AY-ENGAGE
Adolescent & Youth Engagement

AY-Engage webinar series #12

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

5 March: 9:00 am EST
Egypt presentation

AY-Engage is a collaboration between ADAP, C4D & DOC

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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

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.

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

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

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

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

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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<td>6. Data Collection and Analysis</td>
<td>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&amp;E issues. • A forum for problem solving and keeping everyone &quot;on the same page.&quot;</td>
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Use Tipsheet 3 to help guide the selection of data collection methods and tools.

Use the guidance and templates in UNICEF's Results Based Management (RBM) Handbook and Programme Policy and Procedure Manual (P3PM) (these links are on the UNICEF Intranet site).

See Preparatory Action 4 and Tipsheet 3 for more guidance.

TIPSHEETS

HYPERLINKED REFERENCES

PREPARATORY ACTION SHEETS (AND OTHER SUPPORTING TOOLS)
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
<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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<tr>
<td><strong>STEP 6:</strong> Facilitate management response and track its implementation</td>
<td><strong>Standard 1.4:</strong> Management response and follow up</td>
<td>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 <strong>STEP 5</strong> above on validating the recommendations, managers should consider the following: <strong>Actions for consideration:</strong> 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.</td>
</tr>
</tbody>
</table>
| **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 and Youth Participation in UNICEF M&E

UNICEF EGYPT
Dalia Bayoumi - M&E Specialist
Weaam El Leithy – Adolescence Officer
March 5, 2020
UNICEF Egypt adolescent M&E participation 2011-2020: Early and Mixed approaches

Consultative  ➔ Collaborative  ➔ Adolescent led

Consultative:
- EVAC – FGM-Community Initiative Monitoring
- Humanitarian Program Monitoring • 2013-2020

Collaborative:
- Planned 2020: Girls Empowerment initiative/Dawie
- Planned 2020: Sinai- Emergency Program (multi-sectoral)
- Meshwary Evaluations • 2011 & 2017

Adolescent led:
- 2020 initiated Meshwary/Ambassadors
Evaluation
Collaborative Approach
Why adolescents and youth? Harnessing the demographic dividend

- **Demographic Dividend:**
  - One fifth of Egypt’s Population is under 20 years of age
    → Youth 20-24 years: 9 million
    → Adolescents 10-19 years: 17 million

- **A national priority** (Egypt’s vision 2030):
  → Poverty eradication,
  → Gender mainstreaming,
  → Boosting sustainable economic growth through decent job creation and generating adequate and productive job opportunities,
  → Focusing on women and young people.
  → Promoting innovation and knowledge culture.
Meshwary Project

Since 2008, the project has provided above

140,000 Young people with skills development and career guidance programmes


Meshwary 2020: PPP, Digitization and I4D, Graduation scheme, community center, adolescent-led initiatives
Evaluation of the Meshwary Programme
Phase I - 2011

What?
✓ Peer Educators *collaborated* with the Independent Evaluation Team to *identify FDG questions and design* data collection tools
✓ Peer Educators *facilitated* a series of Focus Group Discussions to identify the most significant change either experienced directly or observed by the adolescent program participants.

Why?
✓ The program approach relied heavily on a peer to peer learning approach
✓ Peer facilitators have access to the target group and their trust – hence are better informed
✓ Ability to deliver messages

What worked well?
✓ Better engagement and access to harder-to-reach peers due to trust and ability
✓ Reinforcing program ownership by young people
✓ Better quality of FGD discussions which led to solid and rich results adding to the evaluation - as adolescents knew better how to ask the questions because they understood the context of the target group.
Evaluation of the Meshwary Programme
Phase II - 2017

What?

✓ Young community trainers and selected beneficiaries worked with the Independent Evaluation Team to review FDG questions and design of data collection tools during the piloting phase

✓ They contributed to facilitating a series of FGDs to identify the most significant change either experienced directly or observed by the adolescent program participants

Why?

✓ The program approach relied heavily on participatory learning approach and sustainability for community and government trainers

✓ The young community trainers were the first cadre to go through the TOT from the community. They benefitted from having the training and access to the community and their trust

What worked well?

✓ Better engagement with the target group and access to harder-to-reach peers due to trust and ability to communicate the messages better

✓ Better quality of FGD discussions which led to solid and rich results adding to the evaluation - as adolescents knew better how to ask the questions because they understood the context of the target group.
Challenges

✓ Time constraints: lengthy process from design to implementation to dissemination
✓ Equitable participation is a factor of availability of adolescents and youth
✓ Equity issues: selection criteria, gender representation and inclusion of the most marginalized/vulnerable
✓ Weak feedback mechanism
✓ Need for refined global guidelines especially for ethics and renumeration
✓ Weak participation to support data entry, data analysis and report writing due to time constraints and weak capacity of youth and peer educators

Lessons learnt

✓ Participation in evaluation leads to ownership and better quality of evaluation results
✓ Systematic planning is needed for adolescent participation in M&E and TOC of the programme
✓ Global good practices are needed on volunteering and streamlining of M&E participatory processes for adolescents – can come from across the UN organizations
✓ More engagement from the Evaluation Office was needed on guidance notes and toolkits
Monitoring Adolescent-led approach
“Meshwary” (My Journey) A&Y Ambassadors

Adolescent-led Approach

200 young people were selected to be deployed as Adolescents and Youth Ambassadors “A&Y Ambassadors”.

A&Y Prog. Components

- How to be an ambassador
- Problem identification
- Initiative planning and community mobilization
- M&E
Why the adolescent-led approach to M&E?

- Participatory M&E approach to ensure ownership
- Embedded in the programme’s life-skill and empowerment approach and TOC
- Good field monitoring mechanism for recommending program adjustments for activities and strategies
Meshwary A&Y Ambassadors roles and responsibilities

Adolescents lead the planning and design of the programme component

Planning and design of youth initiatives as a result of life skill and civic engagement training:

- Conducting community based interviews to identify the issues that need to be addressed by the adolescent and youth-led initiatives. The approach uses development of a problem tree (see image to the right) to identify the root causes, core problems and anticipated implications/consequences.
Meshwary A&Y Ambassadors roles and responsibilities

Planned for 2020: Monitoring - Adolescents establish and manage their own groups of ambassadors and take the lead on:

**Developing a Monitoring Plan**
- What needs monitoring, when and how?
- What are the goals, outcomes, outputs, activities, sub-activities, targets, indicators, etc.
- Data collection methodologies and tools
- Resource allocation and monitoring

**Implementing the Monitoring Plan**
- Identify M&E roles and responsibilities
- Organise data collection
- Lead on data collection during the implementation,
- Undertake data analysis.

**Findings and Developing Recommendations**
- Create an analysis plan and reporting templates
- Write up reports with findings, challenges including findings of implementation, budgets monitoring and utilization
- How results will be presented

**Disseminating and Presenting Their Findings**
- Present the findings to stakeholders, decision makers, etc.
- Get involved in decision making processes based on this and other evidence (data)
- Ensure that the recommendations are followed
Challenges and lessons learned

- Systematic process and standardized M&E tools used by different young people with different abilities.
- Need for a standard quality control process and tools.
- A need for a feedback mechanism/system/platform that helps inform and guide UNICEF programmatic interventions i.e. in prevention of harmful practices initiatives in Upper Egypt
- Security constraints with regards to data collection limitations
The way forward

• A systematic and standardized approach for adolescent participation in M&E from the onset of the ECO programmes

• Provide further in-depth training to young people focusing on M&E systems, tools and analysis

• Establish a robust feedback mechanism and ensure quality control

• Engage with the Evaluation Office and other UN agencies for good practices to strengthen the process
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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