being a minor, or having a disability) requires the *consent* of the parent or legal guardian, as well as the assent of the subject. In accordance with human rights laws, children — including adolescents under the age of 18 — have the right to express their views freely in all matters affecting them, and their views must be given due weight in accordance with the child's age and level of maturity when considering what is in their best interest.

Informed consent: The process of obtaining permission from a person prior to that person's participation in a research study/activity/intervention. Informed consent involves:

→ Disclosure: provision of information to the subject about the research/activity/ intervention, including potential risks and benefits

→ Understanding: comprehension by the subject of the disclosed information and the request for consent, which may require additional facilitation if the individual has limited or no prior education, literacy, or capacity to understand, due to age or physical or mental illness

→ Voluntariness: understanding by all parties of the fact that the subject's involvement in the research/activity/intervention is voluntary and should be free from coercion

→ Capacity: the person providing informed consent must possess the decision-making ability and legal right/authority to give permission for the subject's participation (whether that is themself, or someone for whom they are the parent/legal guardian) in the research/activity/intervention.

Assent: The willingness to participate in research or an activity/intervention expressed by persons who are, by legal definition according to local law, too young to give informed consent, but who are old enough to understand the proposed research/ activity/intervention in general, the potential risks and benefits, and the activities expected of them as subjects.

Agencies should ensure that field staff engaged in data collection are soliciting informed consent from caregivers of adolescents under the age of 18, as well as assent from the children themselves. For youth aged 18 and over, informed consent should be solicited as for older adults.

Resources
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UNICEF, **UNICEF Guidance Note: Adolescent participation in UNICEF programme monitoring and evaluation**, 2018, www.unicef.org/evaldatabase/files/UNICEF_ADAP_ GuidanceNote.pdf

UNICEF, **UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis**, 2015, www.unicef.org/media/54796/file

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Young people creating story map designs in Nakivale refugee settlement in Uganda.

© University of Dundee/Lorraine van Blerk/Uganda

CASE STUDY 11

Youth-led assessment in Uganda and Jordan: Youth transitions in protracted crises

More than 80 per cent of refugee crises last for 10 years or more, and two out of five crises now last 20 years or more,[80] meaning that some people will spend their entire young lives in displacement. Using a participatory, youth-led approach, the Youth Transitions in Protracted Crises research project engaged young refugees affected by protracted crises in Uganda and Jordan as both researchers and respondents and mapped their transitions to adulthood. These young people undertook data collection among their peers, and contributed to analysis and knowledge exchange with government, donors and agencies through workshops. A multimedia 'story map' approach was showcased in individual storylines of 14 young refugees. The project identified barriers to and facilitators of young people's ability to build stable and successful adult lives in the context of prolonged displacement and/ or refugee situations, across five domains: education, work, discrimination, marriage, and identity and belonging.

Source
University of Dundee, Uganda Youth Development Link, and the Information and Research Centre King Hussein Foundation in Jordan (2017).[81]

CASE STUDY 12

Making assessments more engaging
for young people in Greece: Mercy Corps and
the Norwegian Refugee Council (NRC)

Since 2015, over 1 million people have made the dangerous journey across the Mediterranean fleeing war, poverty and natural hazards in the Middle East, South Asia, and East and West Africa in the hope of finding a dignified life in Europe. Tens of thousands are still stranded in Greece, over 30 per cent of them youth aged 15—25, enduring harsh and unsafe living conditions (not only in camps). The Skills and Knowledge for Youth Leaders (SKYLS) methodology developed by Mercy Corps uses imagery to facilitate discussions that reveal underlying causes of issues affecting young peoples' lives and identifies the skills and actors (people/organizations) that can address them. Mercy Corps and NRC chose this methodology due to the prevailing sense of 'assessment fatigue' among displaced populations in Greece. The activity was adapted to ensure appropriateness for older youth in particular (aged 20—25). The participatory/interactive card 'game' facilitates interactions among youth to generate information, rather than using a more traditional researcher-led discussion model. The SKYLS methodology enables youth to reflect on their strengths and capacities, rather than solely on vulnerabilities, challenges and needs.

Source
Mercy Corps and NRC (2016).[82]

CASE STUDY 13

Youth-led assessment to design youth-inclusive programming: The Norwegian Refugee Council (NRC)

In Rakhine, Mon and Kayin States in Myanmar, where there have been decades of armed conflict, and ethnic cleansing perpetrated by the Myanmar Government in 2017 has forced millions of Rohingya to flee their villages, youths live in a state of instability and insecurity with no end in sight. In this context, young people are redefining their roles in society and in the community, and seeking new opportunities for the future. In these three states, a youth-led assessment was initiated as a means of identifying youth needs and relevant barriers and opportunities from a youth perspective, and to create youth-inclusive programming. This assessment was done in partnership with young people; termed a 'youth inclusive process', this means that youth were engaged in relevant aspects of the assessment with the aim of ensuring that their voices and perspectives were reflected. This assessment ensured youth participation and input into the design of tools and training, while the field work was led entirely by young people, with ongoing staff support. The goal was not only to capture youth voices and experiences, but also to build youth skills and knowledge. Youth facilitators learned new technical skills such as data collection, leadership and communication, while increasing their understanding of the labour market and future development opportunities.

Source
NRC (2020), provided for these guidelines.

Resource
NRC, **Myanmar Youth-led Assessment Overview**, 2020, www.nrc.no/resources/reports/myanmar-youth-led-assessment-overview

→
Myanmar, North Rakhine — Maungdaw Township, Daw Aung Ba Village: volunteer young women are leading a focus group discussion with their parents from Rohingya, Hindu and Rakhine communities.

© NRC/Myanmar

Young people in strategic planning

Within agencies, strategic planning is the phase where programmes are designed. Strategic planning should identify and respond to the needs of different age groups of people. A diverse cross-section of young people, including different age groups, should be involved in strategic planning, ideally starting with the theory of change, which outlines the objectives and intermediate outcomes of a strategy or programme.[83]

Based on joint assessment findings, strategic planning involves humanitarian actors developing a joint strategic plan, mobilizing resources and monitoring the situation. Humanitarian actors should seek entry-points for reaching out to young people, identifying those who are left behind, and supporting their meaningful engagement (see **STRATEGIC AREA 4** ▶ in Section C: *Meaningful participation*).

At the early phase of an emergency, when implementation plans and budgets are being developed, young people's participation should be included as an indicator.[84]

Young people's rights and needs — as defined by young people themselves — and disaggregated data for this demographic group should be reflected in the humanitarian country strategy and the response plans of clusters/working groups (see **BOX 2** ▶ for a description of clusters/ working groups), which specify what each will do to contribute to overall strategic objectives. There should be age-specific results and indicators on young people for each sector. Agencies should include at least one objective in the cluster/working group strategy or response plan on accountability, and indicators should include young people's satisfaction with the humanitarian response.

"When asking for young peoples' input it is important to consider that it should be from the very beginning."
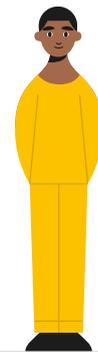
NRC consultations, young man, Jalalabad, Eastern Afghanistan

ELEMENT 3.

Young people and resource mobilization

Donors and partners require accurate assessment of needs, informed strategies, and collective responses among humanitarian actors. By addressing the needs of young people in humanitarian response plans, inter-agency appeals and other strategic documents can thereby mobilize resources for humanitarian programming for this group. Engaging with donors before and during a humanitarian response and advocating for inclusion of the needs of young people within their priorities and budget allocations is critical.

Humanitarian actors should help identify funding opportunities for programming with and for young people through partnerships and calls for proposals. In particular, flexible funding is required for the specific needs of youth organizations, initiatives and movements. Resource mobilization efforts should ensure the inclusion of adolescent- and youth-specific programme interventions within sector-specific response plans and projects, such as **United Nations Peacebuilding Fund (PBF)** funding opportunities for Gender and Youth,[85] the **Central Emergency Response Fund (CERF)**[86] and other funding mechanisms.

Agencies should work with their communications and media teams to highlight the needs of young people and share good practices and stories on engaging adolescents and youth and addressing their needs in emergencies. This can support advocacy and resource mobilization.

Within their own project proposals, agencies should consider including budget lines for:

→ Additional young people as staff (working age) and community volunteers (e.g., to provide training, support, mentoring for their peers)

→ Needs assessments that address young people's priorities

→ Training for staff on inclusion and meaningful participation of young people

→ Accessibility and disability-related accommodations (3–5 per cent of total programme budget)[87]

→ Communications, consultation with young people and feedback mechanisms

→ Sub-grants directly to young people and/or youth-led organizations, for their own projects.

CASE STUDY 14

Participatory grant making to grassroots youth groups in crisis settings: FRIDA

Participatory grant making enables youth groups who apply for grants to decide together who will receive funding. Pioneered by the women's fund FRIDA, this model is designed to catalyse emerging leadership, respond to on-the-ground realities of affected communities, ensure transparency, and shift the traditional power dynamics between donor and grantee partners. Applicants are not required to be registered entities, as registration with the government can be prohibitively costly for grassroots groups, and may subject them to safety risks, especially in conflict settings. After applicants submit their proposals, a clear set of priorities guides the eligibility screening process. Once proposals have been deemed eligible, they move into the voting stage led by applicants themselves, with applicants unable to vote for their own proposals. Applicants anonymously vote on other applications in their region, in their language, and collectively decide where funding goes. The votes and results are tallied and checked by staff. The final selection of grantees is announced, and grants are paid to groups. Grantees report that they value the ease and uniqueness of the model. FRIDA has made grants to feminist activist youth in several humanitarian settings, including the Democratic Republic of the Congo, Haiti and Libya.

Source
Adapted from FRIDA (2015).[88]

← © NRC/ Christian Jepsen/Kenya

Box 16: Developing key messages for advocacy and proposal development

When creating proposals or approaching donors, the messages in '***Making the case***' in **SECTION A ▶** may be useful. The following resources may also be useful when developing key messages:

→ **Doha Youth Declaration on Transforming Humanitarian Aid**: This document represents the opinions of global youth representatives on improving humanitarian action (https://reliefweb.int/report/world/outcome-world-humanitarian-summit-global-youth-consultation-doha-youth-declaration).

→ **New Way of Working**: This can be described as working over multiple years, based on the comparative advantage of a diverse range of actors, including those outside the United Nations system — and including young people — towards collective outcomes (https://agendaforhumanity.org/initiatives/5358).

→ **The 2030 Agenda for Sustainable Development**: The Agenda is a plan of action for people, planet and prosperity, and reflects the needs of young people, including a commitment to strive to provide youth a nurturing environment for the realization of their rights and capabilities, helping countries to reap the 'demographic dividend' (https://sustainabledevelopment.un.org/post2015/transformingourworld) [available in Arabic, Chinese, English, French, Russian, Spanish].

→ **The Compact for Young People in Humanitarian Action**: The Compact for Young People is a collective commitment of 50+ humanitarian actors working to ensure that the priorities of young people are addressed and informed, consulted, and meaningfully engaged throughout all stages of humanitarian action (www.youthcompact.org/about).

→ **The Missing Peace**: Progress study on youth, peace and security: this study, requested by the Secretary General of the United Nations in response to Resolution 2250, presents findings on the positive contributions of youth to peace processes and conflict resolution, and recommendations for effective responses to support the agency, leadership and ownership by young people and their networks and organizations, and facilitate their equal and full participation in decision-making at local, national, regional and international levels (www.youth4peace.info/system/files/2018-10/youth-web-english.pdf).

→ **United Nations Security Council Resolution 2250**: A ground-breaking resolution on youth, peace and security, which urges member states to give youth a greater voice in decision-making at local, national, regional and international levels and to consider setting up mechanisms that would enable young people to participate meaningfully in peace processes (http://unscr.com/en/resolutions/doc/2250; www.youth4peace.info/UNSCR2250/Introduction).

→ **Youth2030**: The United Nations Youth Strategy: the Strategy aims to facilitate expanded global, regional and country-level action to address the needs, build the agency and advance the rights of young people worldwide, and to ensure their engagement and participation in the 2030 Agenda for Sustainable Development and other relevant global frameworks (www.un.org/youthenvoy/youth-un) [available in Arabic, Chinese, English, French, Russian, Spanish].

ELEMENT 4.

Young people and implementation and monitoring

During implementation of the humanitarian response, agencies may deliver programmes targeting young people, and they may also engage them as implementers of activities. Monitoring tracks the inputs and outputs resulting from interventions for affected populations, charts the outcomes of cluster/ working group activities, and measures progress towards the strategic objectives of the humanitarian response plan.[89] Agencies working with and for young people should advocate so that the coordinated response considers the diversity of young people in the affected population, disaggregated by age and other diversity factors, and includes their perspectives in the response plan. Clusters/ working groups should jointly monitor young people's satisfaction with the response, to identify and resolve issues affecting coordination.

Agencies should take a participatory approach to monitoring, and opportunities for young people's reflection on programme progress

should be built in. All young people — but especially those who are female and those in vulnerable categories (see **BOX 6** ▶ in Section A) — must be engaged as stakeholders in monitoring. Participatory monitoring activities have many benefits, including:

→   More relevant, effective and sustainable programmes and policies

→   Improved conditions for young people, informed by their viewpoints and lived experiences

→   Improved intergenerational communication and empathy

→   A feeling of empowerment at personal and community levels.

Indicators should include outcomes specific to adolescents and youth, including some developed by young people themselves.

CASE STUDY 15

Engagement monitoring system in Jordan, Lebanon, Palestine and the Syrian Arab Republic: UNICEF

In partnership with NGOs and young people, UNICEF has developed a simple system to track and monitor adolescent- and youth-led civic, social and economic engagement through online tools that young people can use themselves. A user ID is created for each adolescent participating in the programme, enabling UNICEF to track long-term progress. UNICEF and partners are accountable for programme performance results and will be able to make informed decisions to improve the ongoing programmes and enhance future programmes. Young people input data on programme coverage, programme quality, experiential learning and behaviour change, to reflect whether implementation has been going to plan. UNICEF measures adolescent engagement and behaviour change before and after projects through direct and indirect measures from community members, combined with an assessment of the relevance and importance of the programme to young people.

Source
UNICEF (2017).[90]

↓
**"Young people are the solution — not the problem."
— Majd, second from the right, who is preparing a presentation at a workshop in Amman, Jordan.**

© UNICEF/Rich/Jordan

Young people in operational peer review and evaluation

Operational peer reviews and inter-agency humanitarian evaluations should assess the collective results of interventions on the needs and rights of young people, as well as their meaningful participation.[91] Specifically, the peer review or evaluation consults a diverse cross-section of local young women, young men and youth organizations on their views on programme quality, accountability and performance. Particular attention should be paid to the views and needs of vulnerable groups of crisis-affected young people (see BOX 6 ▶ in Section A). Agencies should aim to involve young people to the greatest extent possible, including by calling upon external evaluators with experience using participatory methodologies and working with youth. The peer review and evaluation budgets should include funds for dissemination of findings and recommendations in inclusive and participatory formats and through channels friendly to adolescents and youth.

← © UNICEF/Marcel Wogram/Germany

↑
Daloa U-Reporters. Côte d'Ivoire is the 35th country to join the movement with more than 3 million users worldwide.

© UNICEF/Frank Dejongh/ Côte d'Ivoire

CASE STUDY 16

Youth-led programme evaluation in Côte d'Ivoire: UNICEF and Search for Common Ground

In the repeated socio-political crises affecting Côte d'Ivoire in recent years, schools have been the site of political violence and manipulation of young people. A peacebuilding project led by UNICEF and Search for Common Ground established Peace Clubs in schools, to engage young people in constructive dialogue. In a participatory evaluation of the programme, the participants used video production and the Most Significant Change (MSC) method[92] to generate evidence. The evaluation itself was also designed to contribute to peacebuilding, through dialogue between groups, sharing common goals and developing life skills. The evaluation process was as follows: first the participants developed stories of change to reflect how the Peace Clubs had contributed towards sustaining peace. Next, they led a process to choose the most impactful stories and create a storyboard to prepare for filming each selected story, followed by the filming and editing. Finally, the team of participants analysed the content, identified barriers to and facilitators of positive change, aggregated the information and created a final video report presenting the results. The two films selected as the most significant by the community were screened for key decision makers in government, NGOs and the United Nations, whose own feedback was later also included in the evaluation.

→ Evaluation report video: Clubs Messagers de Paix en Côte d'Ivoire, UNICEF and Search for Common Ground, www.youtube.com/watch?v=bf_KnIOshbI [French with English subtitles]

Source
**Search for Common Ground (2015).[93]**

Three key enablers of the humanitarian programme cycle: Coordination, information management and preparedness

Successful implementation of the five inter-related elements of the humanitarian programme cycle (HPC) (discussed above) is dependent on effective operation of the three key enablers: coordination with national and local authorities and humanitarian actors; information management; and emergency preparedness (see **FIGURE 6 ▶**).

FIGURE 6.
The three key enablers in the HPC
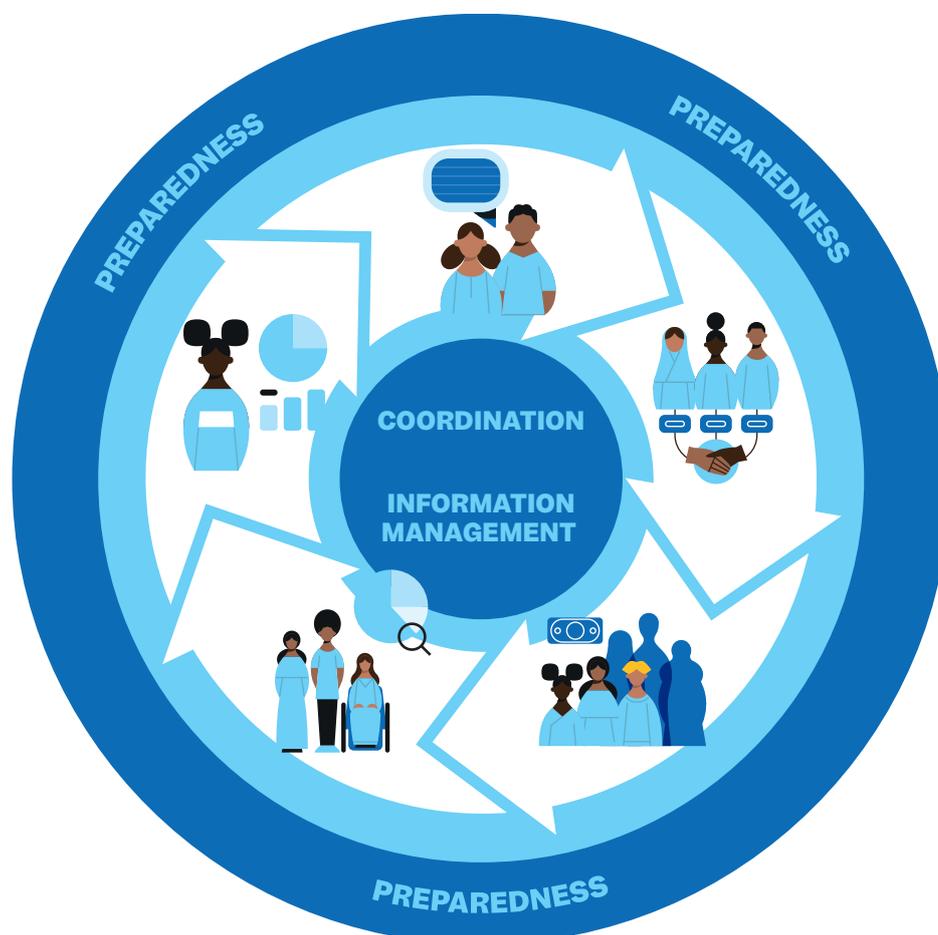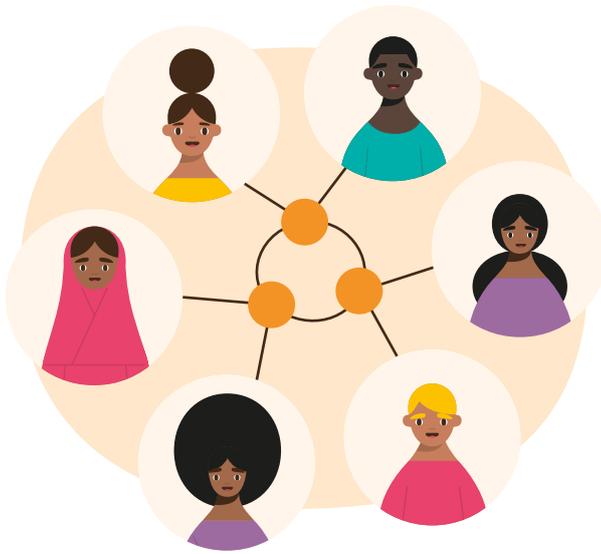
Young people and coordination

Coordination ensures that no duplication of response efforts is taking place, and that any gaps are addressed. Historically, coordination structures have tended to exclude rather than include local stakeholders, including young people. In the cluster system (as well as in refugee settings, which follow the sector/working group approach), humanitarian actors do not consistently apply an 'age lens' to their work. In some contexts, the Child Protection sub-cluster/working group might be activated and take the lead in coordination of services for adolescents and youth. In others, it might be the Education cluster/working group or a Reproductive Health working group. This ad hoc approach within coordination structures means that young people are often overlooked in humanitarian response, or their needs and priorities are only addressed piecemeal. See **STRATEGIC AREA 4 ▶** in Section C for ideas on how to include young people in coordination mechanisms.

Each cluster/working group should designate a focal point on youth issues, and a dedicated adolescents and youth working group should be formed (similar to gender coordination mechanisms), including young people as representatives. In addition to coordinating efforts, this group can be a powerful platform for young people's consultation, participation in action and decision-making, and advocacy related to issues affecting them.

Examples include:

→ Flexible funding designed for the specific needs of youth organizations, initiatives and movements[94]

→ Mechanisms for the host country to hear the challenges that young refugees, asylum seekers and host community young people face[95]

→ Multisectoral approaches looking holistically at young people's needs

→ A life-course approach, based on evolving capabilities and needs, which maximizes investments from early childhood through into young adulthood

→ Intergenerational approaches working with young people, parents/caregivers and community members[96]

→ Refugees' right to work

→ Inclusion of young people in local or national disaster response mechanism(s)

→ 'Firewalls' between health/social services and law enforcement/military to guarantee safe access to health and social services without fear of being reported, targeted or deported due to citizenship status or other vulnerable group affiliation.

An adolescents and youth working group can also support capacity development initiatives for service providers and sensitize government authorities and camp managers on issues relevant to young people.

Youth Task Force in Zaatari Refugee Camp, Jordan: The Norwegian Refugee Council (NRC) and UNFPA

Thousands of Syrian young people currently live in refugee camps in Jordan. The majority have not completed high school or university, and most have no access to paid employment, and are only allowed by the government to leave the camps for a limited number of hours a day. They complain of powerlessness, hopelessness, high stress and interpersonal tension. Adolescent girls and young women are often confined to their dwellings by their families. Duty-bearers acknowledge that young people have not received the same attention as other age groups. The Youth Task Force in Zaatari Refugee Camp aims to ensure that

young people's needs are prominent within the planning processes of the Education and Protection sectors, and that they are on the agenda of key stakeholders and donors. This inter-agency body, co-led by NRC and UNFPA, is seen by external partners as a model of successful collaboration – less about showcasing individual members' initiatives and more about pursuing shared agenda items. The Youth Task Force is credited with helping to ensure the integration of needs identified by young people themselves into the Jordan Refugee Response Plan.[97]

Source
Youth Task Force (2020).[98]

↓
The Youth Task Force in Zaatari Refugee Camp has been a platform for advocacy at the level of the camp, at national level and globally.

© NRC/Jordan

CASE STUDY 18

Youth Working Group (YWG), Cox's Bazar, Bangladesh: UNFPA and Save the Children International

In Bangladesh, children and adolescents comprise 55 per cent of the Rohingya refugee population. YWG is a coordination structure built by the Education and Child Protection sectors to gather data on, advocate for, and support programmes for young people in the Rohingya and host communities. Co-chairs UNFPA and Save the Children International developed a skill development framework for displaced Rohingya adolescents and youth aged 10–18 years, in Cox's Bazar. The purpose of this framework is to empower young people through foundational, transferable and job-specific skills. The YWG also led development of advocacy messages for the Government of Bangladesh to allow Rohingya adolescents and youth to take part in an income-generating programme. YWG mapped existing initiatives for young people, and this was then shared among the YWG members to use as a reference. The YWG is collating existing life skills materials to complement the effort, and training partners in adolescent girl-centred programme design.

Source
Youth Working Group, Cox's Bazar, Bangladesh (2020), provided for these guidelines.

Young people in information management

Information management (IM) — the process of collecting, processing, analysing and disseminating data and information — is carried out through each phase of the HPC to inform effective responses to the needs of young people. IM processes should generate and analyse data that capture the realities of life for young people (see **ANNEX 4 ▶** *Checklist: Information management process*). This could include:

→ Create a demographic profile of how many young people (aged 10–24) make up the affected population, disaggregated by: sex; age categories (see **BOX 4 ▶**); in-school/out-of-school; in or out of training/employment; married/unmarried/divorced/engaged; young people with or without disabilities; and any other relevant local diversity factors.

→ Work with youth programmes to find entry-points for the participation of young people in IM activities. This is a vehicle for meaningful participation (see **SECTION C ▶**), and it also helps ensure that information collected is relevant to them.

→ Work with technical staff to ensure that the results of assessment and analysis of young people's needs are anchored in cluster/working group and response plans.

→ Ensure that relevant field staff are soliciting informed consent from caregivers of adolescents under the age of 18, as well as assent from the children themselves. For youth aged 18 and over, informed consent should be solicited as for older adults (see **BOX 15 ▶** *Informed consent and assent*).

The secondary data used to create a demographic profile might be more accurate than primary data and can also be a rich source of information for gender-specific vulnerabilities. However, where displaced or crisis-affected populations are not registered individually, it must be kept in mind that most secondary data are national, may not be up to date (especially after population displacement), and may not be adequately disaggregated to create an accurate picture of the demographics of young people.

Young people and preparedness

Preparedness refers to the ability of governments, professional response organizations, communities and individuals to anticipate and respond effectively to the impact of likely, imminent or current hazards, events or conditions. It requires mechanisms to be in place that will allow national authorities and relief organizations to receive advance warning and deploy staff and resources quickly once a crisis strikes.[99] Young people can play a vital role in disaster preparedness.

Duty-bearers should look for entry-points to reach out to young people, identify those who are left behind and support their meaningful engagement in preparedness planning at both the inter-agency level and within their own agencies (see **STRATEGIC AREA 4 ▶** in Section C). Agencies may engage young people in preparedness by doing the following:

→ Empower young people to identify and communicate risks within their households, communities and wider environments.

→ Ensure that disaster-related information and educational curricula are adolescent friendly and gender sensitive, and that young people are provided with opportunities for skills development on disaster risk reduction (DRR), climate change adaptation and resilience.

→ Facilitate young people's equal and meaningful participation in the budgeting, implementing, monitoring and evaluation of the Sendai Framework, and in DRR policy and decision-making at all levels.

→ Develop partnerships with youth-led organizations in crisis-prone areas and provide training in key skills for crisis response, such as first aid, monitoring and evaluation, communications, and human rights, including refugee rights.

CASE STUDY 19

Youth-led preparedness programming in Kenya: International Federation of Red Cross and Red Crescent Societies (IFRC)

In the Kwale communities in drought-stricken areas of Kenya, young volunteers with the Red Cross have raised awareness among young people about the problems associated with climate change, among other factors, and they have provided necessary training and mobilized young people in building community resilience in the face of recurring drought and severe hunger and malnutrition. With the volunteers' help, communities improved their early warning and preparedness systems, updated the community disaster response plan and strengthened food security through promotion of climate-smart farming practices. Young volunteers also contributed to environmental conservation efforts and increased local access to clean water. As a result, Kwale communities were able to withstand the drought crisis better than many others in the region.

Source
IFRC (2011).[100]

↓
Greenhouse Project, North Eastern Province Girls Secondary School, Garissa, North Eastern Kenya.

© IFRC/Jonathan Kalan/Kenya

↑
The adolescents of Oeletsala village, Kupang, gained new confidence to speak up and voice their ideas through the 'adolescent circle'.

© UNICEF/Liz Pick/Indonesia

CASE STUDY 20

Adolescent-led disaster risk reduction in Indonesia: UNICEF

Indonesia is one of the nine countries with the highest risk of climate hazards,[101] and is known to be one of the world's countries that is most prone to natural disasters — with a high risk of multiple hazards, including flooding, earthquakes, landslides, tsunami, volcanic eruptions and cyclones.[102] Around 97 per cent of the country's total population live in disaster-prone areas, which includes more than 117 million adolescents (aged 10–19),[103,104] giving them a major stake in reducing risks from climate change, natural hazards and environmental degradation.

Using the UNICEF Adolescent Kit for Expression and Innovation (see below), which follows a human-centred design approach, adolescents have engaged in a process to map the disaster risks in their communities, develop prototype solutions, and present their ideas to local community members and leaders. For example, in Kupang District of East Nusa Tenggara Province, one group identified drought as the most significant threat, and developed the idea of installing a deeper well to reach water that does not run out in the dry season. The adolescents presented their idea to the community, and local leaders agreed to include it in the village development plan for the following year.

Source
UNICEF (2017)[105] and UNICEF Indonesia (2017).[106]

Resource
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Resources

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United Nations High Commissioner for Refugees (UNHCR), **On Their Own Terms: UNHCR's Youth Initiative Fund: Supporting youth-led protection – Summary report**, no date, www.refworld.org/pdfid/5b7297e74.pdf

↳ **Three key enablers of the humanitarian programme cycle**

Key enabler 1. Young people and coordination

Youth Task Force Zaatari Camp, **Youth Task Force (Zaatari Camp)**, UNHCR, https://data2.unhcr.org/en/working-group/61

Key enabler 2. Young people in information management

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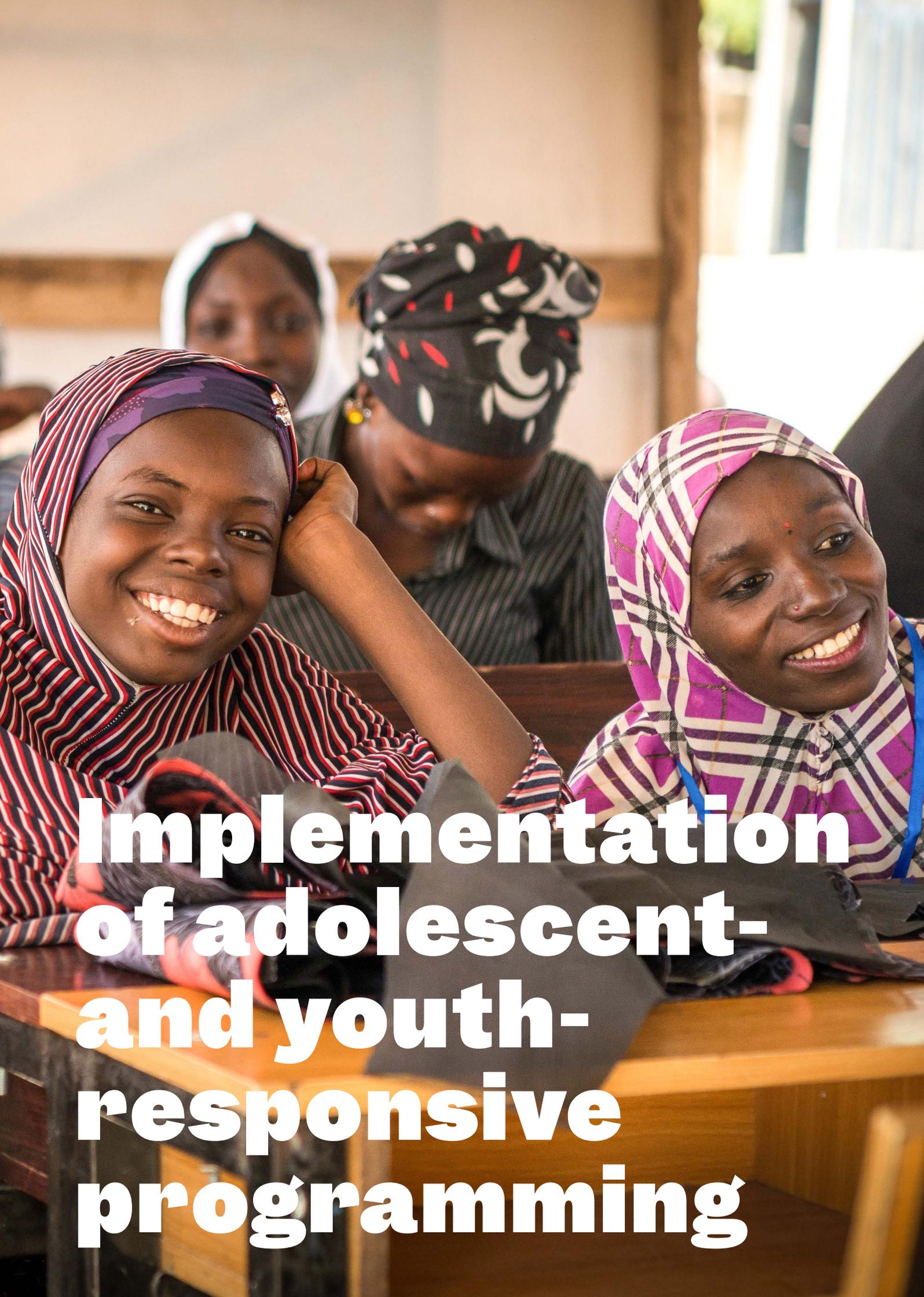
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Implementation of adolescent- and youth- responsive programming

E →

This section first provides an overview of key programming approaches for putting young people at the centre. Next it proceeds to present a series of 'tip sheets' specific to each cluster/working group (or Area of Responsibility within these; see **BOX 2 ▶** in Section A) providing tips for age-appropriate, adolescent- and youth-responsive programming. For each cluster/working group in turn, some background information is followed by the tip sheet/table presenting 'key actions', organized around (1) needs assessment and analysis, (2) strategic planning, (3) resource mobilization,

(4) implementation and monitoring, and (5) peer review and evaluation (see **FIGURE 5 ▶** in Section D). This is followed by lists of relevant resources (with links) and case studies.

Information provided here is only a starting point. No two settings are alike, of course, and none of the below guidance is prescriptive; these ideas are intended to be adapted to the local context and the particular phase of the emergency. Sharing of resources and expertise with young people and between partners is critical for achieving better results.
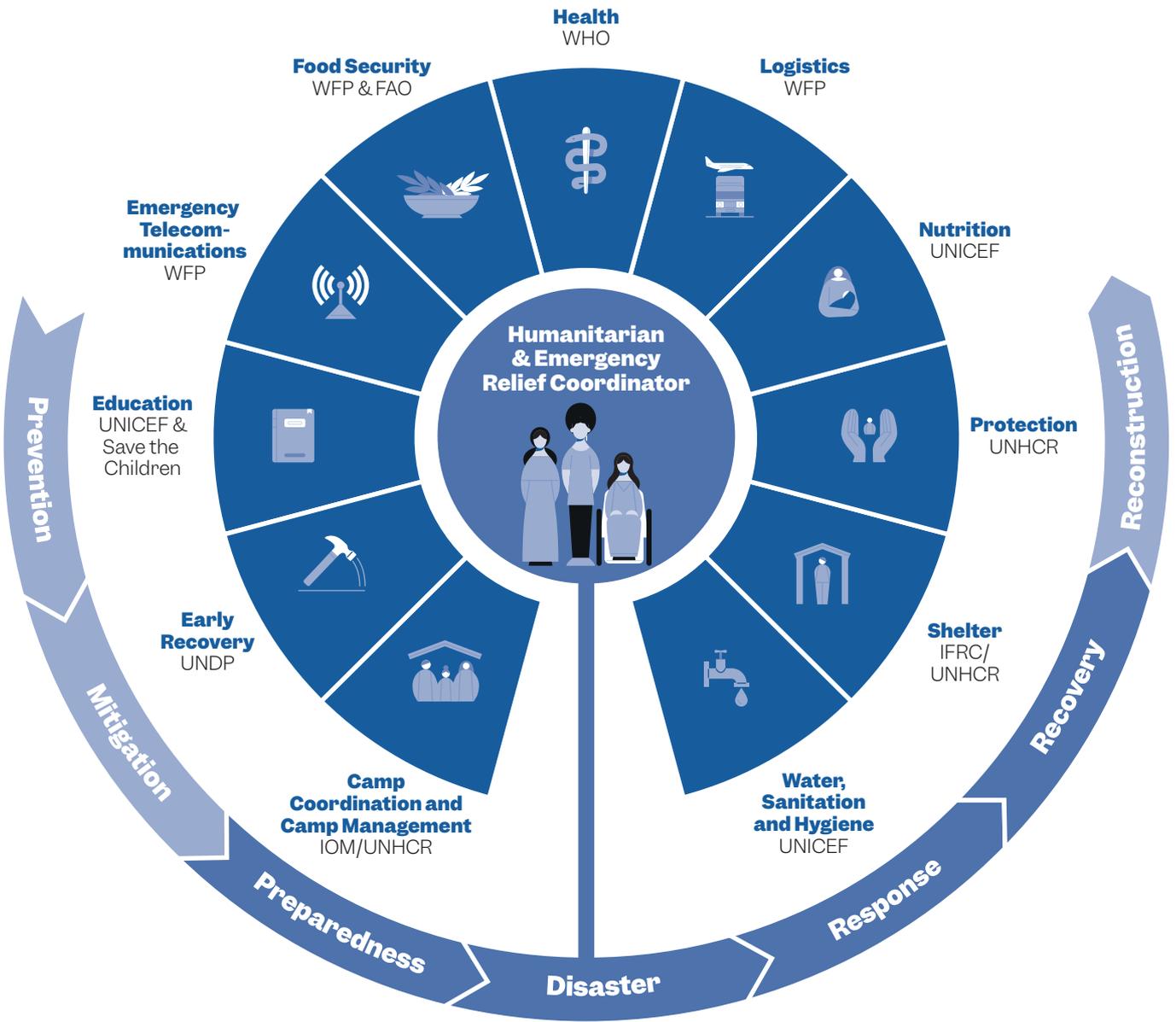
↓
© NRC/Fredrik Lerneryd/Kenya

The Cluster Approach

Source: UNOCHA (2015).[107]

Key programming approaches for putting young people at the centre no matter the sector

Effective youth programming puts young people at the centre to address their diverse needs and capacities. The following approaches to working with and for young people are cross-cutting and relevant to any sector or phase of the HPC. Particular considerations for working with and for refugee youth have been highlighted (see **BOX 17 ▶**).

Life-course approach

Evidence shows that identifying critical risks and gaps across different age groups within 'adolescents' and 'youth' (see **BOX 4 ▶**), and prioritizing key interventions for each, allows for a better use of resources and produces greater impact. The needs and interests of a 10-year-old will be very different from those of a 19-year-old, for example.[108] This life-course approach builds a continuum of support for young people and maximizes the investments made on their behalf.

Gender-targeted and gender-transformative approach

Putting adolescent girls and young women at the centre entails making programmes *gender-targeted*, by finding the 'invisible' girls and creating the conditions to allow their access to and participation in programmes, such as through outreach to vulnerable groups, ensuring family and community buy-in, and supporting local women- and youth-led organizations for community mobilization and advocacy. *Gender-transformative* interventions engage girls, women, boys and men in unpacking harmful gender norms and addressing barriers for girls, including through peer-to-peer education on protection and negative mechanisms for coping with harmful gender norms (e.g., child marriage, transactional sex, trafficking, etc.). Examples of approaches to empowering young women in humanitarian and protracted crises are presented in **ANNEX 5 ▶**.
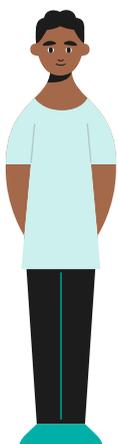
Young people asked for these Guidelines to include a section on peacebuilding. Young people can be peacebuilders, especially since they have been personally affected by wars. Young refugees can be moderators in their community, whether in their host country or in their country of origin.

UNHCR consultation with young people, N'Djamena, Chad

Building human, social and financial capital

Young people's needs should be viewed and addressed in a holistic manner, so interventions for their empowerment and protection in crisis settings should develop their human, social and financial capital. Rather than stand-alone programmes, young people benefit from integration of life skills and health education, numeracy and literacy, peer interaction, support for basic needs, mentorship, entrepreneurship training, and access to capital to facilitate their transition into a job or self-employment. This approach to build human, social and financial capital has been shown to increase rates of savings and employment, improve health and psychosocial outcomes, and reduce exposure to unwanted sex.[109]

Integration across clusters/working groups

Putting young people at the centre requires that agencies build linkages within and across clusters/working groups. It is important for young people to have many connections to others, and such networks must be fostered through opportunities in the Education and Livelihoods sectors in order to create pathways from school to decent work. Similarly, the Education and Child Protection sectors acting together create a virtuous cycle for crisis-affected adolescents. Actors working on sexual and reproductive health (SRH) need strong linkages to the Protection sector, and vice versa. Gender-based violence (GBV) principles and considerations (which are encompassed under the Protection sector) are essential to young people's outcomes in all the other sectors, especially Nutrition and Shelter.

Working across the nexus of humanitarian, development and peace[110]

Strengthening linkages across the humanitarian—development—peace nexus helps attain long-term development gains and build resilient and peaceful societies. In large-scale emergencies, the nexus approach allows governments and humanitarian actors to respond on a large scale, while also anticipating additional follow-on shocks by building the skills of young people. Investing in resilient systems with risk-informed programming, preparedness and response during times of stability mitigates the impact and cost of emergencies when they arise, and thus humanitarian and development programme efforts should be complementary. Programmes should seek durable solutions (see definition in GLOSSARY ▶) from the beginning of a crisis, while maintaining the primacy of the humanitarian imperative to save lives, working where possible within national policy frameworks. Localization is at the heart of the humanitarian—development—peace nexus, as many local actors, including youth organizations, already engage in both humanitarian and development work (see the next point).

Partnership with youth organizations

Young people are often actively engaged within their communities, from simple acts of community service and participating in formal institutions, to organizing and mobilizing their peers at local, national, regional and global levels.[111] Established youth-led organizations play critical roles in humanitarian crises. They know their own context and can capitalize on extensive community networks.[112] However, they are often critically underfunded and struggle to stay afloat, overshadowed by international organizations and unreached by governments and donors. They may lack technical skills in preparedness, crisis response and recovery. Partnering with youth organizations — as part of efforts for localization of humanitarian aid — enables humanitarian actors to respond to the needs of young people by reducing barriers to meaningful participation, applying an inclusive approach, and building their capacities to be advocates for and agents of change. Humanitarian actors should prioritize efforts to work with youth organizations, while also taking steps to ensure that their partnerships do not derail the missions of the respective local youth groups.

Box 17: Working with and for refugee youth

Refugee youth are subject to additional challenges in humanitarian situations. Loss of their livelihoods, homes and physical protection, as well as significant challenges accessing education, health and social protection services in countries of asylum, compound the suffering they initially experienced when they were forced to flee their homes. Where emergencies involve refugees and asylum seekers, additional points must be considered during the planning and implementation of humanitarian activities.

Some considerations:

→ National monitoring, data collection, action plans and referral systems may not cover refugee youth populations, meaning that their needs are not assessed or addressed in long-term national policies and strategies. Refugee youth may not be able to access services, including protection, education, social welfare, cash transfers etc., whether due to a lack of appropriate documentation or resources, or due to deliberate exclusion in law and policy. In the worst cases, refugees may be subject to arrest and detention.

→ Refugee contexts can be politically complex situations, sometimes with limited or unclear roles and responsibilities for national actors with regard to the protection of refugee children. This may be particularly the case in states that are not party to the 1951 Convention Relating to the Status of Refugees.[113]

→ Refugee youth may be at greater risk of violence, exploitation and abuse due to their status as refugees. Xenophobic violence may also affect their ability to participate in education and livelihood activities, and even to move around and socialize freely.

→ Host community youth in some cases may feel marginalized in areas where there is a large refugee response that does not consider and include them.

→ Durable solutions and complementary pathways must be identified as these are key components of the response when it comes to refugee youth. These include voluntary repatriation, local integration and resettlement, as well as options for work or student visas in third countries.

Camp Coordination and Camp Management (CCCM)

With the right support, young people — both female and male — can play a central role in the positive development of a camp community and stabilization of camps and camp-like settings.[114] For example, they should have leadership roles in outreach programmes, awareness-raising, care and maintenance interventions, and opportunities for roles as mobilizers in peer networks. Some categories of young people may not wish to participate, or members of the family or community may not see their participation as necessary or positive. CCCM staff play a critical role in ensuring that these groups and individuals are appropriately represented and supported. This requires an understanding of the unique participation barriers and capacities of different groups. For example, social norms may dictate that young girls or young people with disabilities are not supposed to have leadership roles in society. Placing them in those positions without a comprehensive strategy and consultation on needs may cause harm, including violence and social exclusion.

"It's essential to raise awareness of the sector leaders about youth realities in the camps and highlight the importance of youth participation and engagement in the CCCM sector."

NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordananian young people in Jordan

Tip sheet

Key actions for CCCM programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Identify the needs of young people in camps and camp-like settings, disaggregated by sex, age and disability, with the support of relevant service providers. → Gather feedback from young people, especially adolescent girls and at-risk groups, with regard to possible CCCM sites and layout of camps and camp-like settings. → Ensure that consultations with the community include adolescent girls and young women. → Identify the safety concerns of young people, especially girls, and the accessibility concerns of young people with disabilities.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs and barriers to access. → Conduct a participatory youth assessment to understand the needs, capacities and priorities of young people in camps and camp-like settings; include assessment of the feasibility of involving youth in activities related to communication with communities, community representation and community coordination forums.
Strategic planning **2**	→ Provide opportunities for young people to be included in planning committees. → Ensure that the CCCM response plan addresses the needs and priorities of young people identified during the needs assessment, and from any other relevant data on young people.	→ Create camp planning and meeting spaces that young women and men consider to be inclusive, friendly and welcoming. → Involve a diverse cross-section of young people in the design of the CCCM response plan to identify and mitigate safety risks.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Compile and circulate information and key messages on the CCCM needs of adolescents and youth, such as from assessment reports, to influence funding priorities. → Report on gaps in funding for addressing young people's CCCM needs to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages for CCCM funding.
Implementation and monitoring **4**	→ Implement CCCM programming that targets the needs of young people and recognizes their assets and potential to contribute. → Conduct internally displaced person (IDP)/refugee registration and profiling in a manner that is survivor-centred and accountable to affected populations, including respecting the confidentiality and safety of girls, young women and other at-risk groups. → Ensure that young people living in vulnerable situations are registered for extra assistance, as needed (see **BOX 6 ▶** *Vulnerable categories of crisis-affected young people*, in Section A). → Create and disseminate camp planning documents in the local language(s) and use language that is friendly to young people. → Train CCCM staff and volunteers in protection (including both child protection and GBV), including how to safely receive a disclosure (report) of GBV from a client and provide a referral to specialized services using existing referral pathways or protocols. → Develop and maintain feedback mechanisms for young people to express their views on the effectiveness and quality of CCCM programmes.	→ Identify meaningful roles that young people can play in CCCM and in provision of services in the camp, such as outreach, awareness raising and maintenance. → Provide space in the camp for young people to engage in peer-to-peer support and participate in self-help groups. → Consult young people during routine review and adaptation of camp security measures. → Mitigate barriers to participation faced by young women and men (e.g., childcare, income-generating activities, limited mobility) which could restrict engagement in consultations or other activities.
Operational peer review and evaluation **5**	→ Review projects within the CCCM response plan to assess to what extent both female and male young people in different age brackets were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in CCCM.	→ Facilitate the participation of young people in project reviews.

CASE STUDY 21

Youth Vigilance committees in returnee sites in Chad: International Organization for Migration (IOM)

In 2017, tens of thousands of Chadian nationals returned to Chad, fleeing violence in the Central African Republic, the Niger and Nigeria. Boko Haram operatives infiltrated the returnee populations in their camps (official and unofficial) and host communities, and lured young people into their group. In response, young returnees organized Youth Vigilance committees in each site to call attention to the risk of Boko Haram.

Awareness-raising activities used loudspeakers, storytellers and plays in local languages. Members helped to map the needs of returnees in support of IOM reintegration activities, and to engage in an initiative to assist community members living in vulnerable situations. The Youth Vigilance initiative supported young returnees with socioeconomic activities and prevented them from being forced into the army or armed groups such as Boko Haram.

Source
IOM (2019).

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Disaster Risk Reduction and Climate Change Adaptation (DRR and CCA)

In 2017 alone, 96 million people were affected by natural hazards that resulted in disaster,[115] with many such hazards increasing in intensity and frequency due to the changing climate. Not only is climate change worsening the risk of floods, droughts, heatwaves and other hazards, but vulnerability and exposure are increasing through environmental degradation and unregulated urbanization. Disasters are causing unprecedented economic damage that threatens sustainable development, and the poorest tend to live in harm's way.

DRR and CCA actors are increasingly collaborating with young people to reduce vulnerabilities and enhance resilience before a humanitarian crisis occurs. As promoted in the Sendai Framework on DRR and the Paris Agreement,[116] resilience means strengthening the capacities of everyone – including young people – to prevent, prepare for, adapt to, cope with and recover from hazards.

These issues are growing in importance to young people, and possibilities exist at all levels to support them in efforts appropriate for their age, such as developing age-appropriate school teaching curricula about climate change. Young people are working with school officials to develop comprehensive school safety plans;[117] teaching their families about home safety;[118] mobilizing youth volunteers in early warning systems;[119] leading climate-related school walkouts and legal actions;[120] and advocating for youth-centred DRR and CCA strategies.[121]

Tip sheet

Key actions for disaster risk reduction (DRR) and climate change adaptation (CCA) programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on the differing experiences of young people with regard to DRR and CCA, and analyse these data disaggregated by sex, age and disability. → Consult with a diverse cross-section of young people to understand their specific vulnerabilities to multi-hazard risks and their potential roles in response and adaptation.	→ Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people to identify needs and barriers to DRR and CCA.
Strategic planning **2**	→ Ensure that the DRR and CCA response plan addresses the needs of adolescents and youth identified during the needs assessment, and from any other relevant data on young people. → Ensure that the project activities and outcomes in the DRR and CCA response plan directly address the needs of young people, including activities to reduce risk and enhance resilience using the unique capacities, knowledge and skills of young people, especially those from marginalized populations.**[122]** → Develop community recovery and resilience plans (including preparedness) after hazardous events, incorporating DRR and CCA in ways that build on the skills and recommendations of young people.	→ Enable young people living in vulnerable situations to influence development of local and national DRR and CCA strategies, including services, early warning systems and emergency response plans, in accordance with the Sendai Framework (Target E) and the Paris Agreement.
Resource mobilization **3**	→ Develop information and key messages on adolescents and youth, such as from assessment reports, to influence DRR and CCA funding priorities. → Report on gaps in funding for adolescents and youth in DRR and CCA to donors and other humanitarian stakeholders. → Advocate for sufficient funding for adolescent- and youth-informed and -focused programmes before a humanitarian crisis occurs, to reduce vulnerabilities and enhance resilience of young people and their communities.	→ Engage young people in developing key advocacy messages for DRR and CCA funding.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Train young people of all ages, genders and abilities to identify, manage and respond to disaster risk, and provide opportunities for them to assess risk at school, home and in their communities, including climate-related risks. → Integrate adolescent- and youth-friendly, gender-sensitive and inclusive DRR and CCA training into national formal and informal education, including on the rights that young people have before, during and after a hazardous event. → Involve young people in DRR and CCA education and campaigns, providing them with information about DRR and CCA relevant to young people in their communities. → Develop and maintain a feedback mechanism for young people to provide their perspectives on the effectiveness and quality of DRR and CCA education and advocacy campaigns. → Address barriers or biases in DRR and CCA programming that may compromise the safety of adolescent girls and young women and other at-risk groups.	→ Support young people to gain the knowledge, skills, resources and support, including mentorship, to innovate towards reducing risk, such as by building on their skills in social media, interpersonal negotiation, technology and entrepreneurship. → Consult young people during routine review of DRR and CCA programmes and activities.
Operational peer review and evaluation **5**	→ Review projects within the DRR and CCA response plan to assess to what extent adolescents and youth were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in DRR and CCA.	→ Facilitate the participation of young people in project reviews.

CASE STUDY 22

Youth Green Clubs tackle cyclone threats in Viet Nam: CARE International

From 2009–2014 in Da Loc, Viet Nam, young people in democratically elected Green Clubs led DRR, CCA and ecosystem management activities in cyclone-affected villages facing poverty and land saltwater intrusion threats to agriculture. Alongside local organizations, Green Clubs participated in DRR planning and helped plant and maintain mangrove forests to reduce the impacts of cyclones. The youth supported and coached farmers by providing technical guidance on implementing climate-resilient livelihoods, such as the use of biofertilizer. They also developed campaigns using theatre, drawing, filmmaking, fashion design and poetry to educate and mobilize residents. The campaigns focused on awareness-raising and behaviour change relating to mangrove protection and climate change adaptation. In five years, the Green Clubs reached more than 10,000 community members through their activities.

Source
CARE (2016).[123]

↓
Youth Green Clubs plant and maintain mangrove forests to reduce cyclone impact in Viet Nam.

© CARE/Cathrine Dolleris/Viet Nam

Education

In crisis contexts, formal and non-formal education are critical to create environments where all young people can develop a sense of agency and purpose. Education also ensures physical, psychosocial and cognitive protection. It builds resilience and coping skills and helps young people access other critical services. Quality education ensures young people gain the relevant skills and competencies they need for whole-person development, navigating the labour market and becoming actors for peace and stability. In particular, it is important to ensure that the two critical windows of opportunity for rapid learning and brain development are not missed, the first being ages 0–3 years and the second at 9–14 years.[124] In this context, education during this 'second window' provides a critical opportunity to build on earlier investments in education, or to provide a second chance to those who missed out on educational and social opportunities as children, due to conflict or displacement.

Educational interventions for young people can benefit the community as well as young people themselves, by building their skills and engaging them in employment and voluntary activities. However, too often even where education is available in emergencies, most programmes target younger, primary-school aged children, with little investment in the developmental and protection rights and needs of adolescents or youth in their early 20s. In displacement contexts, especially, some young people will be illiterate, while others will be university students, and all levels must be catered for in terms of providing appropriate educational activities/opportunities. Access barriers for young women, persons with disabilities and those living in vulnerable situations must be overcome.

Young people are calling for innovative options that include relevant education, human rights, livelihood and life skills training (see ANNEX 6 ▶ *Life skills*), which respond to their needs and open up possibilities for the future. During displacement, training and engagement of young people as teachers and facilitators can be crucial to launch and maintain educational projects for younger children, while also developing skills among the older group.

For the Education sector, all areas of focus across the HPC should be considered together with the domains[125] of the Inter-agency Network for Education in Emergencies (INEE) *Minimum Standards for Education* (known as the INEE Minimum Standards Handbook).[126]

Registration and documentation were strong themes throughout the consultations, especially with regards to health insurance and work permits. Many young people spoke of the consequences of not being able to access diplomas obtained in their country of origin and the inability to have their degrees accredited in the host country.

UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

Tip sheet

Key actions for Education programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on needs, priorities and capabilities, and analyse these data disaggregated by sex, age and disability, to understand differing educational needs of young people before and after the crisis. → Analyse data to understand: → how many young people of different age groups in the area are in school, in training or NEET (not in education, employment or training), and what proportion of those in each category are female and male; → the education profile of young people, including percentages who: have never been to school, have attended primary school, have completed secondary school, are in higher education; → the barriers to young people accessing education. How are barriers different for girls and boys, for internally displaced persons (IDPs)/refugees and other vulnerable groups? Examples: distance to school; lack of civil documentation; cost of school fees; sex of teachers and administrators; teacher quality; safe and accessible water, sanitation and hygiene (WASH) facilities, lack of access to sanitary pads or other support during menstruation; existence of crèches/child care; accessibility for people with disabilities; family acceptance and support for school attendance; lack of clothing; food insecurity; → the cut-off age after which an adolescent is legally unable to register for formal schooling.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs and barriers to education.

HPC phases	What to do	Tips for young people's participation
Strategic planning **2**	→ Ensure that the Education response plan addresses the needs of young people identified during the needs assessment, and from any other relevant data on young people. → Ensure that the project activities and outcomes in the Education sector response plan directly address the specific needs of young people. → Specify in the response plan which options exist for those who are NEET: formal and non-formal education, alternative education opportunities, technical and vocational education and training (TVET), distance learning, life skills and employability skills. → Build links in the response plan between learning and future employment and livelihood activities. → Advocate for the integration of refugee and displaced young people in the education system, budget and plans of their host area or country. → Continuously advocate and collaborate with education authorities and other education actors for recognized and accredited education for refugees and IDPs.	→ Consult with adolescents and youth during the design and development of the strategic planning document (e.g., the Education response plan). → Include a diverse cross-section of young people in Education planning committees.
Resource mobilization **3**	→ Gather information and disseminate key messages from needs assessments among adolescents and youth to influence education funding priorities. → Report on gaps in funding for education programmes for adolescents and youth to donors and other humanitarian agencies.	→ Partner with young people in developing key advocacy messages for Education funding.
Implementation and monitoring **4**	**Access:** → Offer flexible learning opportunities to young people, as they may have limited time available to attend education due to family or livelihood commitments. → Provide a range of education opportunities so that young people can re-enter the formal school system and/or participate in non-formal learning. → Give young people opportunities for employment as teachers, teachers' aides, mentors and trainers, etc., within education and training programmes. → Address barriers or biases in Education programming that may compromise the safety of adolescent girls and young women and other at-risk groups.	→ Engage young people in the provision and review of education services.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Consult Protection colleagues to understand why specific groups of young people are NEET and develop intervention plans to engage them. → Plan early to work with specialized agencies, use the Washington Group questions[127] to screen young people to identify learning impairments and disability-related barriers early, and develop individualized learning plans that mitigate them. **Quality:** → Ensure the curriculum includes the development of skills for personal empowerment, including active citizenship, life skills, human rights, and comprehensive sexuality education (CSE). → Formal and non-formal education should integrate social and emotional learning (cognitive, social and emotional competencies) to mitigate the effects of exposure to conflict or crisis. → Make educational and vocational information and guidance available and accessible to all learners.[128] Audit curriculum materials to ensure content does not reinforce harmful or discriminatory norms. → Continuously train teachers to work with people living with different kinds of disabilities and adapt curricula to make them accessible. Prioritize training and recruitment of female educators and teaching assistants. → Make provision for language classes for refugees and displaced young people who do not speak the language of instruction. → Develop and maintain a feedback mechanism for young people to provide their perspectives on the effectiveness and quality of education programmes.	→ Support young people to gain the knowledge, skills, resources and support, including mentorship, to innovate towards reducing risk, such as by building on their skills in social media, interpersonal negotiation, technology and entrepreneurship. → Consult young people during routine review of DRR and CCA programmes and activities.
Operational peer review and evaluation **5**	→ Review projects within the Education response plan to assess the extent to which the needs of adolescents and youth were effectively addressed through humanitarian programming. → Document and share good practices on addressing the needs of young people in Education programming.	→ Facilitate the participation of young people in project reviews in the Education sector.

CASE STUDY 23

Education for durable solutions for refugees: Education for Humanity at Arizona State University

Of the nearly 80 million people displaced around the globe, fewer than 3 per cent have access to higher education.[129] Education for Humanity, an initiative of Arizona State University in partnership with humanitarian agencies, offers tertiary-level online courses with in-person facilitation to refugees and host community members in the Middle East and East Africa. Academic offerings reflect the ambitions of refugee learners, including digital English language courses, digital skills preparation modules, as well as university degree pathways in partnership with local universities. Short-term certificates are also being developed that will be relevant in regional labour markets. Launched in 2017 and currently serving over 2,700 learners, the programme prioritizes gender parity and works with local facilitators to guide students. Despite challenges with limited connectivity, competing family responsibilities, and varying accreditation policies, the initiative has helped learners gain 21st century skills, earn university credentials as well as secure employment, and is a promising example of connected learning in humanitarian contexts.

Source
Education for Humanity (2019), provided for these guidelines.

↑
© FabLab/Greece

FabLab – an innovation space for refugees in Greece: Terre des Hommes

The closure of the Balkans migration route in 2016 led to more than 60,000 refugees being stranded in Greece. Young people had few opportunities to put their energy and enthusiasm to use, and many had lost access to school. As part of the Digital Fabrication Laboratories network around the world, FabLab Ioannina[130] was designed to be a room full of advanced digital design and manufacturing technologies for the creation of projects, where participants would be limited only by their own imagination and creativity. This innovative and captivating non-formal education space provided refugee and host community young people with practical digital skills to improve their resilience and future employability. Equal numbers of female and male young people could learn coding, create apps and integrated circuits, and use a 3D printer. In addition to addressing training needs, FabLab gave young people a safe physical space with dedicated activities, similar to a child-friendly space (CFS) for younger children. The inclusion of host community young people ensured the acceptance of the project by a local population affected by economic crisis.

Source
FabLab (2019).[131]
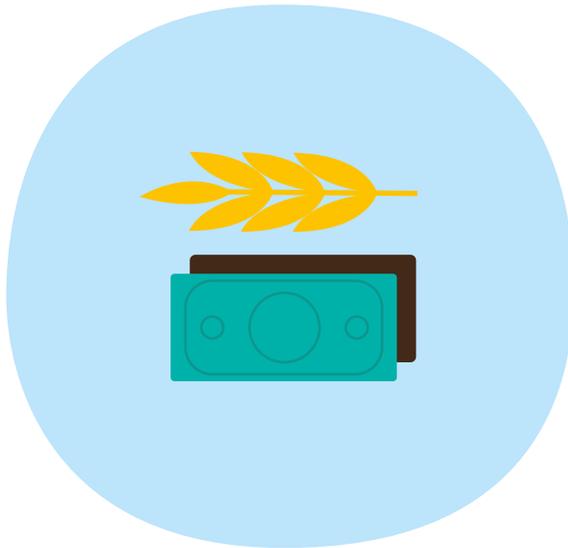
Livelihoods

Livelihoods initiatives should be part of every humanitarian programme engaging young people.[132] Young people with adequate human, social and financial capital can contribute to creating sustainable economies and peaceful, prosperous societies. Acquiring the tools for earning a livelihood, such as life skills, training, job search assistance and other support, not only helps young people to find employment but also enhances their self-esteem, confidence and sense of control over their lives, while also lowering the likelihood that they will engage in risky behaviours such as substance abuse, violence and premature sex.[133] The International Labour Organization (ILO) is supportive of older adolescents (15 years and above) working, as long as the work is safe and supportive to their development.

Crisis-affected young people often have a harder time integrating into the labour market for social and psychosocial reasons,[134] because of missed education, the poor quality of the education system, lack of documents to show their qualifications, or because they are barred from working or from leaving their community. Often their only livelihood options are in the informal economy, where income is erratic, the lack of a contract leaves them vulnerable to exploitation; working conditions are poor, and social protection is weak or non-existent. For young people attempting to earn a living on the street, the risks of crime and violence can be high.

Young people (especially, but not only, young women) also face disproportionate barriers to accessing land, pasture and other natural resources for their livelihoods, compounding the problems of joblessness and food insecurity. Access to these resources is often controlled by elder-led systems of governance that exclude young people from meaningful decision-making and systematically deny them their rights when disputes occur. In many countries, young men cannot get married without providing an adequate dowry of livestock, cash and/or agricultural goods; therefore being excluded from accessing land, pasture and other resources also means being denied the ability to marry. Lacking viable livelihood options, vulnerable young people are often forced into dangerous and illicit forms of resource extraction such as poaching, cattle rustling, charcoal burning and artisanal mining – which increases their risk of criminalization, as well as recruitment into armed groups. Youth may need help with negotiating rental agreements for farmland, negotiating for durable access to land, pasture and natural resources, and support to be included in decision-making bodies and dispute-resolution mechanisms (see the **TIP SHEET ON HLP ▶**).

Young people are also often excluded from financial services, either by policy or prejudice. As they mature and become heads of households, young people need access to and a working knowledge of savings and loans to start a business, and to grow and protect their assets.

Agencies support a wide array of economic strengthening interventions for young people: cash or voucher assistance (CVA; see **BOX 18 ▶**); income-generating activities; infrastructure and public works projects; livestock and farming support; financial inclusion (microcredit, savings); access to markets (value chain development, market systems approaches); job creation and entrepreneurship; and technical and vocational education and training (TVET); among others. Financial inclusion efforts fall into two categories: providing access to credit, and support for savings mechanisms. Group savings programmes such as village savings and loan associations (VSLA) are a hybrid of both, providing a variety of services normally provided by formal financial institutions.

Box 18: Cash or voucher assistance (CVA)

CVA is increasingly the preferred economic strengthening tool in humanitarian settings because of its greater flexibility, higher client satisfaction, scalability, and lower cost.[135] Some agencies have set ambitious targets for increasing the amount of their assistance delivered in the form of cash. CVA can be delivered unconditionally, or with conditions such as taking children to a health clinic or attending school/training. There are currently no reliable data indicating how many young people are direct beneficiaries of CVA in the wake of a humanitarian crisis.

Some agencies are reluctant to give cash to young people, especially those under 18. But, however concerning it may be, many adolescents are working in humanitarian settings, supporting their families and handling cash. Even when Livelihoods programmes do not directly engage with them, adolescents are affected by these household economic interventions because they usually work in household microenterprises.[136] Restricting them from directly accessing cash assistance may be putting them, and those in their care, at further risk of negative coping. The Alliance for Child Protection in Humanitarian Action now recommends including adolescents as direct beneficiaries of cash assistance.[137]

However, CVA carries the risk of community jealousy, stigma, bullying and theft. Agencies should assess and mitigate the risk from cash assistance to young people, using the tools below.

Keep in mind: The blending of services and cash is likely to be more effective than either component of an intervention on its own. There is great scope for complementarity between cash and sector-specific programming in ways that can create impact.[138]

Resources

Alliance for Child Protection in Humanitarian Action, **Cash Transfer Programming and Child Protection in Humanitarian Action: Review and opportunities to strengthen the evidence**, 2019, https://resourcecentre.savethechildren.net/library/cash-transfer-programming-and-child-protection-humanitarian-action-review-and-opportunities

Cash Learning Project (CaLP), **Minimum Standard for Market Analysis**, 2018, www.cashlearning.org/downloads/calp-misma-en-web.pdf

The Cash Learning Partnership (CaLP), **Programme Quality Toolbox**, 2020, https://www.calpnetwork.org/resources/programme-quality-toolbox

The Transfer Project, **Adolescents**, https://transfer.cpc.unc.edu/adolescents

United Nations High Commissioner for Refugees (UNHCR), **Guide for Protection in Cash-based Interventions**, 2016, www.womensrefugeecommission.org/gbv/resources/1280-protection-in-cash-based-interventions

TVET remains popular among young people and implementing agencies, despite the high cost, a disappointing record of connecting young people to employment, and an overemphasis on 'blue-collar' trades. TVET is still widely implemented today, mostly for its non-economic benefits: increased self-confidence; social interaction; community recognition, etc. While there is limited evidence that employment programmes by themselves can curb engagement in political violence, they are still a preferred approach of actors working to promote stability in fragile and conflict-affected countries.[139]

The best training approaches for displaced young people are those that can lead to durable solutions upon return, resettlement or local integration.

Regardless of the type of Livelihoods programme, agencies should be concerned about who accesses services, how they are designed and publicized, and how they benefit young people. Young people should be engaged in a participatory process to understand local labour and goods markets, as well as the markets where they may eventually (re)settle. They should not be vocationally streamed according to discriminatory sociocultural norms — for example, by sex or gender identity.

Box 19: From school to work

Education and livelihood issues are intertwined, and the best humanitarian programmes for young people work to find linkages between the two. For example, a market assessment or labour market analysis is needed to inform a Livelihoods programme, but also helps to ensure that training is demand-driven and that courses offered by Education actors are relevant. Tackling the livelihood needs of crisis-affected young people requires agencies to create pathways from the world of education and work. Understanding labour market information helps stakeholders (policy makers, private sector employers, students and their parents, education and training providers, and others) to make more informed choices related to their career, or public and private workforce investments.[140] One factor that has been associated with greater success is the early involvement of the private sector (private companies) in connecting educated and trained youth with job opportunities.

"Invest in youth education that tackles employability skills."
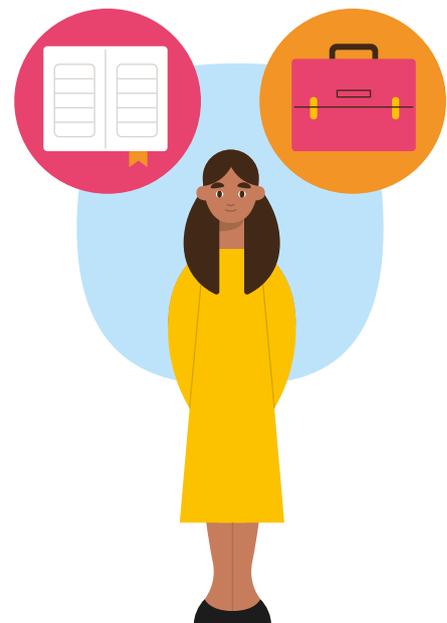
NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordananian young people in Jordan

Tip sheet

Key actions for Livelihoods programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on the differing needs of young people with regard to Livelihoods, and analyse these data disaggregated by sex, age and disability. → Analyse data to understand: → how young people are currently and were previously engaged in earning a livelihood; → livelihood assets of young people, the skills they possess and those that they would like to gain; → the main barriers (social, cultural, health-related, educational, financial, etc.) that young people face when trying to support themselves and their families. → Compile youth-related findings from joint market assessments, such as the Emergency Market Mapping and Assessment (EMMA), Market Information and Food Insecurity Response Analysis (MIFIRA), Rapid Assessment for Markets (RAM), political economy analysis (PEA), gender assessments, or any youth labour market assessments conducted by the government or individual agencies.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs and barriers with regard to livelihoods. → Seek feedback from young people on facilitators and barriers to accessing safe and decent work opportunities.

HPC phases	What to do	Tips for young people's participation

Strategic planning
 	
2
	→ When analysing demands in the labour market, ensure that the Livelihoods response plan addresses the needs of young people identified during the needs assessment, and from any other data on young people and the labour market.
	
	→ Ensure that the project activities and outcomes in the Livelihoods response plan directly address the specific needs of young people.
	
	→ Specify in the Livelihoods response plan opportunities to access training and skills development in related sectors, notably Shelter, WASH, Health, Food Security and Nutrition, in order to build the human, social and financial capital of young people — including those living in vulnerable situations — through age-appropriate linkages between education, training and livelihoods.
	
	→ Ensure the Livelihoods response plan considers:
	
	   → whether refugees or internally displaced persons (IDPs) can work or start businesses without being exposed to legal or protection concerns;
	
	   → which paperwork, qualifications and skills are needed by young people to access available jobs;
	
	   → which skills training is relevant to the context and linked to labour market survey findings and research into durable solutions.
	
	→ Assess potential risks to young people's, especially adolescent girls', safety and well-being that may arise due to participation in Livelihoods programming including cash-based interventions.
		→ Facilitate the participation of adolescents and youth in strategic planning to enable them to identify opportunities and mitigate risks in the Livelihoods sector.
		
		→ Involve a diverse cross-section of young people in the design of Livelihoods programmes.

Resource mobilization **3**	→ Gather information and disseminate key messages on young people's needs and priorities to influence the Livelihoods sector funding priorities. → Report to donors and other humanitarian stakeholders on gaps in funding for Livelihoods programmes for young people.	→ Engage young people in developing advocacy messages for Livelihoods sector funding. → Seek young people's views and feedback, especially on how their needs are being addressed, and how they're being engaged in the Livelihoods sector, when developing proposals and reports for donors and partners.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Implement Livelihoods programming that targets the needs of young people and draws on their capabilities, such as by:	→ Engage youths as trainers and mentors for younger adolescents in programmes to provide guidance in the transition into employment.
	→ connecting Livelihoods programmes with technical and vocational training and formal or non-formal education, as well as psychosocial support;	→ Engage young people in the efforts to minimize the environmental impact of programmes, including through sustainable sourcing of raw materials.
	→ linking vocational training to real job opportunities and on-the-job training, cultivating a cadre of businesses, local authorities and NGOs who could offer apprenticeships to graduates of youth education programmes;	→ Consult young people in the ongoing monitoring and adaptation of Livelihoods programmes, including training programmes and job placements.
	→ referring young people wishing to pursue their own businesses to business management and entrepreneurship training, financial services and mentorship programmes;	
	→ designing programmes that offer a diverse menu of skills training options, such as: United Nations languages, skilled trades, information and communication technologies (ICTs), health care and accounting;	
	→ provide training and opportunities for young people to engage in specific skills for emergency response – e.g., humanitarian principles, Sphere Standards, monitoring and evaluation, DRR, Health – to enhance their employability among humanitarian agencies.	
	→ Combine economic strengthening interventions with non-economic interventions that include: protection messaging; health, including sexual and reproductive health (SRH); life skills; environmental education; psychosocial support; and peace initiatives.	
	→ Partner with skilled CVA providers to find an appropriate cash or voucher modality for young people, starting with those living in vulnerable situations, and ensure that young people are aware of these opportunities.	
	→ Involve young people in Livelihoods education and campaigns, and provide them with information about Livelihoods relevant to young people in their communities.	
	→ Develop and maintain a feedback mechanism for young people to provide their perspectives on the effectiveness and quality of Livelihoods programmes.	

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Address barriers or biases in Livelihoods programming that may compromise the safety of adolescent girls and young women, and other at-risk groups. → Ensure that the process for identifying Livelihoods programme participants is discussed and understood in the local community and made transparent, so that Livelihoods interventions do not further exacerbate any pre-existing tensions in society.[141] → Manage young people's expectations around employment outcomes following technical and vocational training and offer follow-up support to help them find work or succeed in self-employment. → Support development of 'green' livelihoods, such as in recycling, methane capture and use, renewable energy, etc. → As appropriate, work in coalition with other agencies and young people to advocate for refugees' right to work, and/or freedom of movement.	→ Engage youths as trainers and mentors for younger adolescents in programmes to provide guidance in the transition into employment. → Engage young people in the efforts to minimize the environmental impact of programmes, including through sustainable sourcing of raw materials. → Consult young people in the ongoing monitoring and adaptation of Livelihoods programmes, including training programmes and job placements.
Operational peer review and evaluation **5**	→ Review projects within the Livelihoods response plan to assess to what extent the needs of adolescents and youth were effectively addressed through humanitarian programming. → Document and share good practices on addressing the Livelihoods needs of young people.	→ Facilitate the participation of young people in project reviews.

"Support innovative ideas in livelihoods such e-marketing and do not stick with traditional livelihoods programming such as tailoring. This will require an understanding of what is new and which sectors have potential."

NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordananian young people in Jordan

CASE STUDY 25

Livelihoods and protection in Borno and Gombe States, North-East Nigeria: Mercy Corps

An escalation of violence in 2014 resulted in mass displacement throughout North-East Nigeria due to military operations, non-state group activities, return of Nigerians from neighbouring countries, and communal clashes. To improve the safety, livelihoods and personal agency of displaced adolescent girls and boys, Mercy Corps introduced a mix of life skills, reproductive health services and psychosocial support, financial literacy, access to savings and loans, livelihood skills and vocational training. These activities were delivered through the creation of community safe spaces and, in some cases, layered onto pre-existing meetings that girls were holding in their communities. Because girls were extremely limited in their movement outside of the home, participating girls played a critical role in helping identify their hard-to-reach peers to invite them to participate. Committees of parents, local leaders, school officials, teachers and youths became advocates for the programme and educated parents about the programme's goals. Mercy Corps adapted the programme to meet the specific needs of younger adolescents with the use of pictures, role-playing and storytelling. Older adolescents facilitated lessons with younger children, creating a cascading leadership model.

Source
Mercy Corps (2019), provided for these guidelines.

CASE STUDY 26

Employability for conflict-affected youth in eastern Ukraine: Save the Children International and the Slavic Heart Charitable Foundation

The emergence of armed conflict in Eastern Ukraine in 2014 brought new economic hardships to millions of people. Youth unemployment surged, increasing poverty and the risk of negative coping. Save the Children and the Slavic Heart Charitable Foundation launched the 12-month EU4Youth initiative to increase internally displaced persons' (IDPs') and disadvantaged young people's employability, access to economic opportunities and civic participation.

Government and NGO staff took a trainers' course on teaching life skills for employment, while learners were exposed to vocational training and internships to learn the workings of public agencies and private firms. In a separate training track for entrepreneurship, trainees developed business ideas with expert support, and the most promising ideas were funded under the project. Eighty-seven per cent of participating youth surveyed said the activities had increased their employability.

Source
Save the Children (2019), provided for these guidelines.

CASE STUDY 27

Cash for age-appropriate work: Save the Children Uganda

In a project to provide life-saving sexual and reproductive health (SRH) services and livelihood support, refugee and host community adolescents and youth gained access to emergency cash transfers in exchange for work that the community deemed to be age appropriate. The cash transfers were reinforced with teaching of life skills and entrepreneurship skills to support the young people's economic activities within and around

refugee settlements. The project increases equitable access to gender-responsive adolescent- and youth-friendly livelihood opportunities and enhances the capacity of health service providers for friendly SRH services. A second phase of the project builds entrepreneurship skills. Monitoring data showed an increase in participating young people initiating microenterprises.

Source
Save the Children (2019), provided for these guidelines.

Food security

This section considers the needs of, and roles for, young people across the four pillars of food security: physical availability of food; economic and physical access to food; food utilization; and stability of the other three dimensions over time.[142] Adolescents and youth have specific, gendered food security needs and potential for meaningful engagement in food security initiatives. They also play a central role in agriculture, because the global food system is the largest employer of youth.[143] A critical issue related to malnutrition is the feeding and care practices of food-insecure young mothers, who may have limited education and experience as well as the burden of additional responsibility in a crisis. In many contexts, unpaid care and domestic work which underpins food security is largely done by women and girls. Female young people, especially, have protection needs around the distribution of food, cash and agricultural inputs by humanitarian actors, but all sub-groups of young people need input on the design of effective food assistance programmes. Although food distribution is still the dominant food assistance modality, cash and voucher assistance (CVA) is increasingly used to address a range of needs (see **BOX 18 ▶**).

As agricultural markets are transforming with higher demand, increased prices, more integrated supply chains, and greater rural–urban connectivity, new opportunities are emerging for young people in agribusiness. However, young people, and especially young women, often lack the necessary access to: land; finance and markets; education and training; livestock, fishing and agricultural technologies; or modern farming techniques. Furthermore, agricultural policies are rarely youth friendly. Rural young people often, therefore, do not see agriculture as a viable career path that will enable them to maintain household food security.[144]

Skilled young women and men have shown that when they are given opportunities across inclusive value chains — from input supply to production, processing, storage and marketing — not only can they find solutions to feeding themselves and their families, but they can also contribute to helping their countries achieve food security and better nutritional status.[145]

Tip sheet

Key actions for Food Security programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect information, data and assessments on food security needs of young people, disaggregated by sex, age and disability. → Analyse data to understand: 　→ how food insecurity is affecting protection (child labour, child marriage),[146] nutrition care practices of young mothers (including those living with HIV), and education of young people; 　→ any barriers in accessing distributions for households headed by adolescents and youth; 　→ policy barriers that impede young people's participation in agriculture and food systems; 　→ how these barriers can be overcome.[147]	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs, how young people are involved in distributions, and barriers to food security, including for in-school and out-of-school young people.
Strategic planning **2**	→ Ensure that the Food Security response plan addresses the needs of young people identified during the needs assessment, and from any other relevant data on young people. → Map/gather information on who is doing what, where, with regard to young people in food assistance (e.g., cash or voucher initiatives for young people, female-headed households, pregnant and breastfeeding mothers, people with disabilities). → Ensure that the chosen transfer modality is substantial enough to meet food and nutrition requirements to keep young people from negative coping. Consider specific needs related to age, sex and vulnerability, e.g., adolescent mothers.[148] → Ensure young people in school in need of food support have access to school feeding and/or cash or voucher assistance. Reach out-of-school young people through the use of youth-friendly spaces, as needed. → Advocate and plan for food distributions to be age- and gender-responsive (e.g., provision for adolescent mothers).	→ Involve a diverse cross-section of young people in the design of food assistance and agricultural support programming, including the selection of commodities for distribution.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Include information and key linkages to engage young people in Food Security programming, and budget for those interventions (i.e., assessments, building capacity in supply chain). → Report regularly to donors and humanitarian stakeholders on resource gaps, especially those affecting the most vulnerable (e.g., female-headed households, pregnant and breastfeeding mothers, young people with disabilities).	→ Seek young people's views and feedback, especially on how their needs are being addressed and how they are being engaged in Food Security programming, when developing proposals and reports for donors and partners.
Implementation and monitoring **4**	→ Ensure all young people are aware of distribution sites and timings (consider the needs of remote populations, female- and adolescent-headed households, literacy barriers, etc.). → Ensure that young people receive the necessary tools, inputs and training to carry out locally viable and sustainable agricultural activities.[149] → Provide referral to mental health and psychosocial support (MHPSS) for young mothers as part of Food Security and Nutrition programming. → Develop and maintain feedback mechanisms for young people as part of Food Security projects, including outreach to vulnerable groups. → Train a diverse cross-section of young women and young men to manage distributions. → Ensure that vulnerable groups, such as female heads of households, young people with disabilities, pregnant and breastfeeding women, are able to raise their concerns during reviews and evaluations, while guaranteeing confidentiality and without exposing them to further harm or trauma. Some mechanisms — such as confidential hotlines run outside the community — are more effective than others. → Monitor the coverage for school feeding programmes and how out-of-school young people are reached.	→ Engage young people to disseminate information, mobilize communities, and help with distribution activities. → Ensure that meeting spaces are safe and accessible for all. Where the voices of adolescent girls and young women cannot be heard, look for other ways to get their opinions and feedback.
Operational peer review and evaluation **5**	→ Review projects within the Food Security response plan and programming. → Assess which young people were effectively reached and those who were not and why. → Share good practices around usage of gender-responsive Food Security interventions, and address gaps.	→ Facilitate the participation of young people in project reviews.

CASE STUDY 28

Junior Farmer Field and Life Schools (JFFLS) – youth employment in agriculture: Food and Agriculture Organization of the United Nations (FAO)

Of the world's estimated 188 million unemployed people in 2019, 68 million (36 per cent) were between 15 to 24 years old.[150] Unfortunately, the vast majority of jobs available to youth are low paid, insecure, and with few benefits or prospects for advancement. Especially in rural regions of developing countries, the situation can be one of extreme hardship. To address specific needs of rural youth, FAO developed the JFFLS in 2004. The methodology provides livelihood options for long-term food security while reducing vulnerability to destitution and offering strategies for coping with risk. The JFFLS programme promotes gender equality by enabling young people to take on the same roles regardless of sex, and by developing their capacities to critically assess relationships, risks and resources in their communities. The curriculum combines agricultural skills, life skills and entrepreneurship in an experiential and participatory learning approach suited to rural communities and low literacy. The JFFLS approach has been adapted to address the orphan crisis associated with the HIV epidemic, emergency situations, climate change and rural youth unemployment, and to prevent child labour. To date, more than 25,000 young people have participated in JFFLS in over 20 countries.

Source
FAO (2020).[151]

CASE STUDY 29

Training young farmers in Kenya to improve food security: RET International

Over the years, political instability and severe drought in the region have led certain populations to seek safe haven in Kenya. The country's major challenge remains the approximately 550,000 mostly Somali refugees residing in cramped, harsh and dangerous camps and settlements. The world's largest refugee complex, Dadaab, hosts approximately 400,000 refugees. RET International trained youth in Dadaab to improve food security for themselves and for Kenyan host communities. This response was tailored to the dry and non-fertile lands of the camps. In a partnership with the Kenyan Ministry of Agriculture, Livestock and Fisheries, adolescents and youth willing to become new farmers were trained on reusing household waste, such as wastewater and compostable products, to produce vegetables for consumption. They then successfully planted tomatoes, vegetables and watermelons to supplement their World Food Programme (WFP) food rations, increase food security for their families, and generate income from the sale of surplus vegetables.

Source
RET International (2017), provided for these guidelines.
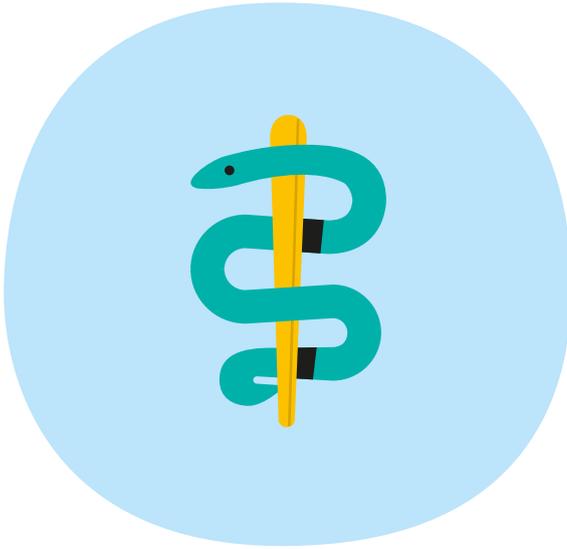
Health

This section addresses health issues faced by young people, inclusive of general health needs, mental health and psychosocial support (MHPSS), well-being and sexual and reproductive health (SRH). Depending on the context, the most likely causes of death for young people during humanitarian emergencies include diarrhoeal diseases, acute respiratory infections, measles, malaria, severe malnutrition,[152] and complications in pregnancy and childbirth.[153]

In addition to possible illness or injury, the impacts of a crisis can include trauma, anger, fear, depression, sadness and loss of hope for the future. Some young people will have witnessed atrocities, lost family members, or been in detention. Young people involved in a humanitarian response may themselves be at risk of re-traumatization or secondary trauma. Due to various threats, young people and especially girls and young women may be stuck at home and isolated from peers, which may lead to depression and anxiety.[154] Young people's mental health problems can create degenerative effects that turn into social problems later in life.[155] Effects can be intergenerational when mental health issues impact the way a young parent cares for their children.

During emergencies young people also face greater risks to their SRH, including early pregnancy, gender-based violence (GBV), sexual assault and rape, among others.

Some groups of adolescents are particularly at risk, including: very young adolescents (10–14 years); pregnant girls; those separated from their families; heads of households; GBV survivors; those engaging in transactional sex; those associated with armed forces and armed groups; orphans; those living with HIV; those with disabilities; LGBTQIA+ adolescents; and those belonging to indigenous or migrant groups. Humanitarian situations also exacerbate HIV-related risks, and more than half of those newly infected with HIV today are between 15–24 years old.[156]

Health services are often under increased pressure in a crisis setting, and are not usually perceived by young people as welcoming, which reduces demand from young people. Bias and negative attitudes among health-care providers often keep young people from accessing services. Duty-bearers are increasingly partnering with young people to map the health system, inform the design of programmes, and improve the adolescent- and youth-friendliness of services.[157] The Compact for Young People in Humanitarian Action's operational guidance summary page, '*COVID-19: Working with and for young people*', is included as **ANNEX 7 ▶**. It includes analysis of direct and indirect health impacts on young people, as well as concrete recommendations and resources relating to the COVID-19 response.

Tip sheet

Key actions for Health programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation

Needs assessment and analysis
 	
 1
	→ Collect data on the differing experiences of young people with regard to health and analyse these data disaggregated by sex, age and disability.
	
	 → Analyse data to understand:
	
	   → if young people can access sexual and reproductive health (SRH) services, and mental health and psychosocial support (MHPSS);
	
	   → if young people can access services for clinical management of rape and information relating to sexual violence in a safe and confidential manner;
	
	   → if young people feel that existing health services, including SRH and MHPSS, are friendly to them;
	
	   → if there was comprehensive sexuality education (CSE) being delivered before the crisis;
	
	   → if testing services are available for pregnancy and HIV, and if counsellors are available to advise on HIV status and link individuals who test positive to ongoing care and services.
		→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs and barriers to health, including MHPSS and SRH.

Strategic planning **2**	→ Ensure that the Health response plan addresses the needs of young people identified during the needs assessment, and from any other relevant data on young people. → Identify partners and linkages with other sectors such as Nutrition (e.g., nutrition needs of adolescent mothers, therapeutic feeding), Protection (e.g., referring GBV survivors to appropriate services), etc. → Advocate for a working group on SRH and MHPSS, with representatives from youth organizations and networks to enable coordination of interventions among partners.	→ Engage young people in developing key advocacy messages pertaining to their health needs, including SRH and MHPSS.

HPC phases	What to do	Tips for young people's participation
Strategic planning **2**	→ Advocate and plan for health interventions to be gender-responsive and inclusive. → Identify entry-points for (re)starting culturally appropriate CSE, such as in schools, youth clubs and camp structures. → Consider issues of self-harm and other indications of mental distress – such as bullying, domestic violence, and alcohol, tobacco and drug use – in the design of programmes.	
Resource mobilization **3**	→ Include information and key messages on specific needs and priorities of young people, to influence Health funding priorities. → Report on gaps for adolescents and youth in Health programmes in reporting to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages pertaining to their health needs, including SRH and MHPSS.
Implementation and monitoring **4**	**Access:** → Prepare medical response programmes which allow for the rapid assessment and treatment of adolescents and youth. → Build capacity of health-care staff, including reception and security staff, as well as the staff of partner organizations and relevant ministries, on how to provide adolescent- and youth-responsive services, including non-judgemental and respectful counselling. → At the onset of an emergency, respond to SRH needs through adherence to the 'Minimum Initial Service Package' (MISP), part of the *Inter-Agency Field Manual on Reproductive Health in Humanitarian Settings*.[158] → Ensure that all young people have access to sexual and reproductive health and rights (SRHR) information and services. Consider deploying midwives, establishing mobile and static SRH points with referral services, and establishing health or maternity spaces, which can be situated with child-friendly spaces and youth-friendly spaces. → Make provisions for psychosocial support and ensure it is accessible to young people.	→ Engage young people in developing key advocacy messages pertaining to their health needs, including SRH and MHPSS. → Build capacity of young people to participate in coordination mechanisms (cluster/working group meetings). → Train young people on basic health education, SRH, menstrual hygiene management and MHPSS, and work with them to disseminate information, mobilize communities, and help with distribution activities. → Work with Livelihoods and Education actors to find pathways to employment for young people in health, SRH and MHPSS.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Ensure that young people who are survivors of sexual violence receive clinical care and referral to other supportive services, as needed. → Ensure there are trained networks of practitioners, such as midwives, counsellors and community health workers, to deliver health (including SRH and MHPSS) information and services to young people. → Make provisions for dignity kits including information on menstrual hygiene management (MHM) (see **TIP SHEET FOR WASH PROGRAMMING ▶** as well). → Provide access to condoms and family planning services, HIV testing and counselling services, and GBV services, including post-rape care, and post-exposure HIV prophylaxis. → Disseminate adolescent- and youth-friendly health information through existing structures, and within wider adolescent and youth programming. → Ensure access to a safe space for young people to discuss their issues, socialize and have access to mentors. **Quality:** → Integrate MHPSS interventions within Health and Protection programmes, including referral mechanisms, rather than as stand-alone programmes. → Avoid targeting GBV survivors or young people associated with armed groups and armed forces in ways that further their discrimination and exclusion in communities. → Identify and build capacity of health and case workers who can safely and ethically identify young people with psychological disorders for referral to care. → Ensure that practitioners have skills to work with young people in a safe, friendly and ethical manner. → MHPSS activities should not always be conducted in mixed-gender groups, but the same information should be provided to females and males. For instance, males must be informed on the female reproductive cycle. → Materials should be accessible and culturally adapted to context so that young people can bring them home without risk of threat or shame.	

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Ensure services are accessible (sites, opening times, costs, availability of commodities/supplies), acceptable (consent is given), appropriate (relevant to their unique needs), comprehensive (providing a full range of services, including a range of contraceptive methods), and equitable (available to all regardless of age, sex, gender, disability or origin) for young people and their families. Mobile service delivery may be warranted.	
Operational peer review and evaluation **5**	→ Review projects within the Health response plan to assess to what extent the needs of young people were effectively addressed through humanitarian programming. → Document and share good practices on addressing the needs of young people in health.	→ Facilitate the participation of young people in project reviews.

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Abu Zant helps with the olive harvest in the village of Walageh on the West Bank, Palestine. He is part of a youth initiative supported by ActionAid Palestine. By helping out, he and other members of the initiative help strengthen the resilience of the farmers, who are heavily impacted by attacks and restrictions on mobility.

© ActionAid/Ahmad Taqtqah/Palestine

→ A young Syrian refugee (right) who fled to Jordan listens to a teacher (left) as part of a Mercy Corps youth programme.

© Mercy Corps/ Sean Sheridan/Jordan

CASE STUDY 30

Psychosocial support in contexts with no formal services: Mercy Corps

In crisis and conflict settings, young people are often exposed to chronic psychological stress with little or no access to specialized services. Informed by neuroscience exploring the impact of long-term stress on the brain, Mercy Corps' Hearts & Heads Framework helps adolescents re-establish social and emotional connections with themselves, their families and their communities. The methodology trains local volunteers on building empathy, social connectivity and critical thinking skills that improve adolescents' situational awareness, risk assessment, emotional management and skills for overcoming adversity. A randomized control trial showed improved safety and security and lower stress hormone levels among those participating in the intervention.

CASE STUDY 31

Young people champion adolescent sexual and reproductive health (ASRH) in emergencies: UNFPA Philippines

At the onset of Severe Tropical Storm Washi in the Philippines in 2011, peer educators from the Y-PEER network and the International Planned Parenthood Foundation (IPPF) mobilized to conduct rapid assessments, distribution of dignity kits, and health education sessions including menstrual hygiene. The youth volunteers quickly mobilized through text and online messaging, and several rounds of real-time training of new volunteers took place, resulting in a large pool of human resources on the ground throughout the response cycle. Learnings from their discussions with fellow young people on ASRH needs, risks and vulnerabilities helped to strengthen ASRH programme design. In the transition to long-term preparedness programming, UNFPA, Save the Children and the Department of Health prioritized training on ASRH to create a pool of master trainers and staff for future emergency responses.

Source
UNFPA (2016).[159]

↓
Youth peer educators in the Philippines lead awareness-raising sessions on adolescent sexual and reproductive health in emergencies (ASRHiE), mental health, and protection from gender-based violence in evacuation centres at the onset of emergencies.

© UNFPA/Philippines

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A Syrian adolescent girl learns about puberty through the girl-created Island of Flowers book and facilitation guide.

© Mercy Corps/Jana Qazzaz/Jordan

Girl-to-girl sexual and reproductive health and rights education in Jordan: Mercy Corps

Mercy Corps' Regional Center for the Advancement of Adolescent Girls engaged girls from the Syrian Arab Republic through Ideo.org's 'Amplify Reproductive Health Challenge'. The project allowed girls to develop creative peer-to-peer education and girl-led facilitation techniques to educate girls about menstrual hygiene. Girls engaged family and community stakeholders in the design of an illustrated book called *Jazeeret el Zohoor* (Island of Flowers), which uses storytelling to help pre-teens understand their bodies.

Source
Mercy Corps (2019).

CASE STUDY 33

A youth-led response to the Ebola crisis in Sierra Leone:
Social Mobilization Action Consortium

The civil wars in the Mano River basin from 1991 to 2002 decimated infrastructure, fractured the political system and left vulnerable thousands of young people formerly associated with the fighting forces. Today in Sierra Leone, more than 60 per cent of the population still live on less than US$1.25 a day, and unemployment and illiteracy remain high, particularly among youth.[160] The largest ever Ebola outbreak started in March 2014, and many in Sierra Leone came into contact with victims during their sickness and after death, resulting in rapid spread of the virus. In response, NGOs like Restless Development activated youth volunteer networks to stop Ebola transmission, fight stigma and support survivors. The Social Mobilization Action Consortium (SMAC, which also included GOAL, BBC Media Action, FOCUS 1000 and the United States Centers for Disease Control and Prevention [CDC]) managed to cover the majority of rural communities across the country for more than a year, conducting 49,000 visits by 1,800 youth across 10,000 communities. SMAC youth were trained in Ebola safety, M&E and social mobilization techniques. In each village, an action plan was developed, and champions were identified. Mobilizers became a reliable constant for communities, assisting with referrals, alerting burial teams and providing advice. This youth-led approach was a significant factor in stopping the disease, through an increase in safe burials and timely referral of cases of the disease. The model formed the basis for the government's community engagement for the last 12 months of the outbreak.

Source
Restless Development (2014).[161]

Nutrition

Malnutrition has devastating effects on population health.[162] Adolescence is marked by a period of rapid growth, physical and sexual maturation, and brain development. It provides another key 'window of opportunity' for improving nutrition after the first one, which is the first 1,000 days (the period between conception and the child's second birthday). This represents a final opportunity to influence adult height and mitigate stunting.

Malnutrition during adolescence generally presents in the form of: undernutrition (wasting, stunting or chronic undernutrition and thinness or underweight); micronutrient deficiency or excess; and overweight or obesity. The latter increases the risk for heart disease, stroke, diabetes and some cancers. Two thirds of premature deaths and one third of diseases originate in adolescence.[163]

Higher levels of both acute and chronic malnutrition, especially among adolescent girls, are directly related to gender-inequitable access to nutritious foods.[164] Discriminatory sociocultural norms can also mean that boys and male youth lack adequate knowledge and skills around providing themselves and others with nutritious diets. Young people's exposure to violence in the home and community may increase where food is in short supply. Girls in particular may be at risk of child marriage and engaging in transactional sex due to lack of food.

Well-nourished adolescents who are protected from disease, infection and early pregnancy are less likely to develop malnutrition, and are more likely to avoid non-communicable diseases, have optimal maternal and birth outcomes, and enjoy increased work capacity and productivity.[165] In humanitarian crises, malnutrition in the form of wasting, underweight or micronutrient deficiencies are key concerns. Therefore, assessing conditions and ensuring adequate nutrition for young population groups according to age, gender, weight, physical activity levels and other key factors, is of high priority in humanitarian and fragile settings.

Social and behaviour change strategies can include engaging young people of working age as staff or volunteers in peer-to-peer promotion of improved nutrition, or to educate younger children. Young people can participate in savings groups and income-generating activities to have income for safe and nutritious food (see **LIVELIHOODS ▶**, above). They can be nutrition champions and promote healthy diets and active lifestyles at the community level. For young people, community-based platforms such as youth clubs/organizations, sports clubs and religious institutions can provide formal and informal opportunities to engage, participate and learn, while also delivering services such as mobile clinics or community-based sexual and reproductive health (SRH) education. Targeted health and nutrition counselling should ensure coverage of households with pregnant and lactating adolescent girls and young parents in particular.

Tip sheet

Key actions for Nutrition programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on the nutritional needs of adolescents and youth, especially menstruating girls, pregnant girls and young women and breastfeeding mothers, and analyse these data disaggregated by sex, age and disability. → Conduct nutrition surveys in the community to understand where and how young people engage with services and how they access information about nutrition.	→ Consult young people to understand their diets, dietary preferences and any barriers to consuming a nutritious diet. → Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people in order to understand and establish their needs with regard to nutrition and diet.
Strategic planning **2**	→ Ensure that the Nutrition response plan addresses the needs identified during the needs assessment, and from any other data source. → Plan programming for young people in coordination with agencies providing health services, especially sexual and reproductive health (SRH), maternal, newborn and child health services.	→ Facilitate the participation of adolescents and youth in strategic planning to enable them to identify opportunities and mitigate barriers to good nutrition. → Involve a diverse cross-section of young people in the design of Nutrition programmes.
Resource mobilization **3**	→ Include information and key linkages to engage young people in Nutrition programming, and budget for those interventions (e.g., assessments, supplies, capacity-building). → Report regularly to donors and humanitarian stakeholders on resource gaps, especially for those most vulnerable (e.g., female-headed households, pregnant and breastfeeding mothers, young people with disabilities).	→ Engage young people in developing meaningful advocacy messages for improving access to nutritious food. → Seek young people's views and feedback, especially on how their needs are being addressed and how they are being engaged in Nutrition programming, when developing proposals and reports for donors and partners.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Ensure that all young people are aware of distribution sites and timings (consider the needs of remote populations, female and adolescent-headed households, literacy barriers, etc.). → Develop and maintain feedback mechanisms for young people to express their views on the effectiveness and quality of Nutrition programmes. → Raise awareness among pregnant adolescents and adolescent parents on the nutritional and health benefits of breastfeeding for both the baby and mother. → Make provisions for breastfeeding support starting with early pregnancy and continuing through the postpartum period. → Provide nutritionally appropriate alternatives for young parents unable to breastfeed, and conduct training for those parents on the importance of clean water in the preparation of breastmilk alternatives. Note: Appropriate facilities should be made available in order to ensure that the water used to prepare breastmilk alternatives is clean. → Provide referral to mental health and psychosocial support (MHPSS) for young mothers as part of Food Security and Nutrition programming. → Provide support for young people with children who conduct outreach in their communities for nutrition interventions (e.g., ensure they have access to safe spaces). → Monitor access to nutrition assistance for young people and develop targeted interventions accordingly.	→ Engage with young people in the coordination mechanisms, design and implementation of Nutrition programmes. → Train young people to raise awareness among their peers and engage with decision makers on essential nutrition interventions (e.g., the special needs of pregnant and breastfeeding young women).
Operational peer review and evaluation **5**	→ Review projects within the Nutrition response plan to assess to what extent the needs of adolescents and youth were effectively addressed through the Nutrition programmes and interventions. → Document and disseminate good practices on effectively addressing the needs of young people in Nutrition.	→ Ensure that vulnerable groups, such as pregnant and lactating women and young mothers, are able to safely and effectively raise their concerns during reviews and evaluations.

CASE STUDY 34

Engaging adolescents in the design of nutrition programmes in Uganda: World Food Programme [WFP]

In Uganda, 25 per cent of the population are adolescents, of which half are girls. The lack of specific data on adolescent nutrition as well as information on how to reach and engage with them has limited the prioritization of adolescent nutrition interventions. In 2019, WFP and the Ugandan Government released findings from a study to inform adolescent programming. The study found that seven interrelated themes influenced adolescents' access to adequate and healthy food: climate change and agricultural practices; household economy and income generation; alcohol; social norms; sexual and reproductive health; access to education; and service provision. It also found that engaging adolescents effectively is essential for assessing how nutrition-specific and nutrition-sensitive interventions can be effectively delivered and how they can be linked to other components of services for adolescents. Throughout the study, adolescents highlighted their priorities and needs related to engagement:

→ **"Come to us, fit around our lifestyles"** — Adolescents stressed the importance of accessibility and that they preferred to be 'reached' in places they already frequented and at convenient times.

→ **"Use our groups, don't group us"** — Adolescents expressed their own preference for groupings, for example: according to age and life stage, separate engagement of married girls and young mothers from unmarried girls (including the nga'kobain social groups in Moroto), older boys (including junior elders) from younger boys, and in-school adolescents from those who are out of school.

→ **"Make it entertaining"** — Adolescents highlighted the need for activities to be primarily entertaining, followed by being informative and understandable; for example, they could use methods like music, dance and sports, including tailored communication platforms, media and formats.

→ **"Show us real experiences"** — Adolescents confirmed that they found 'real life' stories to be the most engaging and effective way of sharing and learning from experiences.

→ **"Speak our language"** — Adolescents raised the importance of conversing in their local and colloquial languages. They stressed the need to be spoken to with respect for them to feel comfortable in engaging with services and programme interventions.

→ **"Ask us, include us"** — Adolescents wanted to be involved in a participatory manner, such as through interpersonal activities, to ask questions and ensure that their voices and opinions were heard and recognized.

→ **"Be fair"** — Adolescents raised the need for transparency and variety in modes of engagement. Trust and privacy were emphasized, as adolescents were wary of information or situations they perceived to be discriminatory or associated with corruption. Ensuring impartiality and equity in both engagement and the provision of services was seen as a priority (particularly in terms of interactions between refugee and host communities).

→ **"We need energy"** — Adolescents reported that having energy was their priority to ensure they could complete their daily workload.

→ **"Build us for the future"** — Adolescents emphasized the importance of engaging with them holistically, providing health and nutritional information alongside sexual and reproductive health services, education and vocational training.

Water, Sanitation and Hygiene (WASH)

Young people are central to humanitarian WASH efforts as both learners and doers. The most efficient way to change adult behaviour is through educating young people, and today's young people will be the decision makers about the future use of water resources. In emergency contexts, WASH facilities (and the routes used to access them) can become areas of heightened threat for GBV. A major impediment to girls' school attendance is a lack of adequate water and sanitation facilities.

Empowering young people as WASH promoters assures that a project has a greater effect and more lasting impacts on communities. Many of the proven strategies in WASH are in areas that young people are naturally attracted to, such as: creating appealing campaigns; volunteerism; developing technical and communication skills; green technologies; peer-to-peer mobilization; cooperative learning and teamwork.[167]

"Can you engage with social innovation for youth to bring innovative ideas in WASH problems, as youth bring innovative approaches."

NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordananian young people in Jordan

Tip sheet

Key actions for WASH programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on the differing WASH needs of young people, and analyse these data disaggregated by sex, age and disability.	→ Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people in order to establish their needs and any barriers with regard to WASH and menstrual hygiene management (MHM).
Strategic planning **2**	→ Ensure that the WASH response plan addresses the needs of young people identified in the needs assessment, and from other relevant data on young people. → Ensure that intersectoral linkages are present in WASH response plans for young women, with attention to the Protection, Education and Health sectors. → Ensure the WASH response plan builds upon existing entry-points for WASH and young people, for example through schools and Community-Led Total Sanitation (see **LIST OF RESOURCES ▶**), and school-based WASH initiatives. → Establish linkages with other sectors (Health, including sexual and reproductive health [SRH], and Protection, including gender-based violence [GBV]) on their planned interventions for adolescents and youth that may have complementarity to the WASH programmes (e.g., peer education and dissemination of MHM supplies, safety patrols, distribution of hygiene supplies).	→ Consult with adolescents and youth during the design and development of strategic planning documents such as the WASH response plan and MHM interventions.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Utilize information and key messages on young people's priorities and needs to influence WASH funding priorities, and regularly report on gaps in WASH to donors and other humanitarian stakeholders and partners. → Report on gaps for adolescents and youth in WASH programmes when reporting to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages pertaining to their WASH needs.
Implementation and monitoring **4**	→ Ensure that WASH facilities are continuously safe, hygienic and accessible to all young people, including those with disabilities. → Ensure that WASH programmes provide opportunities for young people to have leadership roles in school and community WASH initiatives, including those who are not in school, and those living in vulnerable situations. → Work with adolescent girls and young women to integrate MHM throughout all WASH programming. → Develop and maintain feedback mechanisms for young people to express their views on the effectiveness and quality of WASH programmes. → Coordinate the implementation of WASH activities with Health (e.g., SRH) and Protection (e.g., GBV) interventions to complement distribution of supplies, dissemination of information, development of key messages, and training of adolescents and youth.	→ Engage with young people in the coordination mechanisms, design and implementation of WASH programmes, and dissemination of hygiene messaging. → Engage and consult with adolescent girls and young women on whether WASH facilities are adequately gender-segregated, perceived as secure and equipped for MHM (e.g., water for cleaning, waste disposal), and materials (e.g., correct type and size of pads).
Operational peer review and evaluation **5**	→ Review projects within the WASH response plans to assess if the needs of young people were effectively addressed through programming. → Document and disseminate good practices on addressing the needs of young people – particularly adolescent girls and young women – in WASH and MHM programming. → Evaluate the quality of MHM interventions to determine if there are adequate facilities (e.g., water for cleaning, waste disposal) and materials (e.g., correct type and size of pads) available.	→ Facilitate the participation of young people in WASH project reviews. → Ensure that vulnerable groups, such as pregnant or lactating women and young mothers, are able to safely and effectively raise their concerns during WASH programme reviews and evaluations.

CASE STUDY 35

Young people in Venezuela as agents of positive change in WASH: RET International

In its efforts to address the food, health and sanitation needs of vulnerable Venezuelans, RET International seeks to provide access to safe water and to improve community hygiene conditions. Recognizing the positive role young people can play in their communities, RET International provides training on the importance of hygiene, self-care and access to safe water. Young people then design and implement their own hygiene campaigns. Through this approach, RET International seeks to tap their potential to adopt new ideas and transfer knowledge to their peers and communities. Trainings are gender-sensitive and gender-specific. Participants learn about the concepts of gender and diversity, including stereotypes and roles, and the relevance of those concepts to WASH promotion. RET International also provides hygiene kits and carries out basic infrastructure repairs to guarantee access to drinking-water. Trained young people become agents of positive social change, and local capacity is increased to sustainably address sanitation needs.

Source
RET International (2020), provided for these guidelines.

CASE STUDY 36

Hygiene kits for imprisoned, quarantined women and girls in El Salvador: UNFPA and UN Women

UNFPA and UN Women have distributed over 1,300 dignity kits containing essential hygiene supplies, such as soap and menstrual pads, to women living in prisons in El Salvador. Detainees typically rely on family members delivering hygiene supplies during visits, but visits have been halted for the foreseeable future due to the COVID-19 pandemic. These distributions, coordinated by the United Nations country team, came alongside an awareness-raising campaign on how to prevent infection and transmission of the virus that causes COVID-19. Women living in prisons in El Salvador are at especially high risk for contracting COVID-19 due to the close living conditions and other environmental factors — there are approximately 4,000 women imprisoned in the country according to the national Directorate of Prisons.

Additionally, all persons entering El Salvador are now required to spend 30 days in a quarantine facility. While quarantined women and adolescent girls are provided with pads once a month, some may find the supplies to be insufficient, and lack of privacy and unreliable running water are barriers to adequate menstrual health management (MHM) in these facilities. UNFPA has provided around 400 dignity kits to the Salvadoran Institute for the Advancement of Women for distribution in quarantine centres.

Source
UNFPA (2020), provided for these guidelines.

Schoolchildren promote handwashing in their schools and communities in Nigeria: UNICEF

UNICEF's effort to promote handwashing with soap in schools, as part of a larger water, sanitation and hygiene (WASH) programme funded by the European Union, highlights how important it is to involve students, children and adolescents themselves as active participants and change-agents for the health of their communities, especially during the COVID-19 pandemic. John Mark Okeghene, a member of the environmental health club in his primary school in Owodokpokpo-Igbide, Isoko South, Delta State, leads sessions on handwashing during school with his classmates, and after school with his community. He teaches them the importance of handwashing with soap and the necessary steps. "I always tell my classmates to wash their hands, especially palm-to-palm, with soap, under running water," he says. As schools begin to shut down in Nigeria to curb the spread of COVID-19, students carry the message about the importance of handwashing to their homes and neighbours. The responsibilities given to the environmental health club members also creates in them a sense of ownership that makes good hygiene behaviours more likely to stay with them throughout their lives.

Source
Akingbulu/UNICEF (2020).[168]

↓
Environmental health club members at Urie Primary School, Delta State, practise handwashing during their lunch break.

© UNICEF/Owoicho/Nigeria

Sustaining peace

United Nations **Security Council Resolution 2250**, adopted in 2015, acknowledged the contribution of young people to peace and security and called for their meaningful participation across different spheres that impact their lives — political, social and economic. This includes addressing their needs across all levels of decision-making processes: socioeconomic development, education and employment. Resolution 2250 marked a shift from the traditional perception of young men as perpetrators, and young women as victims in violent conflict. The findings of the independent progress study on youth, peace and security (2018),[169] mandated by Security Council Resolution 2250, demonstrated how young people are actively engaged within their communities, from acts of community service and civic engagement, to advocating for the needs of their communities or participating in formal institutions.[170] Young women and men also play active roles in organizing and mobilizing their peers at local, national, regional and global levels to build peace and address different forms of conflict and violence. At the same time, young people's peacebuilding engagement frequently crosses the boundaries of humanitarian—development responses.

Sustaining peace aims to prevent violent conflict by addressing the root causes and drivers of conflict, as well as patterns of violations of human rights and international humanitarian law, while supporting existing capacities for peace at individual, community and system levels. This involves responding to forms of exclusion, systemic discrimination and marginalization on the basis of joint analysis of conflict dynamics and joined-up strategic planning.[171] Peacebuilding activities can take place prior to the outbreak of violence, during conflict, or once hostilities have ended and reconstruction has begun.[172] Multi-country research shows that young people involved in peacebuilding processes are more active citizens for peace. Their participation increases peaceful coexistence, supports those living in vulnerable situations, and reduces discrimination and violence, and thus contributes to more resilient communities and societies.[173]

Young people are more likely to proactively engage in peacebuilding and develop resilience in conflict-affected settings if certain conditions are in place: spaces for political participation; access to social services like education, protection and health; connections between youth and their communities; and opportunities to build confidence and self-esteem.

Tip sheet

Key actions for programming for Sustaining Peace, at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation

Needs assessment and analysis **1**	→ Gather information on which youth organizations, networks and associations are already engaged in peacebuilding and social cohesion-related initiatives.
	
	→ Analyse data to understand:
	   → how young people are impacted by the conflict and violence;
	   → how the conflict is evolving at different phases of the crisis;
	   → the patterns of young women's and young men's involvement in violence, and in peace initiatives;
	   → how young people's voices are incorporated in the peacebuilding process;
	   → the specific challenges faced by adolescent girls and young women, and by young people with disabilities;
	   → if young people's humanitarian initiatives are having an impact on peace and social cohesion;
	   → the risks of engaging young people in peacebuilding efforts;
	   → the divisions among young people of different social, religious, ethnic and political backgrounds, and by gender.
		→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify needs and challenges related to peacebuilding.
		
		→ Engage young people from diverse backgrounds (e.g., refugees, internally displaced persons, and host community members) to meaningfully participate in humanitarian assessments.

Strategic planning **2**	→ Identify entry-points during the development of the humanitarian response plan to build a component on youth peacebuilding, promoting social cohesion, especially in contexts related to peace and conflict. → Integrate within response plans' mechanisms for young people to voice their grievances related to peace and security. → Identify, fund and partner with youth organizations, initiatives and movements working to sustain the peace.	→ Facilitate participation of young people in strategic planning to enable them to identify and mitigate risks in peacebuilding-related initiatives. → In refugee situations, ensure that the lead international organization has, at the country level, an advisory group of refugee and host community young women and young men to advise on local peace and security needs.[174]

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Gather information and disseminate key messages on specific needs and priorities of young people, to influence peacebuilding funding priorities. → Report on gaps in funding for young people and peacebuilding to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages for peace-building-related funding.
Implementation and monitoring **4**	→ Establish connections with Education partners, both formal and non-formal, to explore if and how peacebuilding and social cohesion components are incorporated into school curricula or in the school environment, and work with Education stakeholders and young people to fill the gaps. → Ensure young people living in vulnerable situations are involved in peacebuilding initiatives, making a special effort to reach those severely affected by conflict, going beyond 'elite', urban, educated youth. → Ensure access to safe spaces for adolescent girls and young women to participate and voice their interests and needs.[175] → Create opportunities for young people to share their peace and security challenges through intergenerational dialogue and consultative forums, and to take part in decision-making processes to ensure that their needs are addressed. → Ensure that refugee host countries establish mechanisms to listen to the peace and security challenges young refugees face, and how these affect their relations with the state and host communities.	→ Institutionalize the needs of young people as an integral part of the humanitarian cluster system and refugee coordination mechanisms (sector/working group approach), by requiring that each cluster/sector/working group includes an expert on adolescent and youth issues. → Create safe spaces and promote the voices of young people. → Engage young leaders and members of youth organizations, networks and associations in training and sensitization on youth, peace and security.
Operational peer review and evaluation **5**	→ Review peacebuilding and social cohesion-related projects within response plans to assess to what extent the needs of adolescents and youth were effectively addressed. → Document and share good practices on addressing the needs and roles of young people in peacebuilding.	→ Facilitate the participation of young people in project reviews. → Use innovative approaches to evaluate the impact of young people's engagement in peacebuilding, especially building on qualitative evidence and participatory approaches, and enabling young people to contribute to M&E design, data collection and analysis.[176]

Addressing the drivers of conflict in the Middle East and North Africa (MENA) region: Youth RESOLVE

Global statistics reveal that MENA is the most dangerous region for adolescents and youth worldwide. Refugee young people have reduced access to essential services and are more likely to experience discrimination. Although host countries have opened their education systems to Syrians, enrolment rates are below 25 per cent in all host countries except Egypt. Unemployment levels are particularly high for Syrian refugees; for example, 60.8 per cent in Jordan. Across Jordan, Lebanon and Iraq, the Youth RESOLVE consortium engages host communities, refugee and internally displaced person (IDP) youth in peacebuilding initiatives, youth-led advocacy, and Education and Livelihoods programming. The advocacy component has brought together host and refugee youth in Jordan and Lebanon to identify issues both are facing, to advocate for change together. Youth from varied backgrounds discuss tensions, reconcile differences, build a sense of belonging, and work towards common goals. Young people contribute to sustaining peace through active citizenship, advocating for those in their community who face hostility or discrimination. The consortium is led by World Vision and consists of Islamic Relief, Caritas, Generations for Peace, and Questscope.

Source
No Lost Generation (2018).[177]

Youth, Peace and Security (YPS) in Palestine: United Nations Theme Group on Young People[178]

Youth aged 15–29 compromise 30 per cent of the Palestinian population.[179] The protracted occupation, instability and internal social fragmentation as well as a patriarchal culture have left young people facing widespread poverty, gender inequality, restricted movement, political and civic exclusion, and high unemployment,[180] as well as high rates of anxiety, depression and post-traumatic stress disorder (PTSD). Negative coping mechanisms include migration, child marriage, social withdrawal, drug use, violence and radicalization. United Nations Security Council Resolution 2250 (2015) recognized "the important and positive contribution of youth in efforts for the maintenance and promotion of peace and security", and identified five pillars for action: participation, protection, prevention, partnerships, and disengagement and reintegration.[181]

To operationalize Resolution 2250, the United Nations Country Team, international non-governmental organizations (NGOs), and youth groups work together on various initiatives. These have included national consultations on YPS with thousands of young people, and a Youth Summit in Gaza on conflict resolution and peacebuilding. UNFPA and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) have worked with the leadership of refugee camps on young people's positive contributions to peace. UNFPA has worked with a local NGO to train young people on needs assessment, planning and delivering youth-led humanitarian action. The United Nations Country Team has now mainstreamed youth issues in the Humanitarian Needs Overview, which guides the humanitarian work within clusters.

Source
United Nations Theme Group on Young People, provided for these guidelines.

CASE STUDY 40

Young people sustain peace in Sri Lanka: Youth4Youth

Ethnically divisive state policies gave rise to decades of conflict in Sri Lanka, which ended in 2009 when the Sri Lankan military defeated the Liberation Tigers for Tamil Eelam (LTTE, also known as the Tamil Tigers). While the policies have been reviewed over the years, the issues have not been adequately addressed. A parallel youth insurgency was quelled by military force rather than a political solution, and the resulting volatility has led to negative perceptions of youth in the country. Over a quarter of the population falls between the ages of 15 and 29, but they have not been central to the national peacebuilding and development agenda. UNFPA, UN Volunteers and UN Women are facilitating platforms to engage young people in the peacebuilding process so that their voices are reflected in key policy and decision-making processes. The initiative supports dialogues, connecting hundreds of young people with government representatives. One outcome has been to form a panel of young leaders to drive youth-led solutions at national and subnational levels.

Source
UNFPA (2020), provided for these guidelines.

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Youth4Youth event on peacebuilding and development in Sri Lanka.

© UNFPA/Sri Lanka

CASE STUDY 41

Youth as agents for peace in Chad: RET International

RET International has developed a youth-led methodology, successfully applied in Latin America, Africa and the Silk Route regions, to reduce the potential for conflict, through engaging young people to become agents for peace in refugee camps and host communities. In the south of Chad, RET International youth are trained on human rights, responsible citizenship, positive leadership, intergenerational partnerships, conflict mitigation and resolution, and project management.

Refugee and local youth set up a youth peace journal, which collects information and news from their communities to advance tolerance, social cohesion and development. In Chad and other countries, young people have worked with RET International to develop small, results-oriented 'quick impact projects' to promote peace and coexistence in their communities, such as cleaning the village football ground and market area, or building a stage for theatre and other cultural events.

Source
RET International (2018).[182]

CASE STUDY 42

Developing life skills for peace and social cohesion in Colombia: Escuelas en Paz, UNICEF

In Colombia, Escuelas en Paz is working in conflict-affected rural areas to support schools in promoting peacebuilding, local reconciliation and resilience among adolescents (11–17 years old). Like other UNICEF education initiatives for peace, Escuelas en Paz trains teachers in the 'pedagogies for peace' approach, so that they can teach students key life skills, including non-violent conflict resolution, empathy, critical thinking and how to communicate and take action with confidence. It has also been supporting adolescent- and youth-led initiatives that are led by trained teachers and students in targeted schools, which include community-level initiatives using arts, music and sports. Over 16,000 children and adolescents had been engaged by 2018, and UNICEF is now working with the Ministry of Education on integrating peacebuilding into the country's education strategy.

Source
UNICEF (2017).[183]
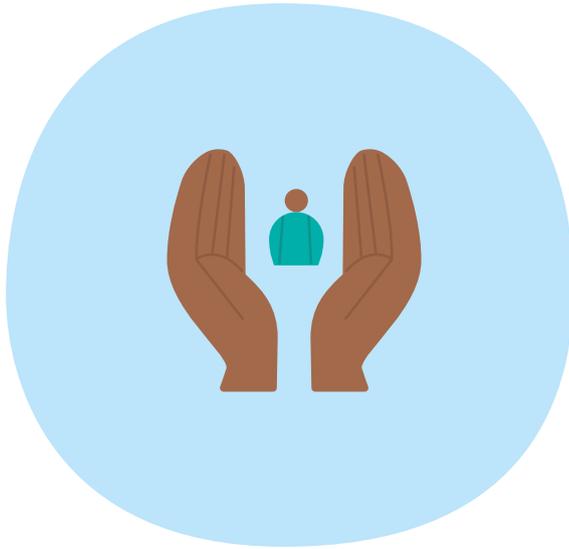
Protection

Young people in humanitarian settings are subject to a host of protection risks, often different from those faced by younger children or adults aged 25 and over. Urban refugee and displaced young people often reside in the least safe neighbourhoods, where crime is high and police may routinely harass, beat and detain them. In conflict zones there may be mines and explosive remnants of war. Young people may become associated with armed forces or armed groups. Often their only livelihood options are in the informal economy, where risks of crime and violence can be high. For crisis-affected adolescent girls especially, the threat of GBV looms large in everyday life. Young people, particularly girls, are often sexually exploited or abused by those with the responsibility to protect them, including humanitarian staff, school staff, law enforcement and military personnel.

Young people are increasingly playing key roles in ensuring their own protection in humanitarian response. Community-based and women-led approaches to protection are engaging women and girls in identifying protection needs (e.g., patrol groups established in camps, in coordination with camp committees), mapping available services, establishing referral pathways, providing basic psychosocial support, and addressing social norms that can lead to safety risks and increased need for protection.

There may be risks involved in young people's participation in protection activities, especially where it increases the visibility of organized youth groups, or where they start looking into power dynamics and root causes of conflict. This has the potential to bring them into conflict with local authorities. A risk assessment tool to support safe participation is included as ANNEX 1 ▶.

The following tip sheet is applicable to Protection programming overall, but the Protection cluster/working group also encompasses Child Protection, Gender-Based Violence (GBV), Housing, Land, Property (HLP), and Mine Action (see BOX 2 ▶), and separate tip sheets are presented for each of those Areas of Responsibility below.

Tip sheet

Key actions for Protection programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation

Needs assessment and analysis **1**	→ Collect data on needs, priorities and capabilities to understand differing protection needs of young people before and after the crisis, and analyse these data disaggregated by sex, age and disability.
	
	→ Map mental health and psychosocial support (MHPSS) and Protection services prior to consultations in case any referrals need to be made.
	
	→ Collect data on:
	
	  → age of consent within the country
	
	  → legal age of marriage
	
	  → legal minimum age of employment
	
	  → age of criminal responsibility.
	
	→ Analyse data to understand if young people have specific needs with regard to civil documentation or school-related papers: birth certificates, national identity documents, school records, etc.
		→ Hold consultations — grouped by sex and age of participants — with a diverse cross-section of young people to identify needs and challenges related to Protection.
		
		→ Ensure that consultations do no harm and are managed by actors with expertise in engaging and supporting adolescents and youth.
		
		→ Ensure young people are consulted to provide their perspectives on the definition of protection and identifying protection risks and solutions.
		
		→ Use the participation risk assessment (**ANNEX 1 ▶**) and analyse the potential risks for young people to participate in Protection programming.

Strategic planning **2**	→ Ensure that the Protection response plan addresses the needs of adolescents and youth identified during the needs assessment, and from other relevant data on young people. → Identify established Protection coordination mechanisms, if they exist, as part of the response planning. → Consider if or how young people and their organizations could be part of any existing Protection coordination bodies.	→ Without doing harm, engage adolescents and youth in a process to understand the dynamics and root causes of the conflicts in their context (see also **SUSTAINING PEACE ▶**).

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Develop information and key messages on adolescents and youth, such as from assessment reports, to influence Protection funding priorities. → Report on gaps in funding for adolescents and youth in Protection to donors and other humanitarian stakeholders.	→ Work with young people to develop advocacy messages for Protection funding. → Seek young people's views and feedback, especially on how their needs are being addressed in Protection programming, when developing proposals and reports for donors and partners.
Implementation and monitoring **4**	→ Implement Protection programming that targets the needs of young people and draws on their capabilities. → Analyse if Protection services take into account the needs of young people, with particular attention to vulnerable groups (see **BOX 6** ▶ *Vulnerable categories of crisis-affected young people*).	→ If Protection capacity exists within the team, build the capacity of older youths to register, manage and refer relevant cases, in volunteer or paid roles, as context allows. → Engage with older adults (caregivers, community leaders) in order for young people to safely engage in humanitarian response. → Ensure young people — especially adolescent girls and young women — are integrated into community-based Protection committees or other activities.
Operational peer review and evaluation **5**	→ Review projects in the Protection response plan to assess to what extent adolescents and youth were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in Protection.	→ Engage young people in policy review and advocacy processes, without causing them any harm, and maintaining their confidentiality should they choose.

Child protection
(Area of responsibility within protection)

Young people's interests are relevant to the Child Protection Area of Responsibility in two main ways: first, the subgroup that are adolescents under age 18 in need of Protection services are children themselves; and second, older adolescents and youth can be trained and supported as volunteers or paid staff in Child Protection activities. In addition to the Child Protection issues (GBV, child marriage, recruitment and use by armed forces and armed groups, detention by authorities, and child labour), younger adolescents in crisis settings are vulnerable to many dangers, including injuries, physical violence, neglect, and separation from their caregivers.

The best-interests principle must guide all actions and interventions that humanitarian actors take on behalf of internally displaced, refugee, returnee or stateless children (see **BOX 20 ▶**).

Box 20: What is the principle of the best interests of the child?

Article 3, paragraph 1, of the Convention on the Rights of the Child (CRC) stipulates that:

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."

The concept of the best interests of the child provides guidance for ensuring the well-being of a child, which is determined based on individual circumstances, including the child's age, gender, level of maturity, and personal experiences, as well as the presence or absence of parents, the quality of the child—parent relationships, the physical and psychosocial situation of the child, and their level of risk/need for protection.

The best interests principle applies to all children without discrimination, regardless of a child's guardianship or legal status, and it also applies to actions affecting children as a group and to all actions undertaken by institutions that affect individual children. The principle obliges states to establish concrete procedures and/or mechanisms that can be used to assess and determine the best interests of a child under their jurisdiction.

Source
UNHCR (2018).[184]

Tip sheet

Key actions for Child Protection programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation

Needs assessment and analysis **1**	→ Collect data on needs, priorities and capabilities and analyse these data disaggregated by sex, age and disability, to understand differing Child Protection needs of young people before and after the crisis.
	
	→ Collect data on:
	
	  → Child Protection services available for adolescents;
	
	  → child-friendly spaces (CFS) that cater to young people (also establish if they can be accessed by disabled adolescents).
	
	→ Analyse data to understand:
	
	  → the specific Child Protection concerns experienced by adolescent girls and boys;
	
	  → the state of the juvenile justice system, and what efforts are under way to improve it;
	
	  → care arrangements for separated and unaccompanied children, and how these young people are supported once they turn 18.
		→ Hold consultations — grouped by sex and age of participants — with a diverse cross-section of adolescents to identify needs and challenges related to Child Protection.
		
		→ Ensure that mental health and psychosocial support (MHPSS) and protection services have been mapped prior to consultations in case any referrals need to be made.
		
		→ Ensure consultations with children and adolescents do no harm and are managed by actors with expertise in engaging and supporting adolescents.
		
		→ Ensure a safe and accessible space for consultations.

"Empower youth to work with their governments in the development of immediate and durable responses for protection."

MGCY & Youth to Lead y Desarrollo de Nuevas Generaciones consultations with young people in El Salvador

HPC phases	What to do	Tips for young people's participation
Strategic planning ②	→ Ensure that the Child Protection response plan addresses the needs of young people identified during the needs assessment, and from any other data related to young people and the labour market. → Develop a coordination mechanism on Child Protection under the overall Protection cluster/ working group. Assess how to consult and engage adolescents within that mechanism. → Discuss with teams how programmes will reach: hard-to-reach adolescents in the community; children living and working on the streets; young people in detention; and adolescent heads-of-households. → Plan for CFS to cater to adolescents in an age-appropriate manner (e.g., opening hours, activities, facilitators) — consider a separate adolescent or youth space where they can build social networks, acquire skills, and access sexual and reproductive health (SHR) information and care. → Coordinate with Health (including SRH) and GBV partners on their planned interventions for adolescents, especially related to adolescent- and youth-friendly spaces and health points. → Plan to ensure adolescent girls, and particularly married adolescent girls, are reached with Child Protection services.	→ Include adolescents and youth when strategizing methods to reach all demographics of young people, including hard-to-reach adolescents. → Plan for young people to inform the design of Child Protection programmes. → Engage young people to deliver Child Protection services (e.g., sensitizations, family tracing and reunification, referral to services).
Resource mobilization ③	→ Develop information and key messages on adolescents and youth, such as from assessment reports, to influence Child Protection funding priorities. → Report on gaps in funding for adolescents and youth in Child Protection to donors and other humanitarian stakeholders.	→ Work with adolescents to develop advocacy messages for Child Protection funding.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring **4**	→ Consider following the International Rescue Committee's (IRC's) guiding principles for working with adolescent GBV survivors in Caring for Child Survivors of Sexual Abuse.[185] → Consider outreach and mobile programme delivery approaches to ensure adolescents are reached, specifically those living in vulnerable situations. → Monitor throughout implementation that Child Protection actors are running interventions in a gender- and age-appropriate manner, to cater to adolescents' needs and not just younger children. → Ensure trained specialists are available to address adolescent needs within Child Protection interventions. Ensure they are aware of existing referral pathways. → Continuously develop the skills and knowledge of caregivers to support the participation of adolescents. → Ensure referral pathways are in place for unaccompanied children 'ageing out' of care to ensure continuity of support for those who need it. → When dealing with unaccompanied and separated children in alternative care, give adolescents the opportunity to monitor the quality and safety of their own care arrangements and, if desirable, support supervised independent living arrangements. → In family tracing, involve adolescents as active participants, rather than passive recipients. → When delivering case management interventions, consider the growing role for adolescents in decision-making.	→ Engage young people to strengthen community-based child protection mechanisms. → Work with young people to find the appropriate combination of art, music, sports, languages and vocational skills, and referrals to other services, including case management for Protection issues. → Build the capacity of older youths to register, manage and refer relevant cases, or to act as facilitators and mentors to younger children in volunteer or staff roles, as context and safety allows.
Operational peer review and evaluation **5**	→ Review projects in the Child Protection response plan to assess to what extent adolescents and youth were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in Child Protection.	→ Facilitate the participation of young people in project reviews — ensure that vulnerable groups are able to voice their concerns during reviews and evaluations.

Gender-based violence
(Area of responsibility within protection)

Young people's risk of various forms of violence increases in humanitarian settings. Adolescent girls and young women are at increasing risk of violence, due in particular to the worsening of existing inequalities between young men and young women.[186] Girls and young women with disabilities are more likely to face physical and sexual violence, abuse and exploitation and are less likely to be able to access services, due to a variety of physical, societal and communication barriers.[187] Homophobia and transphobia not only contribute to GBV but also significantly undermine LGBTQIA+ GBV survivors' ability to access support, most acutely in settings where sexual orientation and gender identity are policed by the state.[188]

Humanitarian actors should assume that GBV is happening even in the absence of accurate data, which may be impossible to collect during a crisis.

Adolescent girls and young women are at risk of sexual assault and rape, especially if food, water or fuel sources are located far from settlements or in unsafe areas. Sexual exploitation, including the exchange of sex for essential goods and services, trafficking and sexual slavery, may increase during emergency situations. Soldiers or armed groups can perpetrate opportunistic or systematic sexual violence, including as a weapon of war, including against boys and young men. Violence in the home can escalate during emergencies as young men lose their jobs and status — particularly in communities with traditional gender roles and where family violence is normalized. Girls are also more vulnerable to child marriage during emergency situations.[189]

Addressing GBV requires a joint effort among allies, partners and activists, including boys and young men, but male involvement should not end up diverting funding and capacity from women's organizations, or perpetuating gender inequality.

Tip sheet

Key actions for GBV programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Review data related to GBV within the context, but assume that GBV is happening even in the absence of accurate data. → As determined within the GBV coordination mechanisms, collect data on the differing GBV risks and needs of young people, and analyse these data disaggregated by sex, age and disability.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify their GBV needs and priorities and to inform responses.

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Gather information on: → specific GBV services available for adolescents, especially girls and young women; → GBV services that are and are not accessible to young people with disabilities; → the internally displaced person (IDP)/refugee registration and profiling systems/staff and how they address the rights and needs of girls and young women, GBV survivors and other at-risk groups. → Analyse data to understand: → whether specific GBV services are sufficiently available and accessible to adolescents (especially girls and young women) and to young people with disabilities; → how sexual violence has affected adolescent boys and young men; → whether or not the IDP/refugee registration and profiling systems or staff respect the rights and needs of girls and young women, GBV survivors and other at-risk groups. → Respect confidentiality and safety of young people when sharing GBV-related concerns.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify their GBV needs and priorities and to inform responses.
Strategic planning **2**	→ Identify if there is a coordination mechanism on GBV in place within Protection, and establish whether adolescent girls and young women are participating. → Allocate a GBV focal point for adolescents and youth. → Programme for the needs and priorities of young people within the GBV Area of Responsibility, and develop age- and gender-appropriate interventions for younger adolescents, older youth, boys and young men, disabled young people, those living in remote areas, and other vulnerable groups. → Plan to address physical safety needs in and around sites as this relates to risks of GBV. Consider the Sphere standards; lighting; need for women-, youth- and child-friendly spaces; when, where, how and by whom security patrols are conducted; safety of water, distribution sites for food and other goods; accessibility for persons with disabilities, etc. → Plan for GBV prevention and response programmes to take into account service provision for all young people, prioritizing at-risk groups.	→ Ensure young people — particularly adolescent girls and young women — are included in the design, implementation and monitoring of GBV programming. → Engage young women in community-based interventions to identify Protection needs, map available services, take part in patrols, provide basic psychosocial support and strengthen referral pathways.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Develop information and key messages on adolescents and youth, such as from assessment reports, to influence GBV funding priorities. → Report on gaps in funding for adolescents and youth in GBV to donors and other humanitarian stakeholders.	→ Work with young people to develop advocacy messages on GBV for funding.
Implementation and monitoring **4**	→ Continuously ensure awareness is raised with colleagues and young people that identification of GBV survivors is never recommended and that consultations should not be designed in a way that specifically targets or isolates them. → Ensure safe access to GBV services, including functioning referral pathways for young people, especially adolescent girls and young women, and young people with disabilities. → Apply a 'gender lens' to all programming for young people, encouraging them to think about the positive effects of balancing power in relationships between men and women, boys and girls. → Train staff and stakeholders working with young people in basic awareness on issues related to gender, GBV, women's rights, social exclusion and sexuality, and ensure they know how to handle GBV case reporting.	→ Ensure that male engagement programmes are not unduly prioritized over GBV prevention and response programmes for females. → Build the capacity of older youths to register, manage and refer relevant cases, in community volunteer roles.
Operational peer review and evaluation **5**	→ Review projects in the GBV response plan to assess to what extent young people were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in GBV.	→ Engage young people in GBV policy review without causing them harm and maintaining their confidentiality.

CASE STUDY 43

Youth-led prevention of GBV in the Democratic Republic of the Congo: SAFEKA

In the town of Kalemie, in Tanganyika District, the local youth group, Sauve la Femme et la Jeune Fille de Katanga (SAFEKA), identified GBV in school settings as one of their main protection challenges. With a grant from UNHCR's Youth Initiative Fund, they established school-based 'Peace and Non-Violence Clubs' with 500 internally displaced and host community young people. The clubs supported adolescents and youth to learn about GBV and build a network to support prevention and response activities. The project used peer-education techniques to teach leadership, peacebuilding, action research methods and ways of supporting survivors. Using participatory theatre, local radio, and exchange visits with other schools, the clubs reached an estimated 30,000 people with their messaging. School heads, local government, teachers and parents reported positive changes in young people, including improved conflict management skills. Club leaders reported greater knowledge of GBV and its impacts, and a greater sense of responsibility to prevent GBV and adopt non-violent behaviour.

Source
Adapted from UNHCR (2018).[190]

↓
"I could not believe that going to school with my two children could be a reality. My dream is to learn sewing and when I finish I will get money and be able to take care of my twins. When I was pregnant, I was rejected by my family as the father was already married. Now, I am convinced that my future life will positively change one day." Alima Bora's story in her own words, 20 years old.

© NRC/Odette Asha/South Kivu, Democratic Republic of Congo

Housing, land and property
(Area of responsibility within protection)

The rights to adequate housing, as well as rights to land, property and natural resources, are a priority issue for crisis-affected young people. Eviction from housing is a major cause of youth homelessness, especially among displaced populations and in urban areas. When people are forced to leave their homes and seek new shelter, ongoing threats of eviction and insecure tenure can lead to further displacement and homelessness. This is compounded by many other factors; for example, legal restrictions on refugees' ability to work or the inability of IDPs to access livelihoods can undermine their tenure security, because they cannot pay rent. Lack of funds for rent also leads some young people into situations of exploitation and abuse. To address these issues, humanitarian actors need to understand the tenure arrangements where young people are living, and how they can be strengthened to avoid exploitation and eviction (see the **TIP SHEET ON SHELTER ▶**).

Young people (especially, but not only, young women) also face disproportionate barriers to accessing land, pasture and other natural resources that are important for their livelihoods, compounding the problems of joblessness and food insecurity. Access to these resources is often controlled by elder-led systems of governance that often exclude young people from meaningful decision-making and deny them their rights during disputes when they occur. In many countries, young men cannot get married without providing an adequate dowry of livestock, cash and/or agricultural goods; therefore being excluded from accessing land, pasture and other resources also means being denied the ability to marry. Lacking viable options, vulnerable young people are often forced into dangerous and elicit forms of resource extraction such as poaching, cattle rustling, charcoal burning, and artisanal mining — which increases their risk of criminalization, as well as recruitment into armed groups. This requires a range of sectoral interventions to support young people; for example, through Livelihoods interventions (see the **TIP SHEET ON LIVELIHOODS ▶**), assistance with negotiating rental agreements, negotiating for access to land, pasture and natural resources, and support to be included in decision-making bodies and dispute-resolution mechanisms, and support for civil documentation.

"These guidelines need to include the importance of housing for young people."
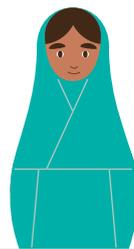
UNFPA consultations with Syrian refugee adolescents & youth in Ankara, Turkey

Tip sheet

Key actions for Housing, Land and Property (HLP) programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis ①	→ Collect data on the differing HLP and natural resource needs of young people, and analyse these data disaggregated by sex, age and disability. → Assess the factors causing young people's tenure insecurity, and its effects on those living in vulnerable situations (female-headed households, refugees, etc.), as well as how the legal system addresses their HLP rights.	→ Hold consultations — grouped by age and sex of participants — with a diverse cross-section of young people to identify their needs and challenges related to HLP.
Strategic planning ②	→ Ensure that the HLP response plan addresses the needs of adolescents and youth identified during the needs assessment, and from any other relevant data on young people. → Ensure that the project activities and outcomes in the HLP response plan are directly linked to the specific needs of young people. → Engage young people in any ongoing process of alternative dispute resolution. → Facilitate coordination between young people and any committees, legal and technical advisors, and advocates that can assist in dispute resolution. → In contexts of return from displacement, guide young people on how to retake ownership of their property or receive restitution.	→ Facilitate the participation of adolescents and youth in strategic planning to enable them to identify opportunities and mitigate risks related to HLP.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Gather information and disseminate key messages on adolescents and youth from assessment reports to influence HLP funding priorities. → Report on gaps in funding for young people and HLP to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages for HLP funding. → Seek young people's views and feedback, especially on how their needs are being addressed in the HLP Area of Responsibility, when developing proposals, reports and messages for donors and partners.
Implementation and monitoring **4**	→ Provide information on HLP rights to young people, with special attention to adolescent-headed households, married adolescents, and those living with an intimate partner. → Connect young people with any government schemes to grant land or offer affordable housing, ensuring protection and support for younger adolescents. → Involve young people in HLP education and campaigns, and provide them with information relevant to young people in their communities. → Develop and maintain a feedback mechanism for young people to provide their perspectives on the effectiveness and quality of HLP programmes. → Address barriers or biases in HLP programming that may compromise the safety of adolescent girls and young women, and other at-risk groups.	→ Involve a diverse cross-section of young people in decisions made regarding HLP. → Work with young people to disseminate information on HLP rights within families and communities.
Operational peer review and evaluation **5**	→ Review projects within the HLP response plan to assess to what extent adolescents and youth were effectively reached through humanitarian programming. → Document and share good practices on addressing the needs of young people in HLP.	→ Facilitate the participation of young people in project reviews – ensure that vulnerable groups are able to voice their concerns during reviews and evaluations.

Mine action
(Area of responsibility within protection)

Mines, explosive remnants of war (ERW), small arms/light weapons (SALW) and improvised explosive devices (IEDs) pose a significant threat to the lives and well-being of young people in humanitarian and protracted crises. Adolescents and youth have distinct roles and responsibilities within a community, roles that differ by sex. Their exposure to and knowledge of possible safety threats differs from that of older adults and younger children. Meaningful roles for young people can be found within efforts around de-mining, mine risk education, victim assistance and advocacy.

Tip sheet

Key actions for Mine Action programming at each stage of the humanitarian programme cycle (HPC)

| HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Collect data on the differing experiences of young people with regard to mines/explosive remnants of war (ERW)/small arms/light weapons (SALW)/ and improvised explosive devices (IEDs) before and after a humanitarian crisis; analyse these data disaggregated by sex, age and disability. → Undertake a participatory assessment with young people affected by the presence of mines/ERW/SALW/IEDs. → Report on how young people are affected by the presence of mines/ERW/SALW/IEDs.	→ Hold consultations – grouped by age and sex of participants – in order to understand the needs, priorities and capabilities of young people related to mine safety.
Strategic planning **2**	→ Ensure that the Mine Action response plan addresses risky behaviour and promotes positive action that young people adopt towards mines/ERW/SALW/IEDs. → Assess which sectors could form partnerships in order to work with young people on mine risk education, victim assistance and advocacy.	

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Include information and key messages on young people's priorities and needs as established in prior needs assessment to influence Mine Action funding priorities. → Report on gaps in funding for young people and Mine Action to donors and other humanitarian stakeholders.	→ Engage young people in developing key advocacy messages for Mine Action funding.
Implementation and monitoring **4**	→ Implement Mine Action programmes which address the needs of hard-to-reach young people, particularly those impacted by armed violence and the presence of mines/ERW/SALW/IEDs: young people in armed groups, out-of-school adolescents, displaced young people. → Involve young people in mine awareness education and campaigns, and provide them with information about mine risk relevant to young people in their communities. → Develop and maintain a feedback mechanism for young people affected by the presence of mines/ERW/SALW/IEDs to provide their perspective on the effectiveness and quality of mine awareness education and campaigns. → Address barriers or biases in programming that may compromise the safety of adolescent girls and young women, and other at-risk groups.	→ Promote safe participation and leadership of adolescent girls and young women, and other at-risk groups in Mine Action. → Be mindful of barriers that may prevent people of differing genders from having equal access in participation in Mine Action programmes as beneficiaries, volunteers, employees and decision makers.
Operational peer review and evaluation **5**	→ Review projects within Mine Action and Education response plans to assess to what extent the needs of adolescents and youth were effectively addressed through mine education and action. Assess which young people were reached, and those who were not and why. → Document and share good practices on addressing the needs of young people in Mine Action and Education.	→ Facilitate meaningful participation of young people in project review. Ensure that vulnerable young people's voices are heard and understood.

Shelter

Empowering young people in Shelter-related assessments and responses is one of the key strategies for disaster preparedness. It helps to build goodwill among community members towards young people and may ensure that a project has deeper and more lasting impacts. Young people should understand the risks to their dwellings and communities, and they need opportunities to help improve overall living conditions and their security of tenure prior to, during and after emergencies. Failure to include young women, especially adolescent girls, in Shelter can do real harm. Overcrowding can exacerbate community tensions, domestic violence, sexual assault and child marriage.

Shelters that are poorly designed or sited on the perimeter of camps may increase the risk of sexual harassment and assault. Inadequate distribution of fuel, building materials, etc., may force young women to trade sex for these items. Insecure tenure — due to the absence of or unclear rental agreements — is especially a problem for young people, who may not be used to advocating for their rights nor have knowledge of what those rights are. Because of social norms for young people to defer to older parties, they may need support to exercise and claim their rights in the event of a dispute with a landowner (see **TIP SHEET ON HLP ▶**). Without shelter assistance and assistance to secure land tenure, young people can be subject to exploitation or reside in dangerous spaces.[191]
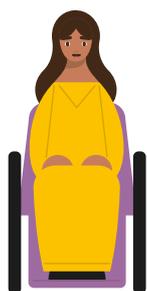
"Can you provide youth with opportunities to acquire the skills, and the basic tools, needed in order to be able to maintain their own shelter?"

NRC, UNICEF and UNFPA consultations with Syrian refugee and Jordananian young people in Jordan

Tip sheet

Key actions for Shelter programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation
Needs assessment and analysis **1**	→ Conduct an assessment on the differing Shelter needs of young people, and analyse the data disaggregated by sex, age and disability. → Recognize the assets of older youth (aged 18 and above) in the needs assessment by analysing how they were previously involved in Shelter responses.	→ Hold consultations – grouped by age and sex of participants – with a diverse cross-section of young people to identify needs and challenges related to Shelter.
Strategic planning **2**	→ Ensure that the Shelter response plan addresses the needs and priorities of young people identified during the needs assessment, and from other relevant data on young people. → Directly link the project activities and outcomes in the Shelter response plan to ways to address the specific needs of young people.	→ Facilitate youth participation in strategic planning to enable them to identify and mitigate risks in the Shelter response plan.
Resource mobilization **3**	→ Gather information and key messages on the needs of adolescents and youth in reports to influence Shelter funding priorities. → Report on gaps in funding for adolescent and youth Shelter programming to donors and other humanitarian agencies.	→ Work with young people to develop key advocacy messages for Shelter funding. → Seek young people's views and feedback, especially on how their needs are being addressed and how they are being engaged in Shelter programming, when developing proposals and reports for donors and partners.

HPC phases	What to do	Tips for young people's participation
Implementation and monitoring 4	→ Implement Shelter programmes that address the needs of young people, and that harness the skills and interests of older youths (aged 18 and above). → Inform young people of available Shelter opportunities and resources and involve them in Shelter education and campaigns. → Ensure that Shelter responses support adolescent girls' and young women's safety and privacy: provide private space to change clothes and manage menstruation; prevent overcrowding; ensure girls do not sleep in the same space as fathers, brothers or people outside the family; provide lighting and locks in toilets, and safe access and proximity to toilet sites. → Ensure appropriate toilet facilities for transgender young people. → Develop and maintain a feedback mechanism for young people to provide their perspectives on the effectiveness and quality of Shelter programmes. → Provide Livelihoods opportunities and skills training for young people within Shelter programming, such as construction, distribution, etc., as well as in related sectors, such as Livelihoods, Education and Protection.	→ Consult a diverse cross-section of young people on implementation of Shelter programmes, such as the location and construction of new shelters, and environmentally sustainable local shelter materials. → Involve young people in continual monitoring of whether and how access to shelter is causing tension in the community, and support dialogue among diverse groups to find solutions. → Mitigate barriers to participation faced by young people (e.g., childcare, income-generating activities, limited mobility) that could restrict engagement in consultations.
Operational peer review and evaluation 5	→ Review projects within the Shelter response plan to assess to what extent the needs of adolescents and youth were effectively addressed through humanitarian programming. → Document and share good practices on addressing the needs of young people in Shelter.	→ Facilitate the participation of young people in project reviews.

Youth participatory shelter programming: PASSA Youth

Participatory Approach for Safe Shelter Awareness (PASSA) is a participatory method of disaster risk reduction (DRR) for shelter and settlements safety developed by the International Federation of Red Cross and Red Crescent Societies (IFRC) and Habitat for Humanity. PASSA Youth develops young people's capacity to reduce shelter-related risk by raising awareness and building skills in joint analysis, learning and decision-making at the community level. Trained volunteers guide a group of 15—30 youth leaders through participatory activities that raise awareness of safety issues related to shelter. Together they strategize to improve shelter safety, use social networks and multimedia resources for mapping, diagnosing and finding shelter solutions, and monitor progress.

Source
Díaz (2017).[192]

"Youth should develop life skills to help them make critical decisions that transform their lives."

Violet Mbiti Foundation and Kapletundo Community Organisation consultations with young people in Bomet County, Kenya

Emergency telecommunications

With young people's aptitude for information and communication technologies (ICTs) relative to other age groups, ICTs may be one of the best ways to engage young people in many areas of humanitarian response (Education, CCCM, etc.), including as staff (those of working age) and volunteers. They can also be supported to participate meaningfully in Emergency Telecommunications response itself, led by the Emergency Telecommunications cluster as first responders.

Globally, the proportion of youth (ages 15—24) using the Internet (71 per cent) is much higher than that of the total population (48 per cent).[193] Young people are early adopters of new technologies for economic and social reasons, and the main users of the Internet, text messaging, social media and online messaging. Still, young people face significant barriers in their access to ICTs, including poor connectivity, prohibitive costs of data and devices, digital illiteracy, and lack of infrastructure, particularly in low-income countries and emergency settings. The proportion of men using the Internet is higher than women in two thirds of countries worldwide.[194]

Connectivity can be lifesaving and has the potential to transform the way in which duty-bearers respond to the needs of displaced people, as well as the delivery of humanitarian services. It can promote self-reliance by broadening the opportunities for affected populations to improve their lives, including through access to legal and health information, search engines and news. Digital technologies can expose young people to greater opportunities for learning and education during humanitarian crises, especially in remote regions. However, humanitarian workers have a responsibility to do no harm with ICTs, maintaining data privacy in all communications with and about affected populations.

Humanitarian agencies should find out if any private or public assessments have been done previously on young people's mobile phone and Internet usage. They should also assess the ICT infrastructure available to young people.

Tip sheet

Key actions for Emergency Telecommunications programming at each stage of the humanitarian programme cycle (HPC)

HPC phases	What to do	Tips for young people's participation

Needs assessment and analysis **1**	→ Collect information, data and assessments on the telecommunications needs of young people, and analyse them disaggregated by sex, age and disability.
	
	→ Analyse data to understand:
	   → barriers faced by young people in accessing telecommunications;
	   → the proportion of young people with access to a handset.
	
	→ Use focus group discussions to determine which communications platforms young people mostly use, and on which devices. Additionally, determine the ease of access to technology by different groups of young people, and establish which service providers are most popular and why.
	
	→ Collect information on the IT infrastructure and what data coverage is available.
	
	→ Collect data on the type of mobile phones used by young people.
		→ Work with young people to map safe and unsafe areas through GPS (Global Positioning System) technology, and share this information with other clusters to inform programming.
		
		→ Hold consultations – grouped by sex and age of participants – with young people to identify needs and challenges related to telecommunications.

Strategic planning **2**	→ Ensure that the Emergency Telecommunications response plan addresses the needs of young people identified during the needs assessments, and from any other relevant data on young people. → Mitigate the risks of the ways in which new modes of communications may harm young people. Use the experiences and recommendations of young people to inform strategic planning after a humanitarian crisis. → Develop tech-enabled skills and vocational trainings in partnership with Livelihoods and Education actors.	→ Enable young people living in vulnerable conditions to influence Emergency Telecommunications response plans and participate in inter-agency working group meetings on digital communication technologies, and engage with other stakeholders including the private sector and with Protection and Education actors.

HPC phases	What to do	Tips for young people's participation
Resource mobilization **3**	→ Advocate for young people's priorities and needs, as identified in prior needs assessments, to influence funding priorities for Emergency Telecommunications. → Ensure that donors and humanitarian stake-holders receive reports on gaps in funding for youth-focused Emergency Telecommunications programming.	→ Partner with young people on developing key advocacy messages for funding for Emergency Telecommunications.
Implementation and monitoring **4**	→ Implement Emergency Telecommunications programming that addresses the needs of young people and allows male and female young people equal access to data and voice connectivity. → Train young people without access to technology in basic digital literacy. → Promote young people's access to electricity and connectivity by deploying and expanding community Internet access. Additionally, promote equal access for women and girls to the Internet. → Implement youth-appropriate programme feedback channels, such as online platforms, SMS or phone hotlines.	→ Enable young people to take leadership roles in telecommunications interventions, e.g., as peer-to-peer educators in digital skills development programmes.
Operational peer review and evaluation **5**	→ Assess to what extent the needs of adolescents and youth were effectively addressed with Emergency Telecommunications response plans. → Document and disseminate good practice on addressing young people's access to Emergency Telecommunications and technology.	→ Engage young people in project reviews of Emergency Telecommunications.

Resources

↳ Key programming approaches for putting young people at the centre

Charter 4 Change: **Localisation of Humanitarian Aid**, https://charter4change.org

United Nations High Commissioner for Refugees (UNHCR), **Core Actions for Refugee Youth**, 2016, www.unhcr.org/en-us/protection/globalconsult/59f9843b7/core-actions-for-refugee-youth.html

UNICEF, **COVID-19 Response: Considerations for Children and Adults with Disabilities**, 2020, www.unicef.org/disabilities/files/COVID-19_response_considerations_for_people_with_disabilities_190320.pdf

↳ Camp Coordination and Camp Management (CCCM)

Inter-Agency Standing Committee, **Thematic Area Guide for Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery: Camp coordination and camp management**, IASC, 2015, https://gbvguidelines.org/wp/wp-content/uploads/2015/09/TAG-CCCM-08_26_2015.pdf

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Annexes

1

Risk assessment tool to support safe participation

An ethical approach to participation ensures that young people do not face harm as a result of their participation. It requires awareness and consideration of the local and national sociocultural, religious and political context.

Any agency interacting with young people should undertake risk assessments, and regularly monitor, assess and mitigate risks associated with their participation.

A risk assessment tool and additional guidance to enhance safeguarding

Child safeguarding refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from the work of UNICEF, its personnel or associates. The risks may include those associated with physical violence (including corporal punishment); sexual violence, exploitation or abuse; emotional and verbal abuse; economic exploitation; failure to provide for physical or psychological safety; neglect of physical, emotional or psychological needs; harmful cultural practices; and privacy violations.

Meaningful adolescent participation requires systematic attention to child safeguarding, ensuring proper implementation of UNICEF Policy on Conduct Promoting the Protection and Safeguarding of Children, and adherence to safeguarding procedures, and for UNICEF staff and associates UNICEF Personnel Standards.[195] If adolescents are involved in research, evaluations or data collection, the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis should also be applied.

Risk assessment and risk mitigation strategies should be undertaken in collaboration with adolescents and other concerned stakeholders, to ensure that adolescents do not face harm as a result of their participation. Risk assessment requires awareness and consideration of risks and opportunities for adolescents in the specific local and national sociocultural, religious and political context. It also requires consideration to gender and

conflict-sensitive issues (*Stages of adolescent development and opportunities for participation*, found in UNICEF Engaged and Heard! Guidelines for Adolescent Participation and Civic Engagement) with attention to how power affects relationships and responses.

Risks may be present whether adolescent participation is digital or face-to-face. It is important and opportune to recognize that adolescents are frequently early adopters of new technologies and they can access rich information, and communicate and connect in innovative ways through digital technologies.[196] However, access to the Internet is accompanied by risks including: information overload; overuse of the Internet, which may restrict time spent in alternative constructive activities; online bullying and spread of discriminatory messages; exposure to child sexual abuse and exploitation; unsafe sharing of information negatively affecting individual privacy; and risks of punishment for expressing views online. See UNICEF Standards for child safeguarding in online and digital environments.

→ Undertake risk assessments, and regularly monitor, assess and mitigate risks in collaboration with adolescents.

→ Assess risks associated with participation, but also analyse the risks of not consulting and not listening to adolescents (e.g., increased risks of adults abusing adolescents *if* there are no channels for adolescents to share their concerns and complaints).

→ Within their own adolescent-led initiatives, adolescents should also be actively involved in risk assessments and strategies to reduce risks and to inform decisions about when and how participation may not be safe or appropriate; and should be supported to adjust their plans if proposed activities are not in line with their best interests.

A minimum process and set of questions for risk assessment and risk mitigation:

→ Consider the socio-political, geographic, sociocultural and religious contexts, as well as current reactions and responses by adolescents and families, especially in humanitarian settings.

→ Consider each scenario:

1. No participation or consultation with adolescents

2. Consultation with adolescents (through informal interviews, focus group discussions or use of participatory tools)

3. Collaborative participation whereby adolescents collaborate with adults and are able to influence planning, decision-making and/or implementation

4. Adolescent-led participation – activities that are initiated and/or led by adolescents

→ Complete the table below regarding potential benefits and risks/threats of supporting different modes of adolescent participation, and actions that have been or could be taken to reduce risks to make a decision.

TABLE 1.
Risk assessment tool for safe adolescent participation

MODE OF ADOLESCENT PARTICIPATION	KEY IDENTIFIED BENEFITS associated with no participation or different modes of participation	KEY IDENTIFIED RISKS/ THREATS associated with no participation or different modes of participation	LIKELIHOOD OF RISK (high, medium, low)	SEVERITY OF RISK (high, medium, low)	RISK MITIGATION what actions have been taken to reduce risks?	FURTHER ACTION NEEDED to ensure best interests and 'do no harm'
1. Adolescents are not involved						
2. Consultation	e.g., State-level consultation on child rights	e.g., 1) Adolescents will be transported from various locations with poor road safety record and conditions, which increases the likelihood of road accidents and potential injuries	Medium	High	1a) Vehicles pass all safety requirements and proper licensing 1b) Drivers required to strictly adhere to traffic laws and taking any additional passenger 1c) Drivers read and sign code of conduct	1a) Ensure trip is registered in office trip register along with the list of passengers 1b) Drivers must ensure adolescents always have a seat belt to secure them 1c) Give full trip itinerary to parents/caregivers
		2) …			2a) …	2a) …
		3) …			3a) …	3a) …
3. Collaborative participation						
4. Adolescent-led participation						

Ensuring risk mitigation and response to potential and identified harm during participation processes:

→ Ensure **organizational recruitment procedures** and practices encompass comprehensive background checks when recruiting staff and volunteers.

→ Ensure all staff have signed the code of conduct.

→ Provide staff and volunteers with training on **child safeguarding**.

→ When designing, implementing and monitoring the programme/project, listen to adolescents' views and ensure the principles of 'do no harm' and 'best interests of the child'.

→ Ensure child safeguarding focal points are allocated for programmes supporting adolescent participation and civic engagement, appointing individuals with skills and experience in sensitive responses to disclosures of abuse.

→ Ensure that the roles and responsibilities of chaperones, facilitators and a child safeguarding focal point are clearly defined. For examples of clearly defined roles and responsibilities for chaperones and facilitators, see UNICEF (2010).[197]

→ Ensure that safe, confidential and ethical referral pathways for services are clear for medical assistance, psychosocial support, alternative care, legal support, education support, etc., especially in circumstances where urgent medical assistance and/or alternative care is required. Immediate emergency (and security) care needs of a child/young person must be prioritized and addressed before any other steps.

For participation opportunities, ensure that adolescents have access to sufficient information and spaces to give their *informed assent or consent* (see **APPENDIX 6 ▶** *Glossary*; Santelli et al., 2017[198]); and that for adolescents under the age of 18 years informed consent is also gained from parents and guardians. For examples of informed consent forms and media consent forms, see UNICEF (2010).[199]

Ensure that adolescents are informed and aware of the child protection code of conduct, and that they know how and to whom they can report any concerns. Serious incidents, particularly those involving UNICEF personnel, should be reported to integrity1@unicef.org.

→ If the adolescent participation opportunities include events or field travel, apply regulations to ensure preparations for safe participation, prior to, during and after the event. These regulations include attention to:

  → **Event and trip planning**: ensuring transparent and fair processes to select participants; information sharing with adolescents/parents/guardians; securing written records for informed consent/assent; risk assessments and risk mitigation planning; preparatory workshops with adolescents.

  → **Roles of chaperones, focal points and facilitators**: clarity about roles and responsibilities; and efforts to ensure the right people are selected for their role.

  → **Safe transportation logistics**: make sure adolescents have a safe way of travelling to and getting from locations where activities will take place. If using private cars or buses then get written consent of parents/guardians. Make any necessary arrangements for travel and medical insurance, travel documents and visas (where required).

→ **Appropriate and safe accommodation arrangements**: following risk assessments and compliance with health and safety legislation; and sufficient rooms for the number of participants.

→ Considerations for safe and **ethical media interactions,** including informed consent forms for media interaction (if relevant); and preparations and briefings with journalists.

→ **Emergency protocols and procedures in place to respond** to medical emergencies, accidents or injuries, and preventative efforts including a record of pre-existing medical conditions/allergies/dietary requirements. Staff to carry a first aid kit.

→ Communication with parents or guardians, including provision of emergency contact details.

→ Codes of conduct developed by children/young people to ensure rules of what is and is not appropriate behaviour; and emergency contact card provided.

→ Debrief with adolescents, parents and chaperones.

→ Approach consultations on sensitive issues (e.g., sexual harassment) in a considerate and culturally appropriate way, ensuring that staff or volunteers have sufficient training and expertise to work with adolescents and to respond sensitively to their views and concerns.

→ Carefully consider the ethical implications regarding reimbursements, incentives and rewards concerning adolescent volunteering or participation — see UNICEF (2019).[200]

→ Safeguard adolescents' privacy through secure data storage. Ensure that data are password-protected.

→ Teach digital literacy to keep **adolescents informed, engaged and safe online**.

Source
UNICEF (2020).[201]

2

Checklist: Meaningful participation of young people in programmes

To understand whether the participation of young people is meaningful in your context, these questions can help take stock and provide guidance in areas where youth participation is important and may need to improve. Depending on the type of programme or intervention you are working on, not all of the questions will be relevant. The answers to these questions should be gathered from reports from partners, monitoring data, needs assessment, coordination groups, etc., and therefore do not require any additional data collection.

→ Are young people involved in humanitarian response decision-making? If so, through what mechanisms and at what stage of the decision-making process?

→ Are young people involved as participants (volunteers, facilitators and/or staff) in activities? In the coordination structure?

→ Are you/the response engaging with existing adolescent and youth structures (youth organizations, ministry of youth, ministry of education, schools, Internet cafes, churches/mosques, etc.?). Have you spoken to national staff about the existence of adolescent and youth organizations and networks?

→ What about young people who are not affiliated with any such structures?

→ What about young people belonging to particularly vulnerable groups? (See **BOX 6** ▶ *Vulnerable categories of crisis-affected young people*, in Section A of the main guidelines.)

Are young people and youth-led organizations equipped with skills to engage with humanitarian processes (including humanitarian principles)? See **CASE STUDY 2** ▶ in Section C: *Meaningful participation*.

Use the questions to help you think about the different mechanisms that are already in place, or that are lacking, for young people to engage. This is a starting point for thinking about how to ensure meaningful participation of young people, tailored to your programme/response.

3

Checklist: Planning an assessment with young people

During the strategic planning phase, the second phase of the humanitarian programme cycle (HPC), ask yourself and your team the following questions. If you have not considered some of the points, think through what you need to do to plan an assessment with young people.

☑ Is it necessary and safe to conduct a youth-specific assessment at this time? Are there key questions that cannot be answered from existing information and processes?

☑ Is it safe and appropriate for the adolescent and youth groups to be partners in the design, conduct and analysis of the assessment? If it is considered appropriate, include adolescent/youth representatives and their adults supports (e.g., an NGO partner) in practical training on assessment methods/information gathering.

☑ Is a robust safeguarding system in place, as described in the section on *'Safeguarding'* (see **SECTION B ▶**)?

☑ Have secondary data (NGO reports, government statistics, adolescent- or youth-focused assessments, etc.) been reviewed to answer the specific questions of the assessment, including about the demographic profile of the area?

☑ How will the assessment reach the harder-to-reach and those living in vulnerable situations? (See **BOX 6 ▶** *Vulnerable categories of crisis-affected young people*, in Section A of the main guidelines.)

☑ Are disabled persons' organizations involved in the design and undertaking of the assessment?

☑ How will young people be involved in the assessment and programme planning? Can they safely take the lead?

☑ Can female community leaders be engaged to mobilize adolescent girls and young women?

☑ Can female assessors be hired for consultations with at-risk adolescent girls and young women?

☑ Is a gender-based violence (GBV) specialist available to inform the assessment? If not, see *How To Support Survivors of Gender-Based Violence When a GBV Actor is Not Available in Your Area: Pocket guide.*[202]

☑ Have participants given their informed consent to participate? (See *'Information management'* in **SECTION D ▶**.)

☑ How will the information be analysed and disseminated to humanitarian actors and to young people?

☑ How will young people surveyed or interviewed know that their feedback is being used or acted upon?

Suggested questions when conducting an assessment

☑ How many young people (aged 10–24) make up the affected population, disaggregated by: sex; the minimum age disaggregation suggested by Task Force 5 of the Compact for Young People in Humanitarian Action (CYPHA):[203] 10–11; 12–14; 15–17; 18–19; 20–24 (if disaggregation by 1-year increments is not possible; see also **BOX 4 ▶**); in-school/out-of-school; in training/employment; married/unmarried/divorced/engaged; young people with disabilities; and any other relevant local diversity factors?

☑ What are young people already doing in terms of preparedness, response, etc., both formally as members of youth groups or NGOs, and informally in their communities? How did they respond to the latest emergency? What opportunities exist to engage/include these young people in the work/activities that the humanitarian clusters/working groups are doing, so that they are recognized as part of the response?

☑ What are the locally applicable definitions of child, adolescent and youth in this context (e.g., in laws and policies)? How does this compare with the CYPHA's suggestions for age disaggregation (see **BOX 4 ▶**)?

☑ Are different groups, including refugees, allowed to access: secondary school; primary school; technical and vocational education and training (TVET); higher education; life skills training;[204] and/or distance learning?

☑ What documentation issues might affect access to employment, education, travel, banking, etc.? (Birth certificate, national identity document, criminal record, work permit, diploma, etc.)

☑ What programmes and actors (government, NGOs, private firms, community-based organisations, cultural institutions) are already engaging young people in the affected areas? You can ask this question during coordination meetings.

☑ What are other programmes/actors doing to engage young people? Try to gain a sense of existing programmes, what works and what doesn't, and assess whether your programme can build onto existing structures or initiatives and/or use successful approaches but in a different area.

☑ Which categories of young people are most vulnerable? Who are the 'invisible' young people in the community?

☑ What are young people's priority concerns?

☑ To what extent are young people satisfied with the humanitarian response?

☑ Do young people know of any feedback mechanism in the community, and what is their opinion of it?

☑ What are young people's preferred communication channels?

☑ What kinds of information would young people like to receive from humanitarian actors?

4

Checklist: Information management process

At assessment, analysis and planning stages:

☑ Have young people (including those who are vulnerable or hard to reach) been consulted about and participated in:

  ☑ determining the purpose of the programme, with reference to the theory of change?

  ☑ decisions on age groups and categories of vulnerable people to target within the wider population of young people?

  ☑ development of indicators?

  ☑ development of the methodology for collecting, analysing, storing and disseminating information?

During implementation:

☑ Are young people included as staff or volunteers on the data collection team, coordination team, communications team?

☑ Does the programme use diverse ways of gathering information from young people (face to face, in the classroom, through technology, etc.)?

☑ Is the feedback mechanism adolescent- and youth-friendly? (See the subsection in **SECTION B** ▶ on *'Safeguarding'*)

☑ Is the data collected analysed and used by humanitarian actors to adjust and improve programming? Are information products produced and disseminated? Is there a coordination forum where data on youth is systematically reviewed, triangulated and analysed?

During evaluation, post-programme:

☑ Is the feedback process adolescent/youth-friendly? Feedback mechanisms should take into account languages spoken and understood, literacy levels, and accessible channels for young people. They should get progress reports in formats accessible to them, and they should be made aware of the ways that their feedback is being used and acted upon.

☑ Are young people trained and supported to disseminate results?

☑ Has the programme followed the five Accountability to Affected Populations (AAP) commitments? (See **BOX 11** ▶ *Accountability to affected young people*, in Section C).

5

Recommendations for supporting young women's leadership

→ Work with established platforms (where they exist), such as women's groups and forums, to ensure access, voice, leadership and safe spaces for young women in these networks. Work with young women to define what their needs in these spaces are, and work with adults to ensure their buy-in and support.

→ Run tailored risk analyses for young women during programme set-up so that the risks young women face are assessed and clearly understood from the outset, and programme design responds to these risks responsibly.

→ During the design of activities with young people in humanitarian and protracted crises, be careful not to further entrench gender stereotypes and norms through programming (e.g., by assigning boys/men to do search and rescue and girls/women to run emergency childcare).

→ Consult with young women on their basic needs, and engage them in the process of designing solutions. Ensure they have access to health and psychosocial support services.

→ Build the capacity of staff, especially at the field level, to undertake gender analysis, in order to understand the barriers to women's participation in activities.

→ Conduct outreach to parents and the wider community and engage them in women's leadership programmes (e.g., home visits, open days) to establish buy-in and reassurance on security.

→ Support young women to take leadership roles in educating their peers and the wider community about negative coping mechanisms, including the risks of child marriage, trafficking and sexual assault during humanitarian and protracted crises (e.g., school assemblies, forming girls'/women's groups, using print and social media).

→ Support young women to engage in protection activities, such as joining young women's task teams or committees, to monitor and support themselves and their peers' multi-layered protection needs. Ensure language on protection is defined by young women and framed around their well-being. Information on young women's protection should be shared in accessible ways, taking illiteracy rates into consideration.

→ Ensure staff are trained on both child and adult safeguarding procedures, as young women often fall into both categories, and this will better enable more flexible and effective referral pathways to link them with relevant support services.

→ Consider community sensitization and reintegration programmes for young women who have been isolated from the community due to discrimination against, for example, those with children out of wedlock, or those living with disabilities.

→ Provide technical training for members of women's networks and organizations on areas such as fundraising and financial management, to support their longer-term sustainability. Support their efforts by advocating for this approach to donors and decision makers.

→ Consider engaging role models in communications efforts to shift attitudes to be more supportive of young women volunteering and engaging in relief efforts and taking leadership roles.

→ Ensure young women are still able to access services and information relevant to sexual and reproductive health and rights (SRHR) during humanitarian and protracted crises. Safe and confidential youth-friendly SRHR services that are adaptive to the specific needs of young women are also recommended, as young women often face stigma, or are unable to talk to those in positions of power about their needs. Share this information through a range of safe social channels, peer groups and mentorship support programmes to ensure those most marginalized can also be reached.

Source
ActionAid & Restless Development. Adapted from Hoban et al. (2019).[205]

6

Life skills

Life skills development must be part of education programmes for young people. Life skills are mentioned under many sector areas within these IASC guidelines. Known also as '21st century skills', 'soft skills', 'employability skills' and 'transferable skills', life skills are defined by both the Inter-agency Network for Education in Emergencies (INEE) and the World Health Organization (WHO) as:

"…abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health."[206]

Life skills are especially important in specific risk situations (displacement, living on the street, post-conflict, etc.) and where young people need to promote and protect their own rights.

Life skills that have been identified under multiple frameworks are considered 'core' skills. UNICEF's Life Skills and Citizenship Education (LSCE) framework developed for the Middle East and North Africa (MENA) Region contains 12 core skills framed around four clusters: Learning, Employability, Personal Development and Active Citizenship (see **FIGURE 8 ▶**). Programmes do not have to cover all 12 core skills but should address the four clusters. These skills help young people manage emotions effectively and build healthy relationships. They complement and enable academic, technical and vocational skills development.

FIGURE 8.
The 12 core life skills

Source: Life Skills and Citizenship Education (LSCE) Initiative, UNICEF MENA Regional Office (2017).[207]
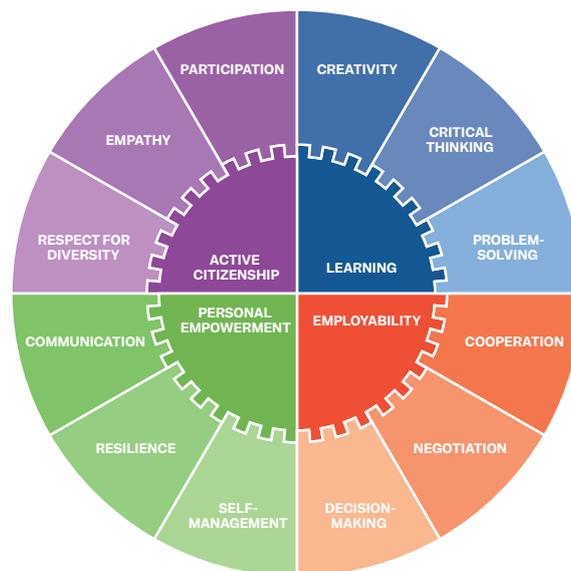
Resources

Life Skills and Citizenship Education Initiative, Middle East and North Africa, **Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills: Conceptual and Programmatic Framework**, UNICEF MENA Regional Office, 2017, www.education2030-arab-states.org/PDF/d816129f-5d08-40d1-9984-d587631e1b14_report1.pdf

Lippman, Laura H., et al., **Key "Soft Skills" That Foster Youth Workforce Success: Toward a consensus across fields**, Workforce Connections, Child Trends, Inc., 2015, www.usaid.gov/sites/default/files/documents/1865/KeySoftSkills.pdf

International Youth Foundation, **Passport to Success**, www.passporttosuccess.org

7

COVID-19: Working with and for young people: **Guidance summary**

Part 1: Young people, seriously affected by coronavirus disease (COVID-19), are part of the global response

A common understanding of the health and non-health impacts of the pandemic, along with the role young people are playing in driving solutions, is essential to the pandemic response.

Every young person is affected differently

This global crisis is exacerbating existing vulnerabilities and inequalities experienced by young people, all further amplified in humanitarian contexts where fragility, conflict and emergencies have undermined institutional capacity and limited access to services. Young migrants, young people who are internally displaced and refugees, young people living in poor, high-density urban areas, young people without a home, young people living with disabilities, girls and young women, lesbian, gay, bisexual, transgender, queer/questioning and intersex (LGBTQI) young people and those living with HIV will be particularly affected; young people separated from, unaccompanied by, or left behind by migrant working parents face higher risks of exploitation, violence and mental health issues, and already poor access to health services and protection.

Impacts on young people

Health impacts. As the pandemic spreads to low-income and lower-middle-income countries with proportionally high numbers of young people and significantly weaker health systems, direct and indirect health impacts on young people are likely to increase (e.g., diminished access to adolescent and youth sexual and reproductive health services). Young people may also see serious negative impacts on their mental and psychosocial well-being.

Safety and protection issues. During lockdown, and in a context of overall economic and social distress, adolescents and young people are at high risk of domestic violence and gender-based violence (GBV), as well as online harassment and cybercrime. Early marriage, teenage pregnancies and child labour are also likely to increase in the recovery phase.

Educational impacts. 1.5 billion young people, over 90 per cent of the world's students, in 188 countries are being kept away from school and universities because of social distancing measures. This large-scale interruption of learning, including non-formal and informal learning, may have severe consequences, especially for young people living with disabilities and for those with little to no access to technology, Internet, or telecommunication services.

Economic impacts. A global recession is a likely consequence of the COVID-19 pandemic, and young people's livelihoods will be disproportionately affected. Dependence on daily wages is forcing some to remain economically active, both exposing themselves to COVID-19 and risking spreading the virus to others. Young people who work in the informal sector fall through the cracks of stimulus packages and other public economic policies.

Impact on civic space and participation. Restrictions on movement will hamper the ability of young leaders and organizations to protest, mobilize, access funding and support their communities.

Young people mobilize to respond to COVID-19

Many young people have mobilized immediately to respond to the crisis as health workers, advocates, volunteers, scientists, social entrepreneurs and innovators.

Part 2: Key actions

These five key action areas, derived from the pillars of the Compact for Young People in Humanitarian Action (www.youthcompact.org) – services, participation, capacity, resources and data – are intended to guide practitioners in the development of an adolescent- and youth-focused and inclusive COVID-19 response. The following recommendations will be accompanied by concrete examples and resources.

Action 1: SERVICES

→ Health. Ensure that COVID-19 response plans are sensitive to adolescent- and youth-specific healthcare needs, including sexual and reproductive health, mental health and psychosocial support.

→ Water, sanitation and hygiene (WASH). Ensure that young people have access to a water supply for drinking and personal hygiene, sanitation services, handwashing facilities with soap, and menstrual health management (MHM) supplies to maintain their general health and well-being and prevent the spread of infection.

→ Education. Support continued learning for young people, including for those over 18. Formal and non-formal education programming should reach migrants, refugees and displaced young people.

→ Protection. Ensure the protection of young people in all COVID-19 prevention and mitigation measures, coordinate closely with adolescent sexual and reproductive

health (ASRH) actors and ensure that practitioners are trained in youth-friendly communication techniques and basic response to GBV along with issues related to adolescent girls, such as child marriage.

→ Livelihoods, cash and markets. Ensure that young people whose incomes may be affected by the COVID-19 crisis are supported. Ensure that young people and their families have financial access to goods and services.

Action 2: PARTICIPATION

→ Maintain connections with young people and youth organizations in your networks.

→ Encourage inclusive information-sharing that is accessible online and offline, and consider barriers to access that young people living with disabilities may face.

→ Engage young people, including the most marginalized, in assessing the impact of COVID-19 on their communities.

→ Actively engage young people in responses to COVID-19 as health workers, advocates, volunteers, scientists, social entrepreneurs and innovators.

→ Engage young people in monitoring and evaluating COVID-19 responses.

→ Tackle the spread of inaccurate information, debunk myths and confront stigma.

→ Support access to youth-friendly content and work with young people to develop content.

→ Apply the 'do no harm' approach and ensure safe and ethical participation of young people at all times.

Action 3: CAPACITY

→ Build the capacity of, and support, youth-led organizations to engage in COVID-19 response coordination with other humanitarian actors, access funding, and design and deliver programmes.

→ Build the capacity of governments, United Nations agencies and civil society organizations (CSOs) leading response and coordination efforts for the meaningful engagement of youth.

Action 4: RESOURCES

→ Fund youth-led organizations' COVID-19 mitigation initiatives, including adolescent-led organizations and young women's collectives, and ensure that funding streams are reliable, transparent, sustained and flexible.

→ Advocate for the inclusion of young people in coordination mechanisms where funding decisions are made.

→ Co-design programmes and proposals with adolescent and youth groups and, where possible, include a budget for their projects in agency budgets.

Action 5: DATA

→ Generate and share data disaggregated by age, sex and disability.

→ Support adolescent- and youth-led and community-driven monitoring and accountability of COVID-19 responses.

Source
Compact for Youth People in Humanitarian Action (2020).[208]
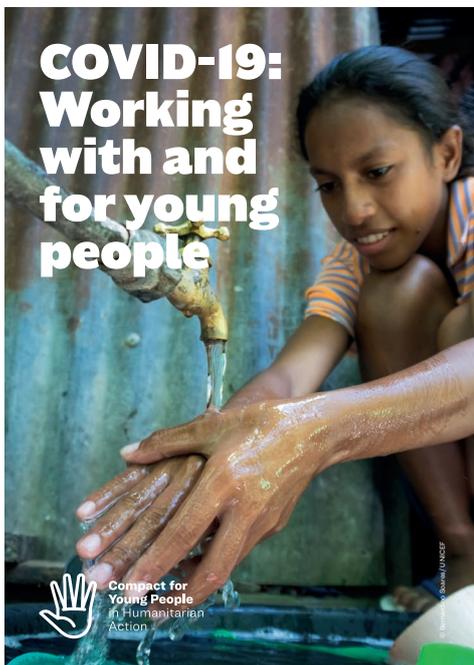
Endnotes

195 As established under section 12 of CSF: UNICEF Personnel 12. The Director of DHR shall establish general standards of personal conduct concerning child safeguarding, which standards are not specific to particular aspects of the work of UNICEF, and are to be followed at all times by UNICEF personnel (other than Goodwill ambassadors).

196 United Nations Children's Fund, *UNICEF Programme Guidance for the Second Decade: Programming with and for adolescents*, UNICEF, October 2018, https://reliefweb.int/report/world/unicef-programme-guidance-second-decade-programming-and-adolescents, accessed 16 October 2020.

197 United Nations Children's Fund, *Children as Advocates: Strengthening child and young people's participation in advocacy fora*, UNICEF, New York, June 2010, http://childhub.org/en/system/tdf/library/attachments/children-as-advocates-strengthening-participation-june-2010.pdf?file=1&type=node&id=21295, accessed 16 October 2020.

198 Santelli, John, Sonia Haerizadeh, and Terry McGovern, 'Inclusion with Protection: Obtaining informed consent when conducting research with adolescents', *Innocenti Research Brief*, UNICEF Office of Research-Innocenti, 2017, www.unicef-irc.org/publications/877-inclusion-with-protection-obtaining-informed-consent-when-conducting-research-with.html, accessed 16 October 2020.

199 UNICEF, *Children as Advocates*, 2010.

200 United Nations Children's Fund, *UNICEF Guidance Note: Adolescent participation in UNICEF monitoring and evaluation*, UNICEF, New York, 2019, pp. 36–37, www.unicef.org/evaldatabase/files/UNICEF_ADAP_GuidanceNote.pdf, accessed 16 October 2020.

201 United Nations Children's Fund, *Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement*, UNICEF, New York, 2020, www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement, accessed 16 October 2020.

202 Inter-Agency Standing Committee, *How To Support Survivors of Gender-Based Violence When a GBV Actor is Not Available in Your Area: A step-by-step pocket guide for humanitarian practitioners*, IASC, 2018, https://gbvguidelines.org/wp/wp-content/uploads/2018/03/GBV_PocketGuide021718.pdf, accessed 15 January 2020.

203 Task Force 5, 'Data Collection and Age Disaggregation: for young people in humanitarian action' (brief), Compact for Young People in Humanitarian Action, no date, www.youthcompact.org/action-5-data, accessed 9 January 2020.

204 Can be defined as the skills, competencies, behaviours, attitudes and personal qualities that help young people navigate both life and work. See **ANNEX 6** ▶ *Life skills*.

205 Hoban, Annie et al., *Shifting Power to Young People: How young people can lead and drive solutions in humanitarian action*, ActionAid and Restless Development, 2019, https://actionaid.org/publications/2019/shifting-power-young-people-humanitarian-action, accessed 29 June 2020.

206 World Health Organization, 'Skills for Health: Skills-based health education including life skills — An important component of a Child-Friendly/Health-Promoting School', *WHO Information Series on School Health, Document No. 9*, WHO, Geneva, no date, www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf, accessed 9 January 2020.

207 Life Skills and Citizenship Education Initiative, Middle East and North Africa, *Reimagining Life Skills and Citizenship Education in the Middle East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills: Conceptual and Programmatic Framework*, UNICEF MENA Regional Office, Amman, 2017, www.education2030-arab-states.org/PDF/d816129f-5d08-40d1-9984-d587631e1b14_report1.pdf, accessed 3 April 2020.

208 Compact for Young People in Humanitarian Action, 'COVID-19: Working with and for young people: Guidance summary', May 2020, www.youthcompact.org/the-compact-response, accessed 22 June 2020.

Call for UN Member States, UN System entities, civil society, private sector, media, local authorities and youth-led organizations to align strategies, approaches and programmatic responses with the principles outlined in the Agenda for Humanity in view of reaching all young people and empowering young women, young men, girls and boys to be agents of positive transformation.

We, the participants of the World Humanitarian Summit High-Level Special Session on **Transforming Humanitarian Action with and for Young People**, have gathered in Istanbul, Turkey, to ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises, are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action.

We recognize the humanitarian responsibility to enable and protect the rights, address the specific needs and build on the strengths of all young people. Ensuring young people have the skills, capacity and resources to prevent, prepare for, respond to and recover from humanitarian situations, will help reduce the costs of and need for international humanitarian support, improve humanitarian effectiveness and strengthen resilience of communities.

Drawing on the relevant international and regional instruments, the Doha Youth Declaration on Reshaping the Humanitarian Agenda, the Global Refugee Youth Consultations, the UN Security Council resolution 2250 on youth, peace and security, and the outcomes of other processes led by, involving and/or targeting young people, we call for a long-term commitment from stakeholders to the following actions:

Action 1: Promote and increase age- and gender-responsive and inclusive programmes that contribute to the protection, health and development of young women, young men, girls and boys within humanitarian settings;

Action 2: Support systematic inclusion of engagement and partnership with youth, in all phases of humanitarian action through sharing of information and involvement in decision-making processes at all levels, including budget allocations

Action 3: Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors in prevention, preparedness, response and recovery, and empower and support local youth-led initiatives and organizations in humanitarian response, such as those targeting affected youth, including young refugees and internally displaced persons living in informal urban settlements and slums;

Action 4: Increase resources intended to address the needs and priorities of adolescents and youth affected by humanitarian crises, including disasters, conflict and displacement, and identify ways to more accurately track and report on the resources allocated to young people in humanitarian contexts;

Action 5: Ensure the generation and use of age- and sex- disaggregated data pertaining to adolescents and youth in humanitarian settings

We the undersigned agree to collectively review at regular intervals and be accountable for the progress of the implementation of this compact. By agreeing to this compact, we are accountable for and commit to transforming humanitarian action for and with young people, guided by the Agenda for Humanity, to prevent and end conflict, safeguard human rights and rule of law, leave no one behind, and invest in young people for now and for the future.

Members of the Compact for Young People in Humanitarian Action

Compact for Young People
in Humanitarian Action

IASC
Inter-Agency
Standing Committee