AY-ENGAGE
Adolescent & Youth Engagement

AY-Engage webinar series #12

Let them speak!
Guidance on Adolescent Participation in UNICEF Monitoring & Evaluation

5 March: 10:30 am ICT/GMT+7
Cambodia presentation

AY-Engage is a collaboration between ADAP, C4D & DOC
RATIONALE FOR THE GUIDANCE

UNICEF commitment to considering participation of all key stakeholders including children and adolescents

Widely recognized benefits of adolescent participation in monitoring and evaluation (APM&E)

- Gain better, more authentic data (credibility)
- Foster “evaluative thinking” (empowerment)
- Forge intergenerational partnerships (social change)

How to do APM&E?
What are good practices?
How to ensure that participation is safe and ethical?
FOUR TYPES OF PARTICIPATION

No participation or unethical participation
In most societies, the majority of adolescents have little or no opportunity to express their views.

Consultative participation
- adult initiated;
- adult led and managed;
- lacking possibility for adolescents to control outcomes;
- recognizing the added value that adolescents' perspective, knowledge and experience can contribute.

Collaborative participation
- adult initiated;
- involving partnership with adolescents;
- enabling adolescents to influence or challenge both process and outcome;
- allowing for increasing levels of self-directed action by adolescents over a period of time.

Adolescent-led participation
- the issues of concern being identified by adolescents themselves;
- adults serving as facilitators rather than leaders;
- adolescents controlling the process and the outcomes.
TOWARDS COLLABORATIVE AND ADOLESCENT-LED APPROACHES IN M&E

**NON-PARTICIPATORY APPROACH**
- Adult-initiated and adult-led
- No input from adolescents
- Views and opinions of adolescents are determined from secondary sources

**CONSULTATIVe APPROACH, e.g. Focus Group**
- Initiated, led and managed by adults
- Adults seek adolescents’ views to build knowledge of their experiences
- Adolescents are a source of data – can influence outcomes

**COLLABORATIVE APPROACH, e.g. Peer-to-Peer**
- Initiated by adults, then increasing levels of self-directed action by adolescents
- Active engagement, influence processes and outcomes, play supporting role to evaluation manager

**ADOLESCENT-LED APPROACH**
- Adults serve as facilitators rather than leaders
- Adolescents initiate and control process and outcomes
- Adolescents can take the role of evaluators

Guidance on Adolescent Participation in UNICEF M&E – UNICEF | for every child
GUIDANCE NOTE

UNICEF GUIDANCE NOTE: Adolescent participation in UNICEF monitoring and evaluation
October 2019

INTERACTIVE, EASY TO NAVIGATE GUIDANCE NOTE FOR UNICEF STAFF AND PARTNERS

4 chapters
3 supporting tipsheets
7 supporting tools
ADOLESCENT PARTICIPATION IN MONITORING FOR RESULTS

1. Review the Theory of Change/Results Framework and indicators to identify the objectives, outputs, outcomes and impact indicators that APM will measure.

2. Establish a monitoring core group.

3. Develop a monitoring plan.

4. Define roles and responsibilities.

5. Select monitoring tools and approaches.

6. Collect and analyse data.

7. Communicate and report findings.

8. Document the APM process.

9. Take corrective action.

(called Step 2: Plan for monitoring in UNICEF’s RBM Handbook)
<table>
<thead>
<tr>
<th>Monitoring Step</th>
<th>Considerations For Adolescent Participation</th>
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<tr>
<td>5. Selecting monitoring tools &amp; approaches</td>
<td>If adolescents are leading on question development allow time for adult members of the monitoring core group to check and verify the questions. A collaborative approach to question development - adolescents and adults working together - helps ensure everyone understands the questions and why they are being asked. Questions developed by adults should be verified by a group of adolescents to check that the language and tone of the questions is appropriate i.e. that other adolescents will understand what the question is asking.</td>
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| 6. Data Collection and Analysis | Data Collection – Follow UNICEF’s country, regional or global protocols and guidance to keep adolescents safe during data collection and/or use external protocols and guidance e.g. So you want to consult with children (Save the Children, 2009). Data Analysis – Use TipSheet 3 and create ongoing opportunities for collective reflection. The use of ongoing formal or informal collective reflection (group interchange and sharing) provides:**  
- Adolescents with time to bond, build relationships, friendships, networks and become cohesive in their mission.  
- A means to ensure that adolescents learn and discuss data collection and analysis strategies.  
- A forum for raising critical consciousness about APM&E issues.  
- A forum for problem solving and keeping everyone “on the same page.” |
ADOLESCENTS PARTICIPATION IN THE EVALUATION PROCESS

1. ASSESS
   utility, necessity, evaluability

2. PLAN
   and commission the evaluation

3. MANAGE
   the inception phase

4. PROVIDE
   ongoing support, including information collection and analysis

5. DISSEMINATE
   and use evaluation findings

6. PREPARE
   and track implementation of the management response

7. USE
   evaluation for learning
4.2. EXAMPLES OF ADOLESCENT PARTICIPATION IN UNICEF EVALUATIONS

<table>
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<tr>
<th>Evaluation Process Step</th>
<th>Relevant UNEG Standards</th>
<th>Considerations For Adolescent Participation</th>
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|                        | Standard 1.4: Management response and follow-up | The role of the evaluation manager is to facilitate the development of the management response, and to track the implementation of the actions that are indicated in the UNICEF management response tracking system. To the extent possible, managers should ensure that the views of adolescent participants are taken into consideration in the management response. When executing STEP 5 above on validating the recommendations, managers should consider the following:  

**Actions for consideration:**  
6.1 Discuss adolescents’ expectations on the management response and provide feedback on adolescents’ views and expectations to the entity that is responsible for developing the management response.  
6.2 Produce an adolescent-friendly version of the management response and disseminate it to the adolescent constituency. |
|                        | STEP 7: Disseminate, and facilitate use of evaluation lessons | Adolescents can be powerful advocates for issues that affect them, provided they assume ownership of those issues. In addition to incorporating their views in the management response, the following actions are required:  

**Actions for consideration:**  
7.1 Facilitate an adolescent-led process to develop indicators to monitor the implementation of the management response and use of evaluation lessons; and,  
7.2 Facilitate an adolescent-led process for reporting on the management response and use of evaluation lessons.  
7.3 Consider facilitating an ‘adolescent response’ in addition to the official management response and sharing this widely. Careful consideration would need to be given to issues of representation among those drafting the ‘adolescent response’. |
SAFE AND ETHICAL PARTICIPATION

Identifying and selecting adolescents

Adopting an ethical approach to APM&E

Child safeguarding

Informed consent and assent

Parameters for agreements with adolescent participants

Reimbursement of expenses, incentives and rewards

Keeping adolescents safe online and when using technology
WHAT’S NEXT
... for the Evaluation Office

Jointly revise UNICEF procedure for ethical standards in research, evaluation, data collection and analysis – strike a balance between safeguarding/protection and the right to participation

Develop and use adolescent-friendly methodologies, including for feedback mechanisms

... for your M&E project

- Consider engaging adolescents early and until the end
- Hold adults (including ourselves) accountable
- Internalize and apply UNICEF safeguarding/ethics provisions

Share good practices, emerging practices and challenges
AY-Engage Hub | Yammer
AY-Engage Webinars
EO Yammer
ADAP, C4D, SPIMR & EO intranet sites
Thank You

Please share your feedback on the guidance note:
https://www.surveymonkey.com/r/ADAP-Guidance
Adolescent-Led Evaluation of the Magic Classroom and Community Preschool Playgrounds in Cambodia

BY NATASCHA PADDISON (DEPUTY REPRESENTATIVE), JUANITA VASQUEZ ESCALLON (EVALUATION SPECIALIST), AND ERICA MATTELLONE (FORMER EVALUATION SPECIALIST AND MEMBER OF THE 'ENABLE ADULT TEAM')

UNICEF CAMBODIA
Overview of the review
Cambodian context
Background on Magic Classroom and the playgrounds
Why a collaborative adolescent-led approach?
Approach and methodology
Some stories of success and challenges
Lessons learned
Recommendations
Overview

- Internal review of early childhood education (ECE) and nutrition, health, water, sanitation and hygiene (WASH) activities
- Conducted in June and July 2018 in Kratie, Ratanakiri and Phnom Penh, Cambodia
- Adolescent evaluators aged 15-19 conducted focus group discussions and semi-structured interviews and then analysed the results and made recommendations
- An ‘Enabling Adult Team’ accompanied the process
- The review was also piloting adolescent participation using a collaborative/adolescent-led approach
Between 2000 and 2014, the under-five mortality rate reduced from 124 in every 1,000 live births, to 35 in every 1,000 live births.

35 per cent of Cambodians in rural areas lack access to improved drinking water in the dry season.

Only 60 per cent of children aged 3-5 have access to pre-school education.

32 per cent under 5 are stunted.

10 per cent are wasted.

High rates of giardia and other related diseases.

Cambodia is in the middle of its demographic dividend: Reaping its benefits requires investments in children.
Education/ C4D sessions that cover:

- Hand washing with soap practices
- Maternal and child health (MCH) and breastfeeding
- Protection of children from animal faeces and proper disposal of animal faeces
- Safe drinking water and water filtration methods
- Proper use of latrines

Held in the evenings with time for questions from the community with a facilitator that is knowledgeable on the subjects
Community preschool playgrounds

- Benefit of play
- Safe spaces away from animal faeces, rubbish, flooding, etc.
- 2 modalities:
  - ‘Commune playground’: internally-sourced, recycled materials such as tires
  - ‘Community preschool (CPS) playground’: externally-sourced, built on site
Why a collaborative/adolescent-led approach?

- Provides a different perspective
  - Potentially allows for use of local language (such as Tampoun)
- Encourages full participation of young people
- Allows UNICEF to ensure policies and systems are responsive to the needs of young people
- Empowers young people
- Teaches new hard and soft skills to young people

The Theory of Change

- Impact
  - Outcome
  - Output
  - Input
- Children's rights are fulfilled
  - Children's well-being and development are improved (i.e., achieving results for children)
  - UNICEF sections and programmes are better suited to meet the needs of children
  - Lessons and recommendations from adolescent-led evaluation
Approach and methodology

**Training**
- Evaluation concepts and big picture by the Enabling Adult Team
- How to conduct focus groups and interviews
- Ethical considerations

**Data collection**
- Semi-structured interviews
- Focus group discussions
- Observation

**Analysis**
- Using rubric to assign scores for each OECD/DAC criterion, in addition to gender and equity
- Providing recommendations
Data collection

Example of one of the tools (risk mapping) used in the focus group discussions to learn about health and education needs in the community.

Photo: During FGDs, respondents were asked to illustrate on a map which places in the community were good and bad for their health.
After data collection, the adolescents used **thermometers** to rate the programme activities.

- Used a **rubric** that standardized the different scores across the cohorts.

*Figure: Final analysis tool used by the adolescent evaluators in which they used a rubric to assign a score for each criterion.*
Challenges and lessons learned

- **Myth-busting:** Adolescents, with the right training and support, are highly effective evaluators.

- **Local understanding:** Adolescent evaluators are more familiar with the context and can get perspectives that external evaluators cannot.

- **Securing enough time:** To fully train adolescent evaluators, it is important to commit as much time as possible so they have more time to practice and get comfortable.
Empowerment: Adolescent evaluators gained new soft and hard skills that can be empowering and can prove to be useful in life outside the classroom environment.

“I have gained practical experience through meeting and interviewing members of the community, which has allowed me to learn more, and how I can share my experience with my friends and the younger generation…” (Nisa)
Recommendations

1. Continue to promote the participation of adolescents and young people in programme design, implementation, monitoring and evaluation

2. Ensure that the plan and materials are sensitive to age or maturity differences between different cohorts

3. Expand on existing tools and guides, in the local language, that can be used in future evaluations that encourage meaningful participation of adolescents and young people
Current plans and engagement

- Fully involve adolescents in the planning, development and analysis of a situational analysis of adolescents and youth in Cambodia which is being jointly commissioned by the Ministry of Education, Youth and Sports together with UNFPA, UNICEF, WFP and UNAIDS.

- Fully involve adolescents in the design, data collection and analysis of the evaluation of the Action Plan to Prevent and Respond to Violence Against Children.

- Voices of Youth.
THANK YOU!

Q&A

Read more about the approach here and watch a fun 2-minute video about the approach here.
THANK YOU FOR ATTENDING THIS WEBINAR!

PLEASE FIND THE GUIDANCE NOTE HERE,
THE AY-ENGAGE INITIATIVE HERE AND HERE
& ADAP KNOWLEDGE DOMAIN HERE

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