

Engaging Youth and Children in Evaluation: Taking Stock and Looking Ahead

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By then end of this webinar, participants will

- ✓ Better understand the place and role of children and young people in evaluation and research.
- ✓ Understand and anticipate the challenges in the participation of children and young people.
- ✓ Develop ideas on how to adapt good youth engagement practice to present & post-Covid 19 contexts.

AGENDA	
35 min	Introductions and presentations
40 min	Case study breakouts
15 min	Discussion and closing

Why?

- ✓ A right (Article 12, CRC)
- ✓ An opportunity to express an opinion, influence decision-making and participate in change
- ✓ Accountability to children and adolescents
- ✓ A close link - Participation and Quality of programs



What do we want?

- ✓ Better consideration of the voices of children and adolescents
- ✓ Better relevance and quality of programs
- ✓ Better results for and with children and adolescents

How to succeed?

- Adhere to standards of participation
- Understand the cognitive development of teens / children
- Choose appropriate tools and methods
 - That facilitate collection by young people
 - That facilitate the participation of respondents
- Take into account good practices and lessons learned and adapt



Covid-19 has forced countries and communities into crisis management mode.

As we all work on COVID-19 preparedness and response:

1. Maximize government capacities developed under global and national disaster risk reduction frameworks and ensure child rights are upheld
2. Build on children's creativity, innovation and play to deal with disasters
3. Ensure decisions are inclusive of the most marginalised children and their families

<https://www.savethechildren.net/blog/engaging-children-covid-19-response-and-beyond>

2021 - New Opportunities

- Longer-term socio-economic consequences of the pandemic still being defined.
- Cross-cutting issues of social equity, gender, and climate change are more visible to all.
- Real-time data generation and use has been a key hallmark in national & global responses.
- A strategic opportunity for
 - Emerging evaluators and young people to add value to a country's development discourse.
 - M&E to gain prominence like never before



Figure source: www.domo.com

The good, the bad, and the ugly!
or
**Tales of engaging adolescents in a
community WASH evaluation**

Perspectives of a Field Supervisor

Key concepts

Engaging children
and young people in
evaluation





Mobilisation of
young people



Positive youth
development

Understanding and
undertaking youth-led
evaluation



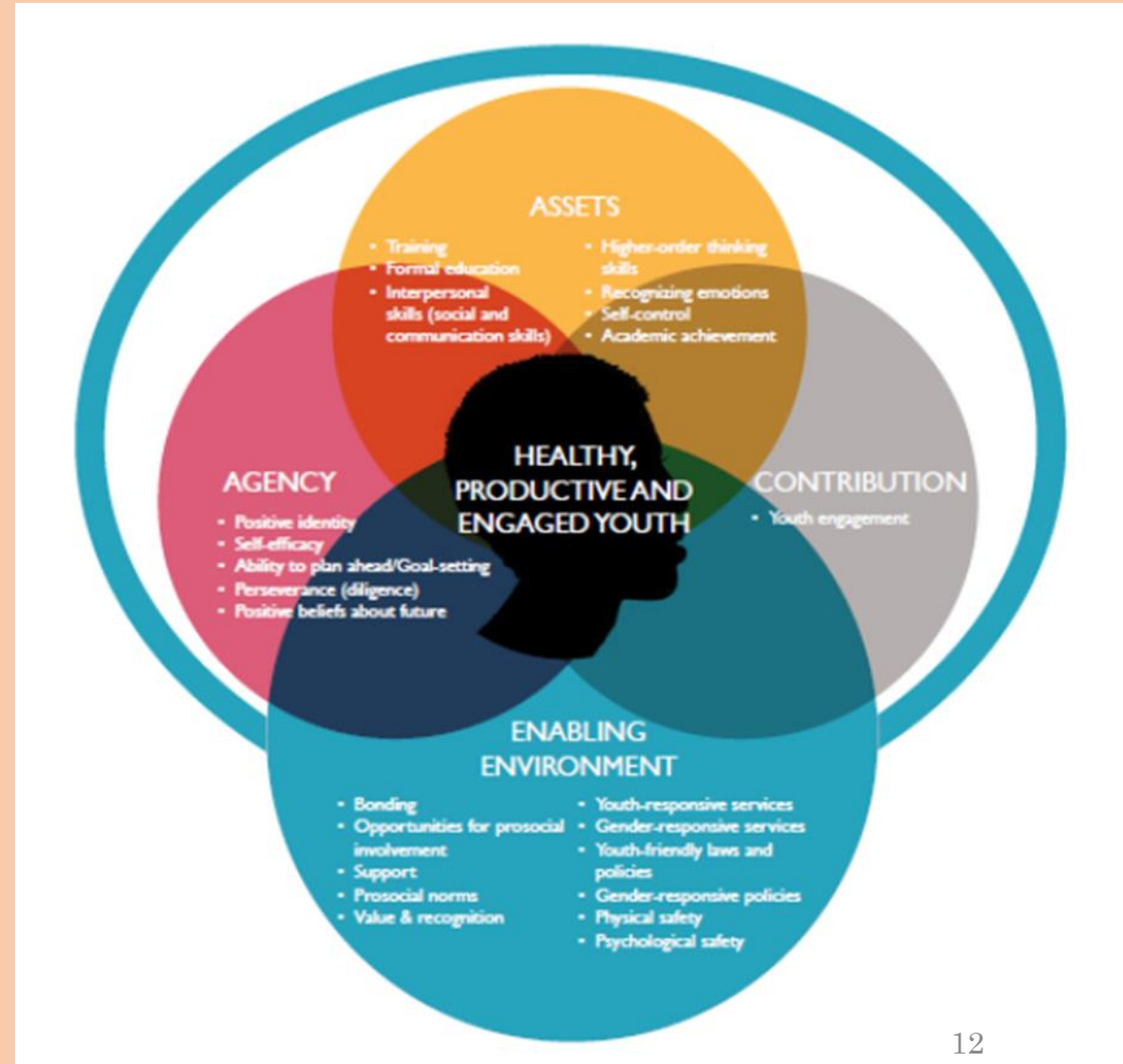
Participatory
evaluation



Capacities of young
people to engage and
be engaged

Positive Youth Development

- A programmatic approach that is based on the strengths of young people and in which they are mobilized within their communities.
- Focuses on resilience and the development of protective factors in a young person's environment to help them overcome adversity.



Capacities of young people to engage and be engaged

Age et cognitive level

Power of young people vis-à-vis adults

Ethics



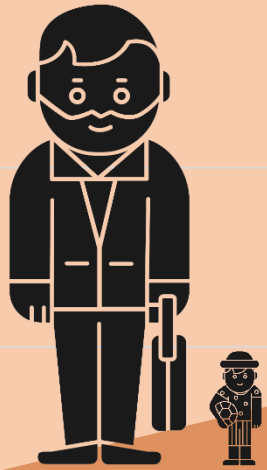
**Children
< 10 ans**



**Very young adolescents
10-14 ans**



**Older adolescents
15-19 ans**



Participatory evaluation

What level of control over the process?

Who should participate?

What level of participation by the "participants"?

Opportunities - Young People vis-à-vis Adults

Young people	Study subject	Play an advisory role at specific times	Help adults in evaluation tasks – data collection, compilation and sharing findings	Lead all steps of the process. With very limited help from Adults
Adults	Driver of all steps of the evaluation process	Play most of the key roles	Lead the evaluation process, but solicit the aid of young people	Play support roles (or not at all). Decision-making is by young people

Not favorable to young people's engagement

Favorable to engagement

Youth Engagement - Guiding Principles

How can we work with young people to ensure that this work is authentic and relevant?



NORMS OF PARTICIPATION

(Save the Children International)

NORMS

Transparent and informative

- Do the children have enough information to make the decision to participate or not?
- Is the information shared in a format that is accessible to the child and in a language they can understand?

Voluntary

- Have the children given their consent?
- Could the children withdraw from participating in the activity

NORMS (CONT)

Relevant

- Do the questions relate to the life of the respondents?
- Do the topics discussed take advantage of the knowledge, skills and abilities of young people?
- Is there no pressure from adults?

Adapted and respective to children

- Are child-friendly approaches used?
- Does the way of working build self-esteem and confidence in children of different ages, genders, etc.?

NORMS (CONT)

Inclusive

- Do all categories of children participate including marginalized children, girls and boys?
- Do children help resolve issues of discrimination in their activities?

Safety and taking into account risks, violence, exploitation or any other negative consequences.

- Has a risk analysis been done and the results taken into account?
- Is the safeguard policy enforced so the children are safe?
- Are psychosocial care and referral mechanisms taken into account?

NORMS (CONT)

Respectful

- Are the time commitments made by children (studying, working, playing) respected and taken into account?

Participation and training

- Have staff received training on child rights, participation, safeguarding, child-friendly communication and participatory tools?

Accountability to participation

- Do adults take children's views and suggestions seriously and act on their suggestions?

In sum...

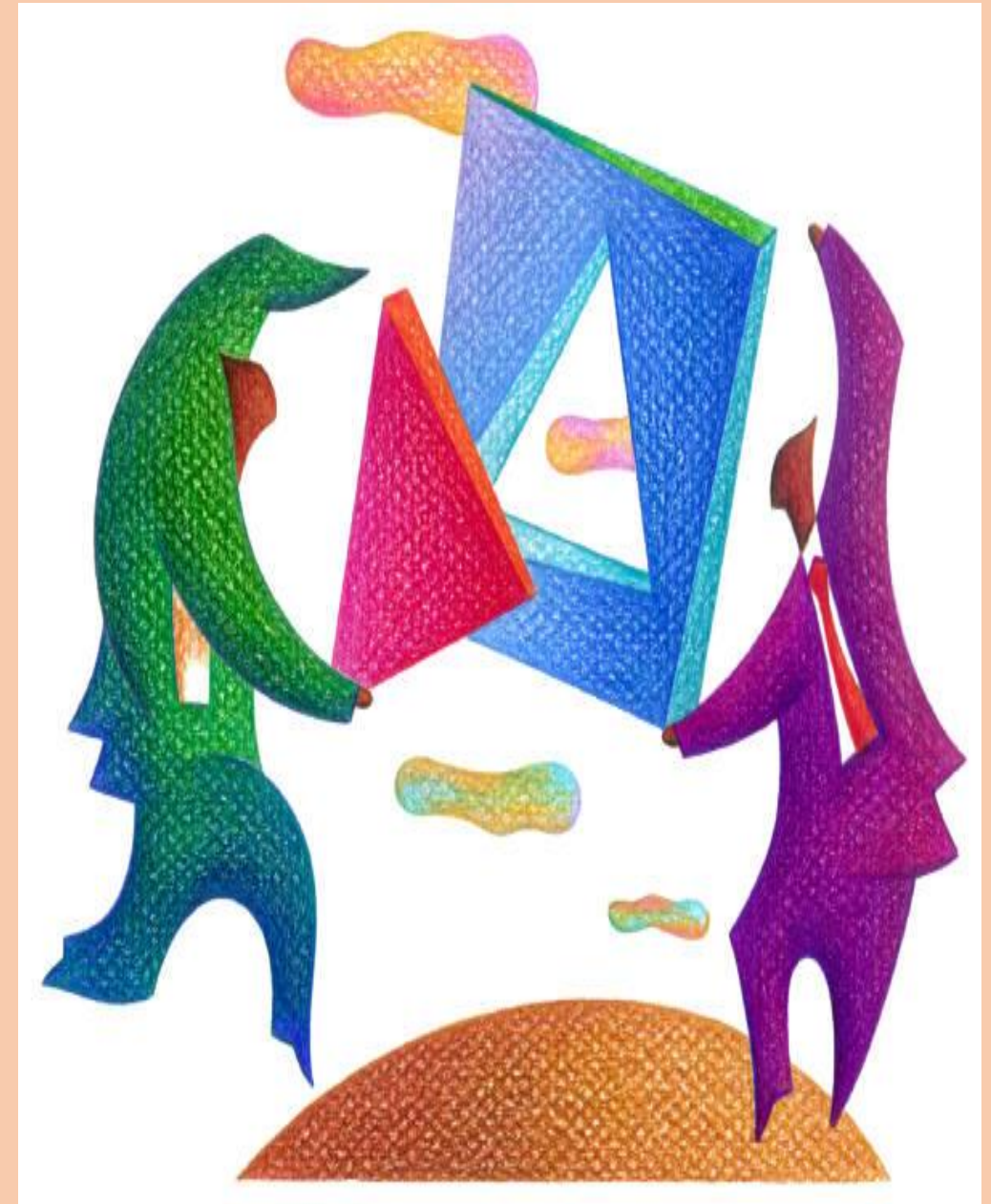
- Respect the safety of children as respondents and evaluators
- Risk analysis
- Code of Conduct and Safeguard Policy
- Consent of children and their parents
- Data protection
- Obtain community permissions
- Prepare well the collection team

Portfolio Analysis 2015

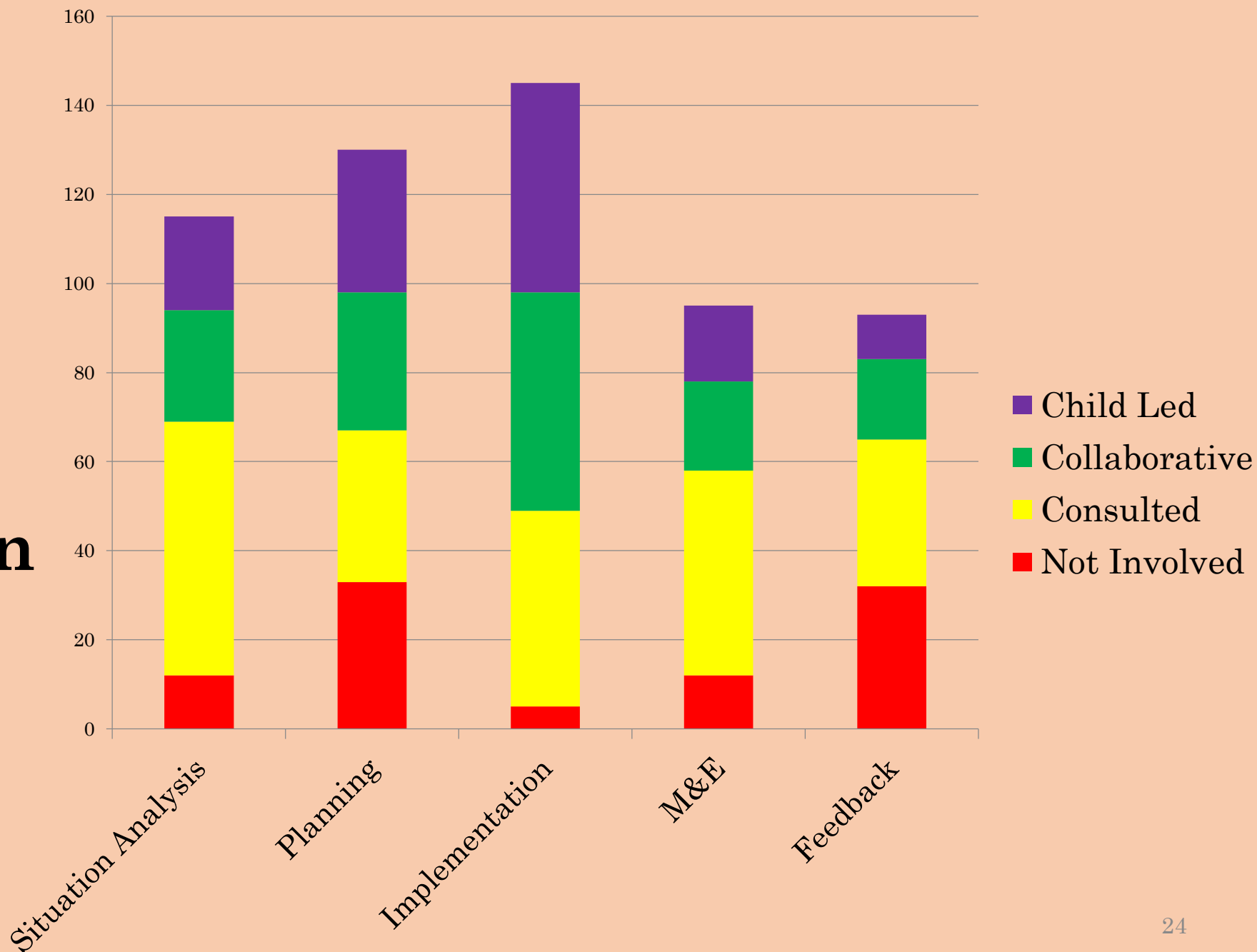
Save the Children

Mapping and analysis of participation

- 18 countries
- 353 participants including 92 women, 70 men, 105 girls and 86 boys.
- Consultations with MEAL managers from West and Central Africa; and donors



Some Findings on Child Participation



Tools adapted for evaluation involving children and young people

Some tools developed by/for adults & adapted for use by/for young people

A range of recent experiences

Burkina Faso

Child protection project measuring pre, during, post-disaster situations

Save the Children, 2015

Nigeria, DRC, Sierra Leone

Project to improve the care and protection of children focusing on care by extended families in West Africa

Save the Children, 2013

DRC

Growing Up GREAT Project! targeting young adols, parents, providers - gender equity, puberty, self-efficacy

*IRH, Save the Children, Kinshasa
School of Public Health, 2018*

Senegal

Formative research on children's handwashing

Save the Children-UNICEF, 2018

Participatory Methods



Choose appropriate tools and methods

- That facilitate collection by young people
- That facilitate the participation of respondents
- That are fun!

Change the balance of power

- Go from passive to active
- From verbal to visual



Most Significant Change

What was the most important change that happened due to Project X?

Why was it the most important?

- Gives child (and adults) the opportunity to express self in story form about the concrete changes – positive and less positive - brought about by a program.
- Open-ended; changes/outcomes defined by respondent, not the project
- It's easier for a child to remember a significant change using visual techniques
- Younger adolescent evaluators likely will need help to move a collected story to a written form for later analysis.

Most Significant Change



“Before, I didn't do anything like chores at home, I spent my time playing football with friends... ..At Club Bien Grandir, I learned all about housework. Girls do chores and I started also to do them. I have found that it is good for a boy to do this work ... “

Boy, 12 years old

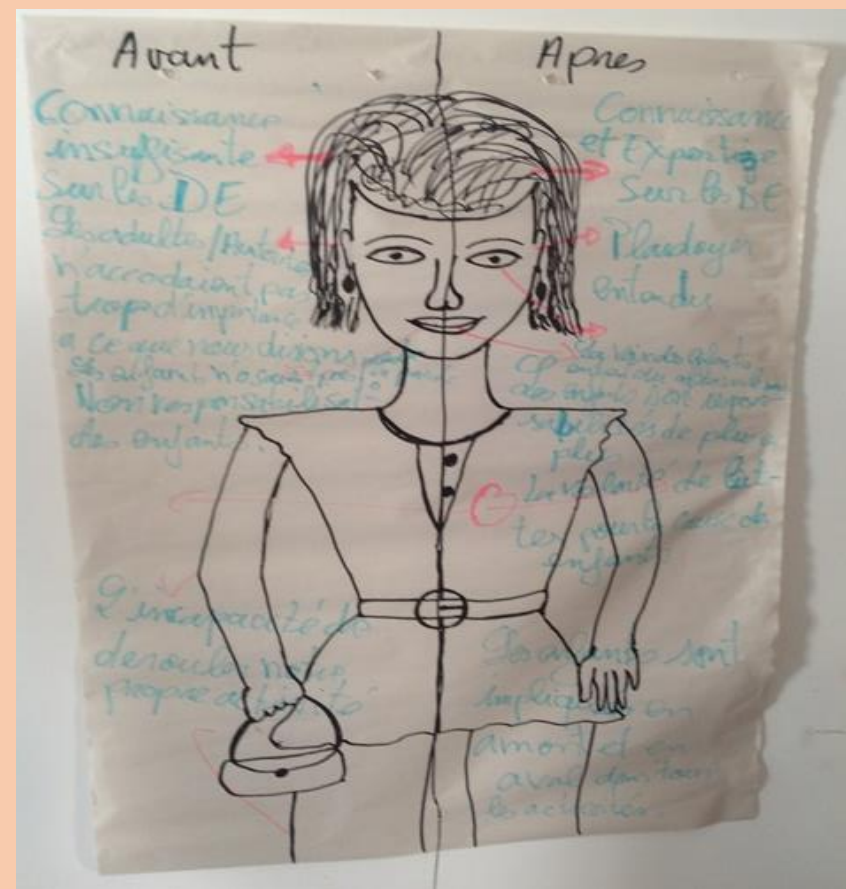
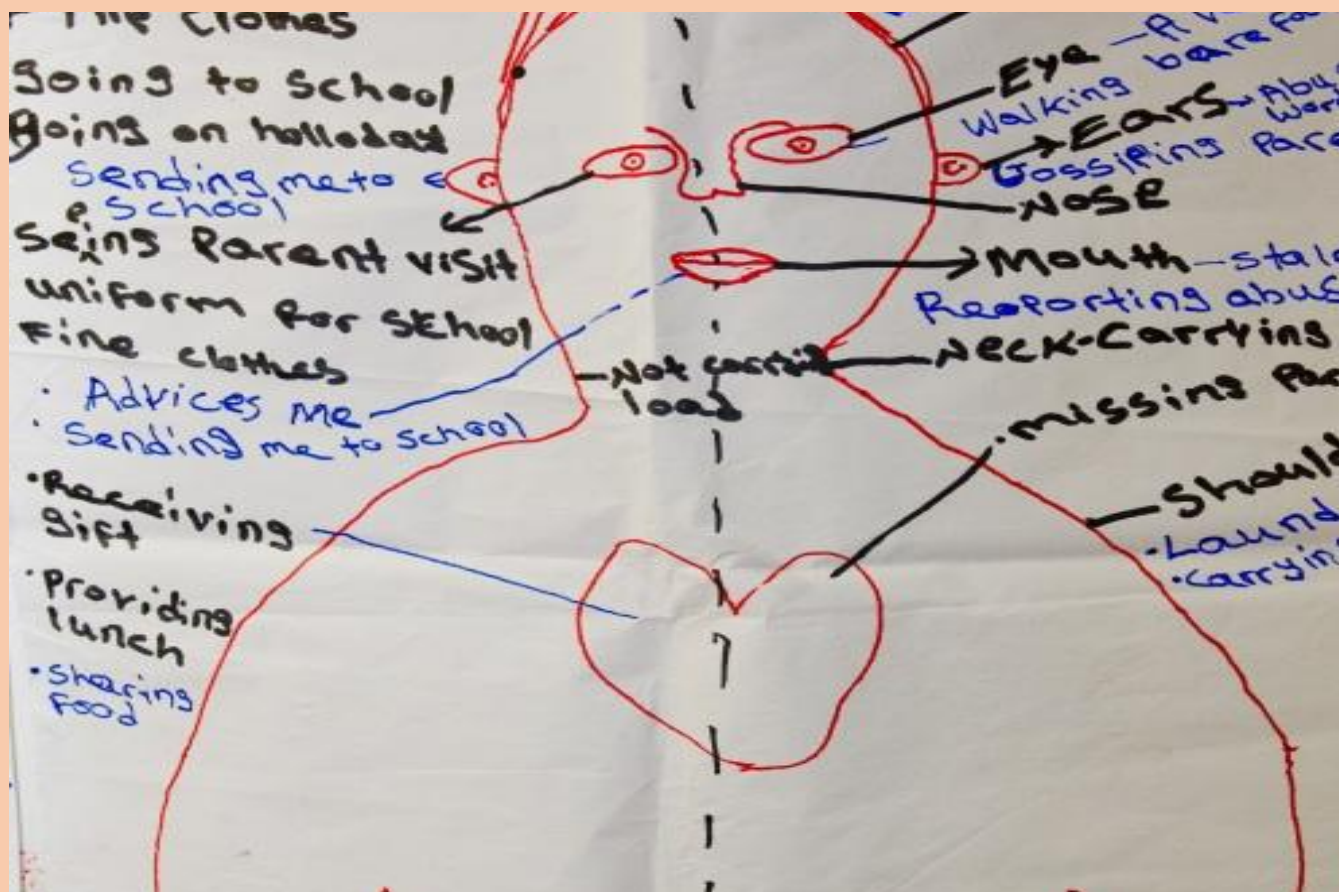
Body Mapping

Engages children (individual interview or FGD formats) in drawing with guided discussion of meanings in the drawing

Drawing-mapping-discussing reveal children's knowledge, opinions / attitudes on a subject (eg, body literacy, hygiene self-care, body comfort)

Can be used evaluatively (before/after intervention) to assess changes due to involvement/exposure to a program

Body Mapping



Dot voting

- Quantitative method often used within FGD
- Response categories can be established in group discussions with girls and boys or pre-determined
- Dot voting allows children to identify and rank the main issues (challenges or attitudes/beliefs, or program outcomes) they think are most critical, ranking the issues using points
- Each child gets three votes

Dot voting



Photovoice

- Participant-driven method. Photos often taken over 1-2 weeks and then collectively analysed and shared
- Provision of cameras or cellphones to children or adolescents in the community
- Photos capture visual responses to a particular question affecting their daily lives. Allowing insights into previously invisible attitudes, practices, strengths, normative beliefs
- Helps the community to better dialogue on issues and opportunities

Photovoice – Images taken by Adolescents



Evaluation Opportunities during Covid 19 for Young People

Find YP - Outreach

- Connect YP with social media, youth-led and youth-serving organizations
- Find out what they are already doing and help!
- Ask for their participation in assessments
- Global/national outreach eg, U-Report COVID-19 Information Center

Engage and Take Action

- Youth voice. Conduct assessments on practices and views of YP (situation analyses, needs assessments and emergency responses).
- Youth outreach by YP. Offline and online intercept impact monitoring of issues such as rumor tracking, disrupted services, violence experienced by YP
- ICT tools. U Report, FB Messenger, WhatsApp

Adaptations to Methods and Approaches

- Virtualization of methods while still allowing participation
- Case example: Youth-accompanied evaluation of the Kosovo national program - COVID-19 issues affecting YP

Case Studies

- Breakout rooms 40 min
- Read and reflect on real-life examples of adolescent-led evaluation
- Discuss possible adaptations in a post-Covid world
- Be ready to share one to two takeaways in plenary

#1 | Meaningful Youth Engagement

#2 | Protection Strategies

#3 | Selection of Young People for Evaluation Teams

Q&A | Last reflections

THANK YOU! MERCI!

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