



UNHCR
The UN Refugee Agency



UNHCR'S YOUTH INITIATIVE FUND

Youth In Action

REPORT 2017-2019

Field youth engagement practice and toolkit

Acknowledgements

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Cover photo: “We are all connected”. Youth of different nationalities tell their stories, with a piece of string tied tightly around their finger to illustrate how one story affects another. Lusaka, Zambia, 2017.

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Executive summary

In 2019, over half of the 26 million refugees are under the age of 18. A disproportionate number of young adults between the ages of 18 and 24 – who represent 11 per cent of the world population and 9 per cent of international migrants – are refugees (13 per cent).

The growing number of protracted refugee situations and the increasing length of time refugees are living in exile are raising questions as to how the tremendous potential of youth could be realized and prospects for today's generation improved.

Fostering youth leadership, enabling youth partnerships and networks at all levels, facilitating **equal participation** from girls and young women as partners – this is what Member States have called upon UNHCR to do. The Youth Initiative Fund (YIF), launched in 2014, was designed to advance these goals.

During 2017–2019, the YIF provided the space and budget for youth to design, implement and monitor community-based protection projects within their communities, with the support of UNHCR and partners. **Seventy-two projects led by 3,700 youth** have been supported in **65 locations in 38 countries**. **Female leadership** rose from 42.4 per cent of **youth projects** in 2017 to 45.4 per cent in 2019; a steady increase, especially when compared with the first three cycles, in which only 33 per cent of projects were female-led.

The distribution of the areas of interests among these youth projects reflects the passion and perseverance of youth who seek to address challenges through their own actions. Among the seven [Core Actions for Refugee Youth](#) (2016), **meaningful engagement (Core Action 1)** and **capacity development (Core Action 2)**, followed by **facilitation of youth networking and information-sharing (Core Action 5)**, are the most valued and prioritized areas in which the YIF teams acted.

It is evident that the projects brought tremendous benefits to youth by enabling them to engage with, partner with and learn from stakeholders at all levels. Furthermore, access to mentoring and training opportunities with experienced and professional adults and/or peers not only helped youth to develop transferable skills, but also strengthened the support networks available to them.

The **local actions** under diverse youth initiatives also had **global impact**. Exceptional youth emerged from YIF leadership opportunities to raise their voices in global and regional forums. For example, some of the refugee youth representatives became members of the first UNHCR **Global Youth Advisory Council** that was appointed by the High Commissioner in December 2017. They advocated with youth and for youth, side by side with UNHCR.

In 2018, continuous advocacy efforts by youth and their supporters were seen throughout the consultation and development process of the **Global Compact on Refugees (GCR)**, with their local actions exemplifying GCR **Paragraph 77** on youth empowerment as adopted by the United Nations General Assembly.

In 2019, with the ever-growing presence of a youth network, refugee youth and student representatives took centre stage at the **Global Refugee Forum**, where they mobilized a wide range of pledges regarding inclusive development for refugee and host communities.

Looking ahead to the follow-up actions to make the GCR a reality, we hope you are encouraged to read this report and have confidence in the untapped potential of youth who have not only survived but thrived from pursuing their dreams and those of their communities.

Global Compact on Refugees

“The empowerment of refugee and host community youth, building on their talent, potential and energy, supports resilience and eventual solutions. The active participation and engagement of refugee and host community youth will be supported by States and relevant stakeholders, including through projects that recognize, utilize and develop their capacities and skills, and foster their physical and emotional well-being.”

Global Compact on Refugees, 2018, §77.

In addition to Para. 77 (as quoted above), the Global Compact on Refugees (GCR)¹ specifically mentions engagement of youth and youth-specific services as part of effective refugee responses no less than 17 times, including as follows:

————— **Meaningful participation:**

“...responses are most effective when they actively and meaningfully engage those they are intended to protect and assist... States and relevant stakeholders will explore how best to include refugees and members of host communities, particularly women, youth...”

(para 34)

The whole of society approach: —————

“In recognition of their important work for refugees... civil society organizations, including those that are led by refugees, women, youth...”

(para 40)

¹“Global compact on refugees” (United Nations, 2018). Available from www.unhcr.org/5c658aed4.pdf.

Sports:

“...recognizing the important role that sports and cultural activities can play...particularly for refugee children (both boys and girls), adolescents and youth...”

(para 44)

Addressing specific needs:

“...meaningfully engage and seek input from those with diverse needs... including youth” and “Persons with specific needs include.... youth...”

(para 51, 59)

Education:

“...States... will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community... youth to primary, secondary and tertiary education.”

(para 68)

Jobs and livelihoods:

“...mapping and recognition of skills and qualifications among refugees and host communities; and strengthening of these skills and qualifications through specific training programmes... in particular for women, persons with disabilities, and youth.”

(para 71)

Fostering good relations and peaceful coexistence:

“Engagement of children, adolescents and youth will be fostered, including through sports and cultural activities, language learning, and education.”

(para 84)

Solutions:

“... contribute resources and expertise to support countries of origin... with respect to social, political, economic and legal capacity to receive and reintegrate returnees, notably women, youth...”

(para 89)

Youth Initiative Fund at a glance

VISION

The YIF aims to create the space and opportunity for UNHCR and partners to genuinely listen to and engage with youth as active protection actors, throughout the project cycle. It encourages UNHCR operations and partners to work with and for youth as equals, rather than beneficiaries of top-down programmatic responses.

LAUNCH

Since 2014, UNHCR has launched an annual call for proposals, at which time youth are encouraged and supported to think about developing projects to address protection concerns that they have identified within their communities. During the 2014–2019 period, 134 YIF projects have been implemented.

APPROACH

Once project proposals have been selected, the projects are directly carried out by the concerned youth groups, with support from UNHCR field offices and partners. The youth groups monitor their own projects using the participatory tools as provided or as developed according to the project needs. Engagement in all aspects of the project cycle helps youth to understand how humanitarian projects are developed and delivered and to learn critical skills. UNHCR and partners are involved in supporting each YIF project that contributes to the participants' personal development and identifies problems and solutions in their communities. Through the learning opportunities and practical application of skills and knowledge, especially on issues related to social protection, the projects benefit participants' own lives and their communities.

PROGRAMME AREAS OF FOCUS: YOUTH-LED PROTECTION

Between 2014 and 2019, YIF projects addressed many different protection challenges including but not limited to: gender-based violence (GBV), challenges around integration and peaceful coexistence, access to and quality of education, livelihood opportunities, mental health and psychosocial well-being, and a lack of opportunities to participate in community life and decision-making. These projects were implemented across diverse contexts, including with and by returnees, internally displaced persons, refugees, asylum-seekers, and host-country youth; in and out of camps and in rural, refugee settlement and urban settings.

DOCUMENTATION

The first UNHCR Youth Initiative Fund Summary Report² was published after the first three cycles of project implementation. This is the second report sharing the organizational learnings and findings from implementation during 2017–2019.

PROGRAMME MANAGEMENT

UNHCR Headquarters, Division of International Protection and UNHCR field operations

PROGRAMME IMPLEMENTATION

UNHCR country offices, either directly or with partner organizations

²“On their own terms”- UNHCR's Youth Initiative Fund: Supporting youth-led protection – Summary report” (UNHCR, 2018). Available from www.refworld.org/docid/5b7297e74.html.

I. Global challenges, local actions: Working with youth, for youth and more

1.1 Global overview: Working with youth (2017–2019)

Addressing global challenges and engaging youth in local actions

In 2019, over half of the 26 million refugees are under the age of 18.³ In some countries, this figure is even higher. For example, in Uganda, more than 60 per cent of the nearly 1.4 million refugees are under 18.⁴ A disproportionate number of young adults between the ages of 18 and 24 – who represent 11 per cent of the world population and 9 per cent of international migrants – are refugees (13 per cent).

With the growing number of protracted refugee situations and the increasing length of time refugees are living in exile,⁵ more and more young people are growing up in limbo. Displacement compounds what is often a confusing stage of life and leaves adolescents and youth exposed to serious protection risks.

As such, finding ways to support youth in protecting their physical, mental and emotional well-being is important. The YIF represents one of the many ways in which UNHCR has been working to adapt and reorient its approach to working with youth, for their own protection and that of their communities. As a programme dedicated to youth, UNHCR's YIF addresses the first priority of the United Nations system-wide youth strategy⁶ – youth engagement, participation and advocacy – with the two types of youth engagement mutually reinforcing each other at the global and local levels.

Two types of youth engagement in the Youth Initiative Fund⁷

HQ: Co-shape and co-deliver

UNHCR involves youth and/or their groups in the planning, development, implementation, monitoring and evaluation of UNHCR programmes and initiatives relevant to youth.

For example, UNHCR invited youth delegates from the UNHCR Global Youth Advisory Council,⁸ along with other technical experts, to form the joint review panel tasked with selecting YIF winning proposals.

Field level: Enable youth initiatives

UNHCR supports youth and/or their groups with their projects to help them design, lead and implement their initiatives and bring them to scale.

For example, UNHCR helped youth groups create winning proposals addressing priority protection issues by providing them with technical and financial support – from project design to multi-stakeholder collaboration, implementation, recognition and visibility.



³“Figures at a glance” (UNHCR, 2020). Available from www.unhcr.org/figures-at-a-glance.html.

⁴UNHCR Refugee Data Finder, Uganda (end of 2019 data). Available at www.unhcr.org/refugee-statistics/download/?url=h8H3VB.

⁵“Global trends: Forced displacement in 2018” (UNHCR, 2018). Available from www.unhcr.org/globaltrends2018/.

⁶“Youth2030: United Nations Youth Strategy” (United Nations, no date). Available from www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf.

⁷Adapted from the Youth Engagement models from “Meaningfully engaging with youth: Guidance and training for UN Staff” (UNESCO, 2020). Available from <https://bit.ly/2WhHgiO>.

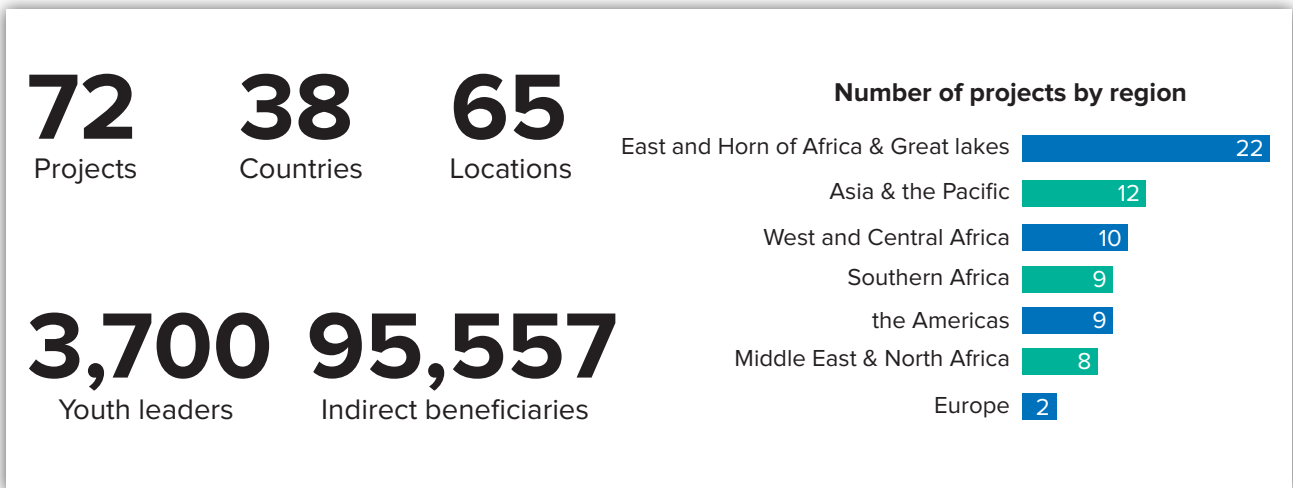
⁸UNHCR Global Youth Advisory Council's Profiles and Annual Report documents. Available from www.unhcr.org/youth.html.

At the **global level**, the YIF served as a platform to showcase youth agency, with evidence and learnings across the continents. At the same time, the world started increasingly witnessing the impact of fostering youth leadership among youth of concern to UNHCR. For instance, when developing the GCR, refugee youth leaders and advocates amplified their voices to share with the world the value of better working with, and for, youth.⁹ On the inaugural panel of UNHCR’s Global Youth Advisory Council, 4 of the 15 refugee youth leaders had worked as youth leaders in their YIF projects in Morocco, Pakistan, Uganda and Zimbabwe.¹⁰

At the **national and local levels**, youth-led initiatives have built on the first-hand experience that refugees, asylum-seekers, internally displaced persons, returnees and stateless youth have of displacement and have helped channel their understanding into finding solutions. This youth-led approach can also help ensure that youth-focused protection services are relevant to their needs and the context. In each project, youth took the lead in local action and worked with other actors to address the challenges faced by themselves and their communities.

To explore the linkages between YIF projects and the framework of the Core Actions for Refugee Youth in addressing the global challenges faced by refugee youth,¹¹ 36 YIF projects took part in a digitalized survey during 2018–2019. As shown in the graphs, YIF projects addressed the lack of opportunities **to be engaged, to participate and to access the decision-making process**.¹² Following that, they focused on the **lack of formal and informal learning opportunities**.

Mirroring the importance of these challenges, the first two Core Actions for Refugee Youth are i) to **empower refugee youth through meaningful engagement** and ii) to **recognize, utilize, and develop refugee youth capacities and skills**.



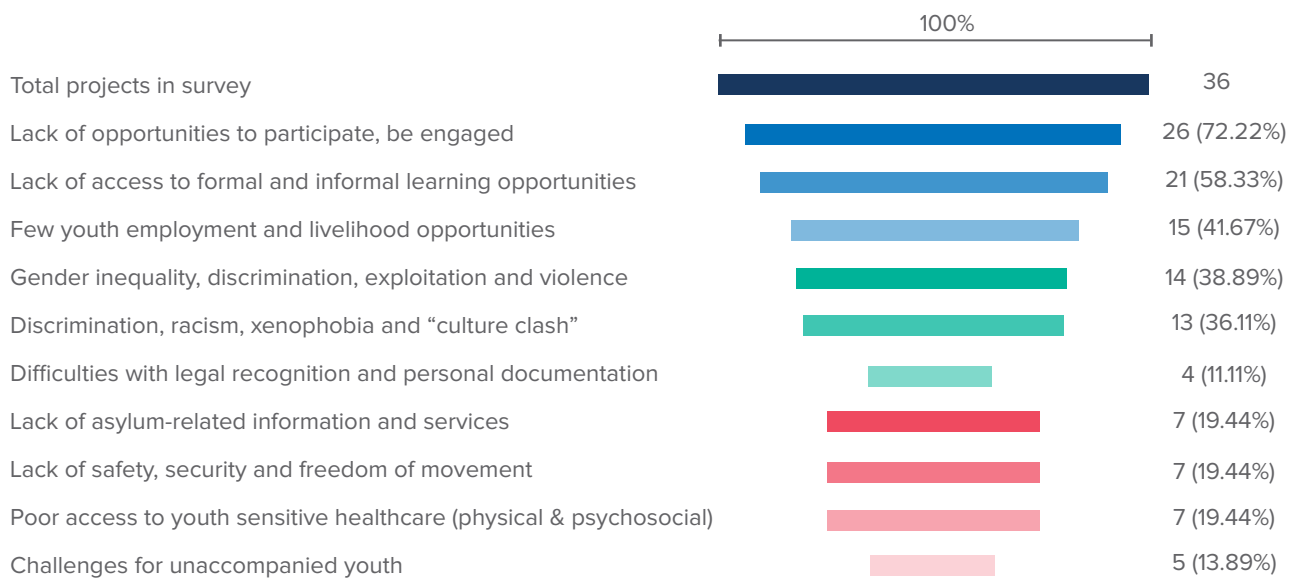
⁹ Global Compact on Refugees digital platform. See <https://globalcompactrefugees.org/index.php/article/we-believe-youth-invest-youth-build-community-resilience>.

¹⁰ “UNHCR GYAC profiles” (UNHCR, 2018). Available from www.unhcr.org/5c90f5254.pdf.

¹¹ “We believe in youth” - Global Refugee Youth Consultations final report (UNHCR, 2016). Available from www.refworld.org/docid/57ff50c94.html.

¹² The key findings from the survey on YIF projects’ relevance to both the Core Actions for Refugee Youth and the 10 common challenges are explored and shared in this report.

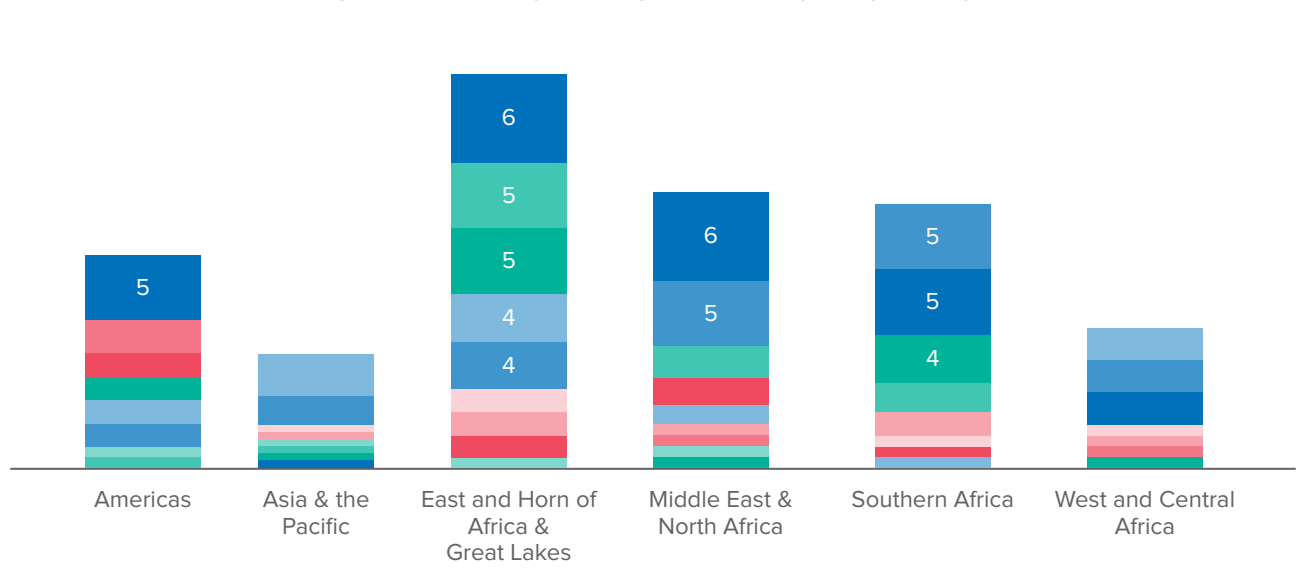
Challenges addressed by YIF projects in survey



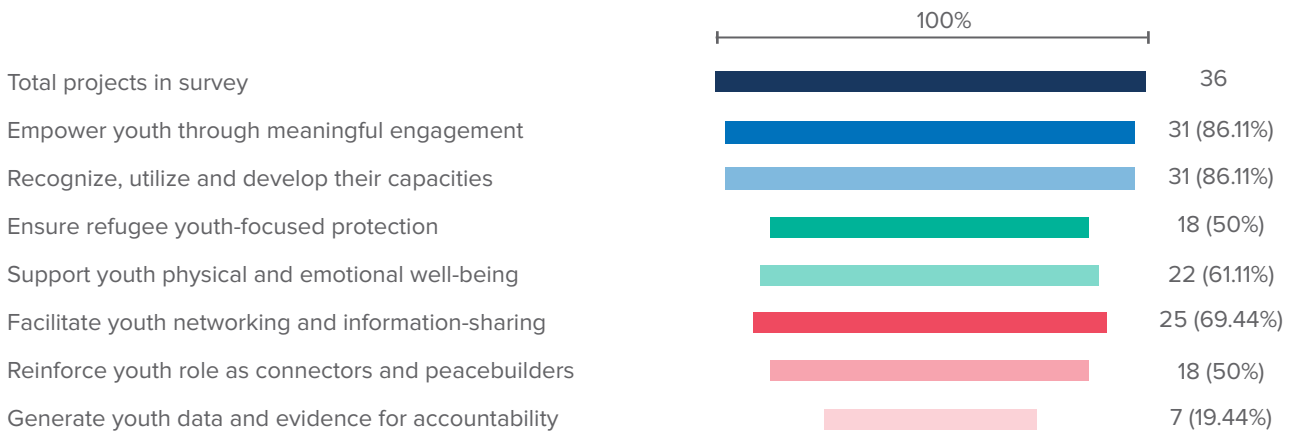
Colour key

- Lack of opportunities to participate, be engaged
- Lack of access to formal and informal learning opportunities
- Few youth employment and livelihood opportunities
- Gender inequality, discrimination, exploitation and violence
- Discrimination, racism, xenophobia and "culture clash"
- Difficulties with legal recognition and personal documentation
- Lack of asylum-related information and services
- Lack of safety, security and freedom of movement
- Poor access to youth sensitive healthcare (physical & psychosocial)
- Challenges for unaccompanied youth

Challenges addressed by YIF projects in survey - Regional dynamics



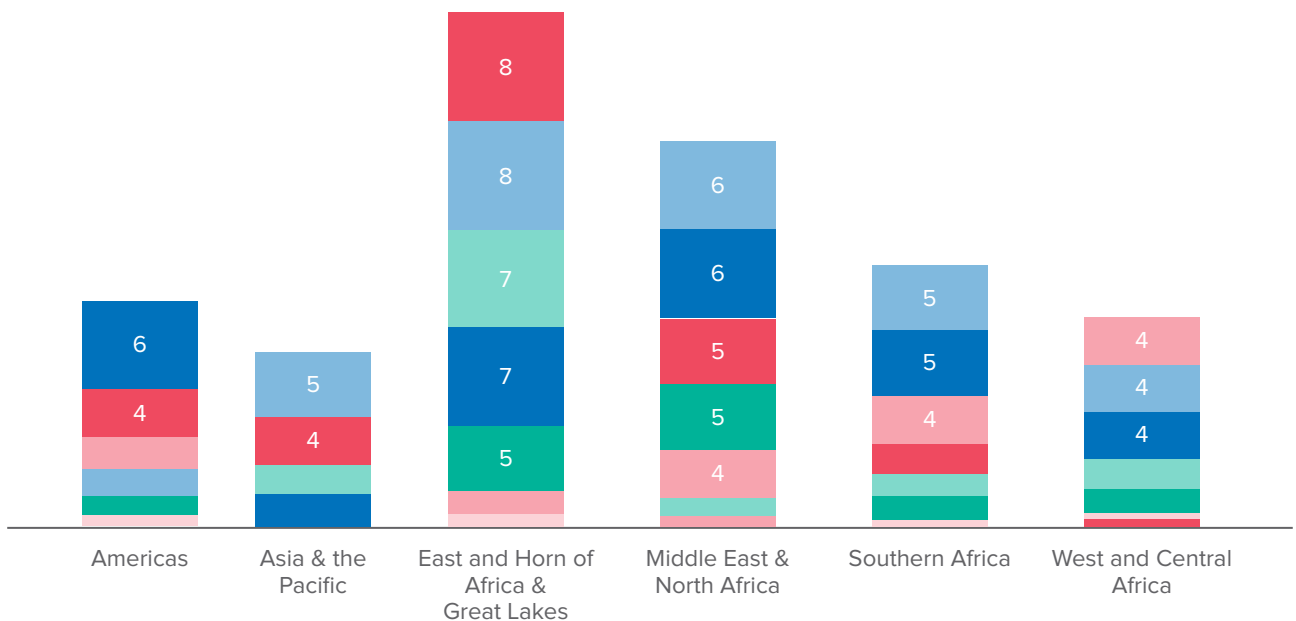
Seven Core Actions for Refugee Youth relevant to YIF projects in survey



Colour key

- Empower youth through meaningful engagement
- Recognize, utilize and develop their capacities
- Ensure refugee youth-focused protection
- Support youth physical and emotional well-being
- Facilitate youth networking and information-sharing
- Reinforce youth role as connectors and peacebuilders
- Generate youth data and evidence for accountability

Seven Core Actions for Refugee Youth relevant to YIF projects in survey - Regional dynamics



Fostering youth leadership and gender equality

In the 2030 Agenda for Sustainable Development, knowledge and skills on **responsible citizenship** (including the fulfilment of human rights, peace, gender equality and sustainable development) from the local to global level form part of the contemporary understanding of **quality education**.¹³ However, the tremendous potential of displaced youth remains untapped, as the secondary school enrolment rate among refugee children is 24 per cent compared with the global rate of 84 per cent, and 3 per cent of refugees enter higher education compared with a global rate of 37 per cent.¹⁴

Meanwhile, closing the access-to-education gap is not the only action that is pivotal to the displaced youth population's journey towards being responsible citizens. As the proverb goes, "it takes a village to raise a child" and even more effort to nurture active citizens. For uprooted youth and their communities, this means that everyone in humanitarian response has a role to play. As acknowledged by the UNHCR Executive Committee in accordance with its mandate on international protection, UNHCR is called upon to work with States and actors to **foster youth leadership**, to **enable youth partnerships and networks** at all levels and to **facilitate equal participation** from girls and young women as partners among youth of concern to UNHCR.¹⁵



¹³ GSDG Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. More interpretation of Goal 4 Quality Education is available in "Unpacking Sustainable Development Goal 4: Education 2030" (UNESCO). Available from www.unesco.ch/wp-content/uploads/2017/01/Unpacking-sdg4.pdf.

¹⁴ "Stepping up: Refugee education in crisis" (UNHCR, 2019). Available from www.unhcr.org/steppingup/wp-content/uploads/sites/76/2019/09/Education-Report-2019-Final-web-9.pdf.

¹⁵ Conclusion of the Executive Committee on youth No. 113 (LXVII) 2016 (Executive Committee of the High Commissioner's Programme, 2016). Available from www.refworld.org/docid/57f7b5a84.html.

Research suggests that youth who develop a passion to serve usually experience progressive stages of growth.¹⁶ The potential for youth leadership occurs when adolescents, after having confronted and reflected on moral dilemmas, form relationships with people in need.¹⁷ Having had their values linked to the issues, questions raised, views exchanged, belief shaped and actions taken, they start to see themselves as engaged citizens and are prepared to make a long-term commitment to serving the public good.¹⁸ For youth affected by displacement, the YIF proved itself to be an effective platform in nurturing youth leadership, with UNHCR and partners supporting youth along the common steps on their journey towards youth leadership.

UNHCR's engagement with youth had a strong positive impact on advancing gender equality. In the first three cycles of YIF projects in 2014–2016, women and girls accounted for only 794 (33 per cent) of the total 2,404 youth leading projects.¹⁹ Since then, the YIF has strengthened its messaging on gender equality, including by developing gender-messaging materials for youth in multiple languages and strengthening the tracking of gender-disaggregated information throughout the project management cycle. UNHCR also updated its guidance on gender equality in its policy on age, gender and diversity (AGD),²⁰ and many YIF teams integrated AGD training for youth group members.

In **Ethiopia**, the **Youth Peace Education Club (YPEC)** was selected by the YIF to be founded in 2017. Although girls were not involved in the initial project proposal in December 2016, the most active and regular members were consistently girls. By the end of 2017, the majority of group members (including subgroup leaders) were female. In 2018, when YPEC was supported for the second year, there were three female chairs and one male chair in charge of the overall coordination of the youth initiative.

To find out more about this project, please see section 2.6.

These affirmative actions paid dividends. As the chart shows, **the percentage of female leaders of YIF projects** steadily increased in the last three programme cycles, rising from 42.4 per cent in 2017 to 45.4 per cent in 2019. It was not uncommon that girls were reported as being less active in the initial stages of youth activities. Nonetheless, the trainings on AGD were reported in many cases to have played an important role in raising the awareness and recognition of gender equality. Furthermore, females in group leadership positions built other girls' self-confidence and set an example for other young women, who may otherwise shy away from leadership roles. Gradually, more female youth leaders were able to lend their advantage to the group and conditions conducive to more girls accessing the opportunities were created, such as adjusting the hours of the activities so that girls with household responsibilities could also join.

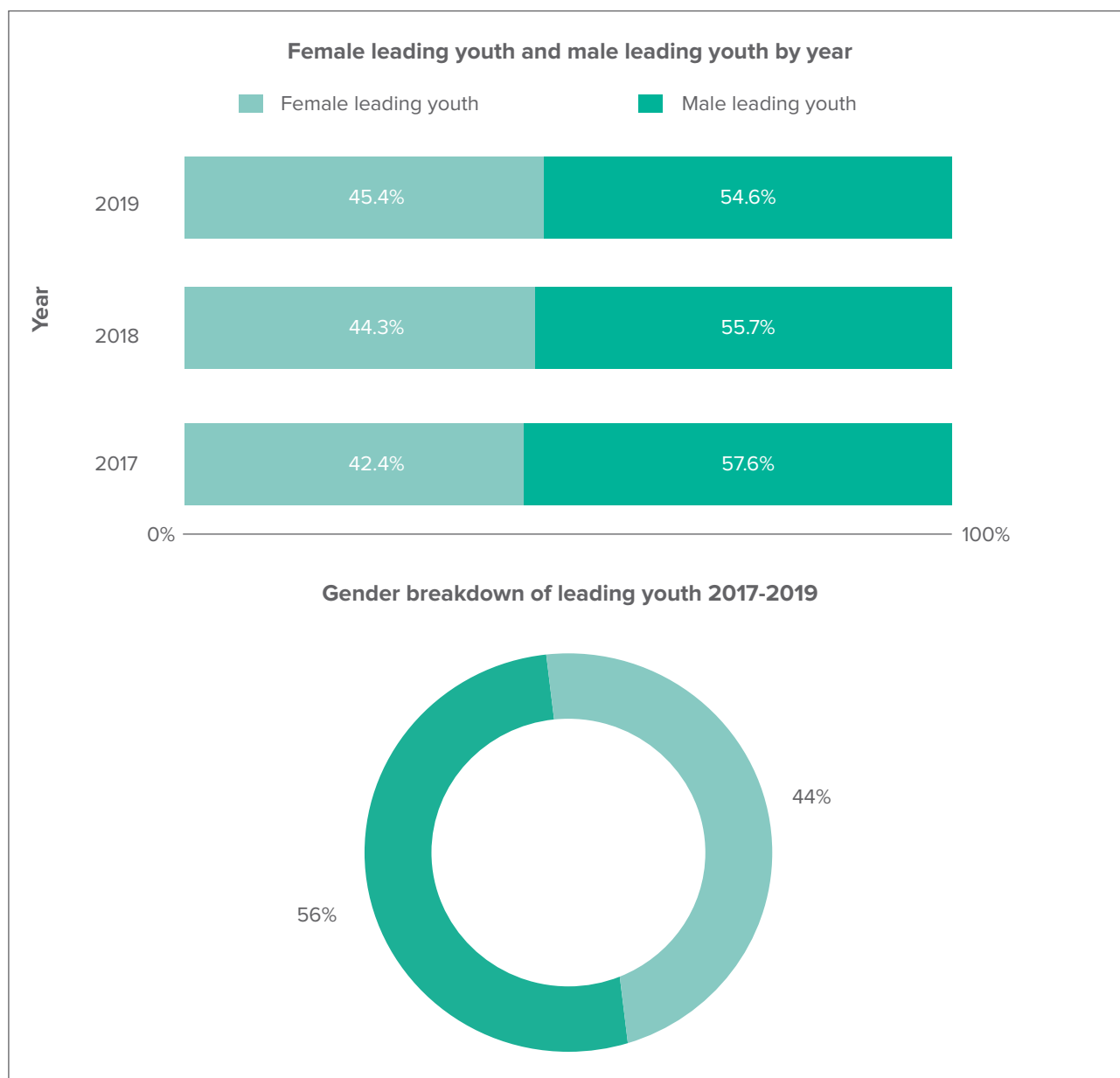
¹⁶ Tomorrow's Change Makers: Reclaiming the Power of Citizenship for a New Generation (Price-Mitchell, M., 2015).

¹⁷ Tomorrow's Change Makers: Reclaiming the Power of Citizenship for a New Generation (Price-Mitchell, M., 2015).

¹⁸ Tomorrow's Change Makers: Reclaiming the Power of Citizenship for a New Generation (Price-Mitchell, M., 2015).

¹⁹ "On their own terms"- UNHCR's Youth Initiative Fund: Supporting youth-led protection – Summary report" (UNHCR, 2018). Available from www.refworld.org/docid/5b7297e74.html.

²⁰ "UNHCR policy on age, gender and diversity" (UNHCR, 2018). Available from www.refworld.org/docid/5bb628ea4.html.



Connectivity & social media, multi-stakeholders, multifunctional team

UNHCR’s research on [Connecting Refugees](#) revealed that while overall, refugees’ access to mobile networks is similar to that of the global population, refugees in rural areas have less access to connectivity than those in urban areas and are often overlooked in connectivity initiatives. Moreover, affordability constraints mean that a much lower percentage of refugee households own a mobile phone, which is the most significant hurdle to overcome in connecting refugees.²¹ These findings again stand true for young and often poor persons of concern to UNHCR in the YIF projects (see the charts showing the YIF survey findings on major means of YIF communication and documentation). Despite the hurdles, the youth groups were keen to connect with the online world: 40 per cent of them maintain social media pages or video channels, which they use to keep surprising and changing public perceptions around refugees and youth.

²¹ “Connecting refugees: How internet and mobile connectivity can improve refugee well-being and transform humanitarian action” (UNHCR, 2016). Available from www.unhcr.org/5770d43c4.pdf.

12 Youth In Action

Meanwhile, the YIF has provided the space and opportunity for youth to work and partner strategically with humanitarian actors, as well as professionals outside the humanitarian sector, with whom they would not ordinarily have contact. The spider chart indicates the types of stakeholders and their varying levels of engagement in YIF projects. **Partnerships with a multitude of stakeholders** have supported youth to manage their initiatives, fill protection gaps and address previously unmet needs, while also enhancing their skills and capacities. Furthermore, YIF groups were able to pool resources with others, become more efficient, receive support in mobilizing the community and access expertise when and where it was needed.

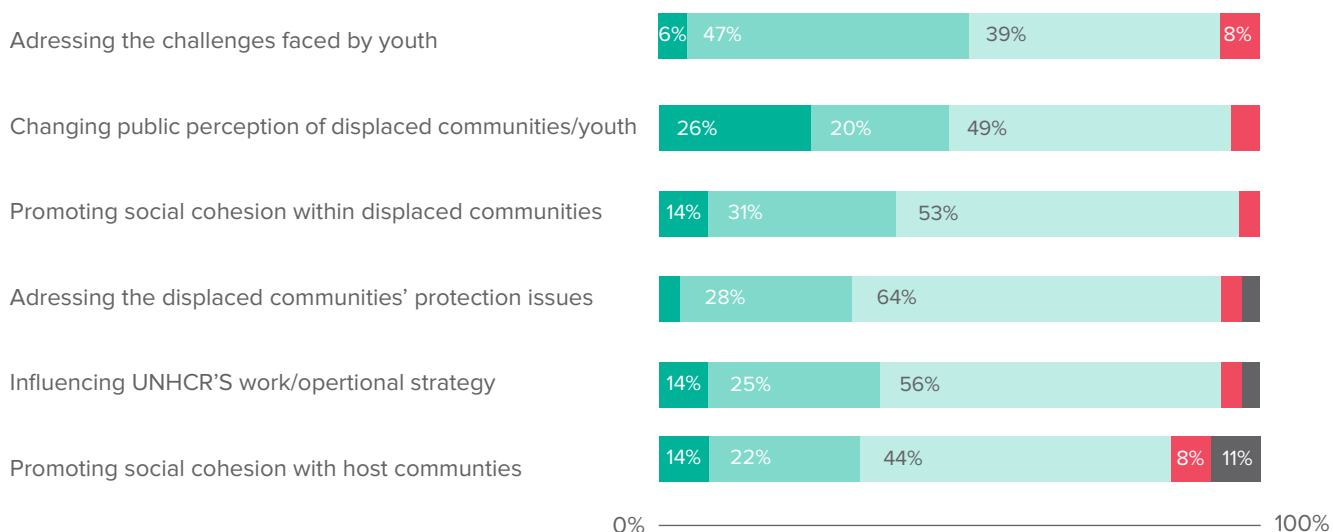
In **Malaysia**, the Canvassing for Confidence youth group obtained the support of a Malaysian artist who offered to conduct painting workshops with refugee youth. After brainstorming different scenarios and possible resources, they made plans to exhibit at galleries, and discussed framing prints, giving them away and selling them and items such as coffee table books or products to be created from their own artworks. They also used Instagram and online crowd-funding tools to further support their initiatives.

To find out more about this project, please see section 2.4.

Likewise, youth engagement is most successful when UNHCR's **multifunctional expertise and coordination** are involved. UNHCR has not established a standard job profile for work on youth. Depending on the context and the strategic focus of youth engagement, community-based protection or child protection officers often become the natural point of contact for youth groups. In some contexts, the closest association may be with staff working on programmes, education, livelihoods or public information. Some UNHCR operations have appointed a staff member as a youth focal point, but this work is unlikely to fall neatly within any one person's portfolio. Operations should therefore include youth engagement in the responsibilities of their multifunctional teams. Hence **senior management** plays a vital role in **determining the responsibilities of its multifunctional team** and the most effective way of organizing its internal coordination to strengthen its accountability to youth.

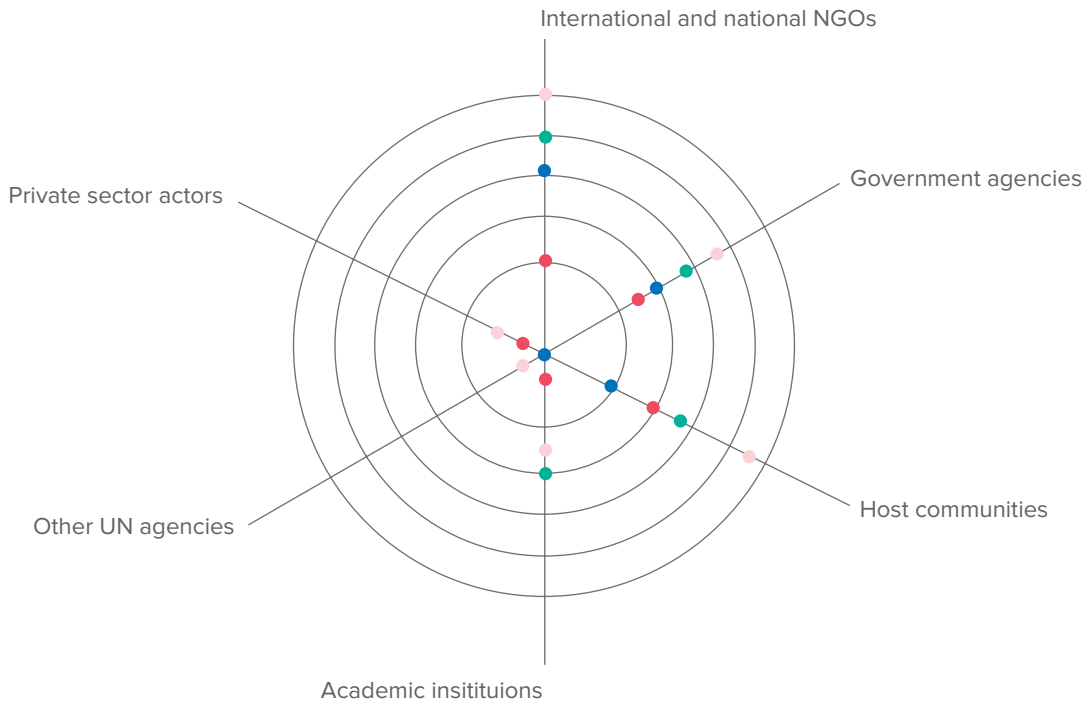
Impact of youth engagement among YIF projects in survey (36 projects)

■ Greatly exceeded expectations
 ■ Exceeded expectations
 ■ Matched expectations
■ Less than expected
 ■ Not applicable

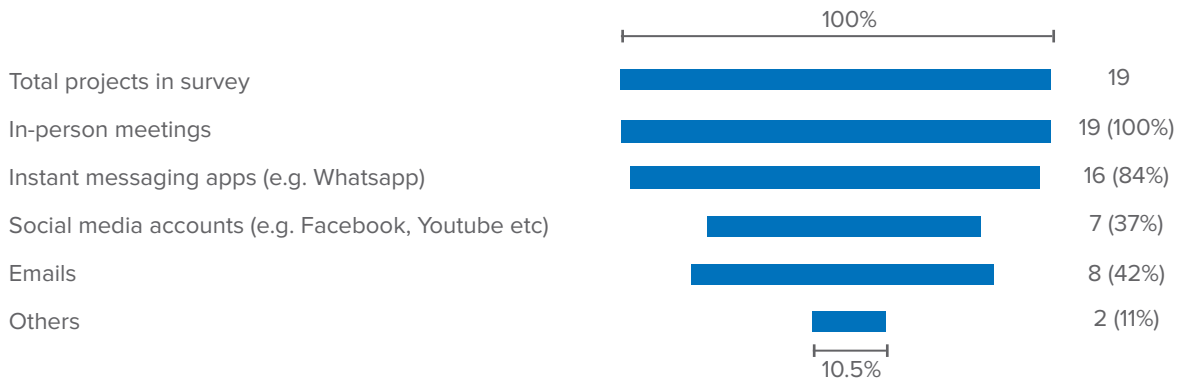


Stakeholder engagement among YIF projects

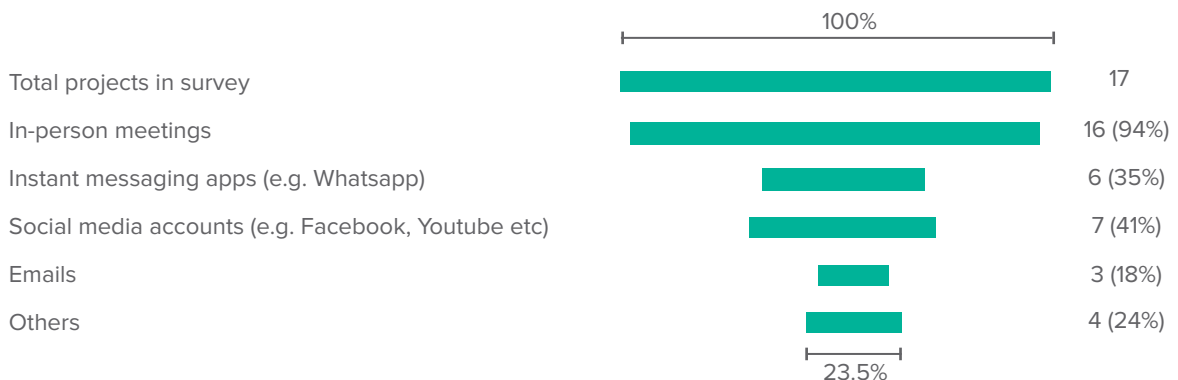
- Information sharing/raising awareness
- Consulting/seeking stakeholders' views
- Negotiating/exchanging and seeking certain consensus
- Collaborating/partnering and shared responsibilities



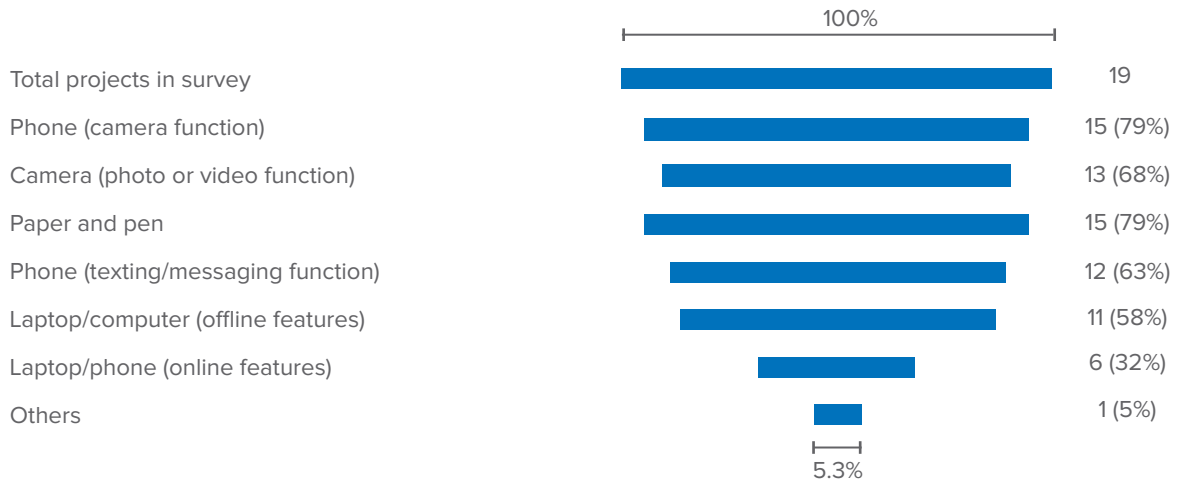
Major means of communication in urban setting



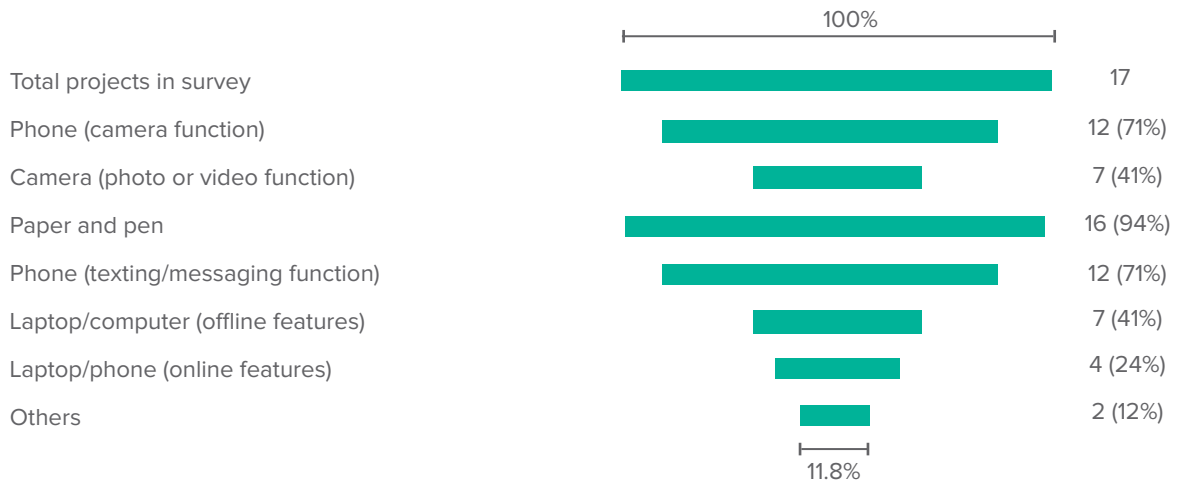
Major means of communication in rural/settlement/camp setting



Major means of documentation in urban setting



Major means of documentation in rural/settlement/camp setting



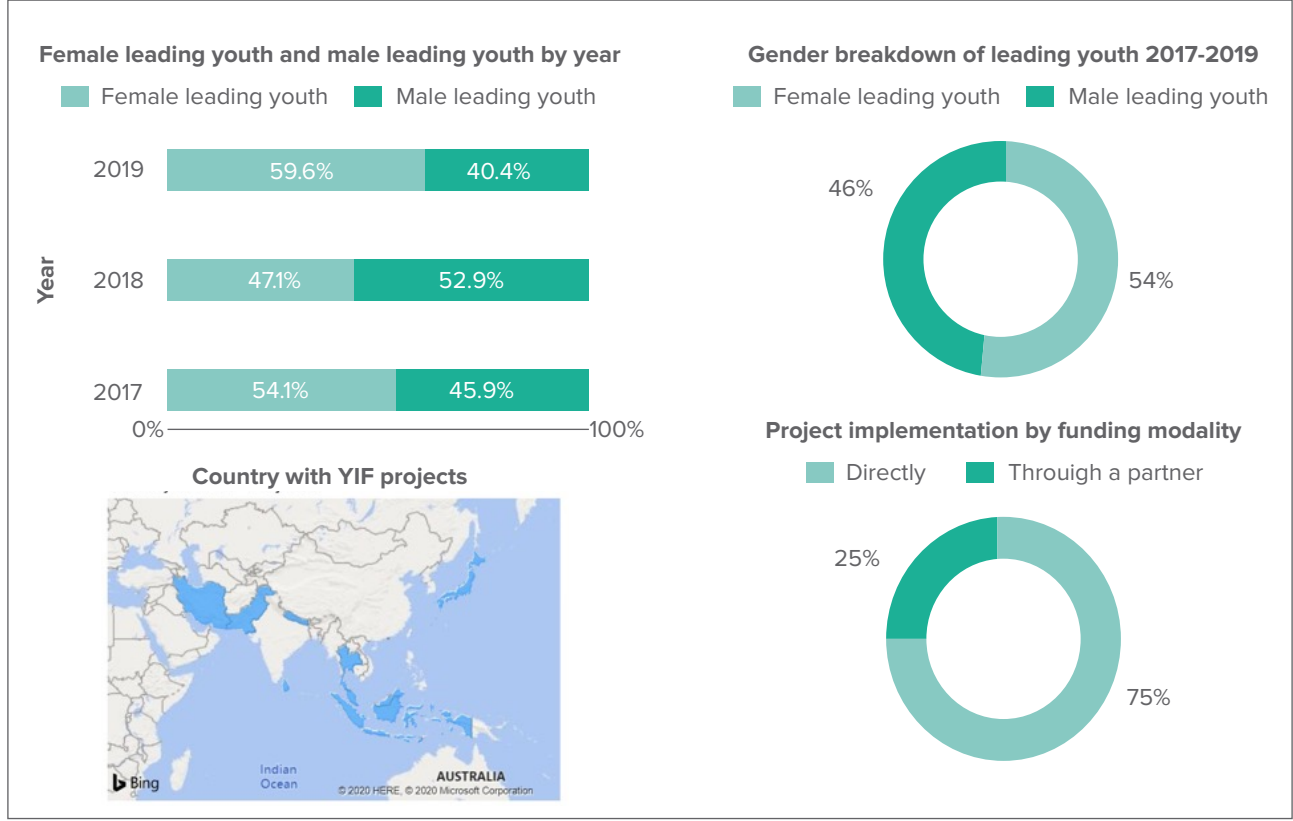
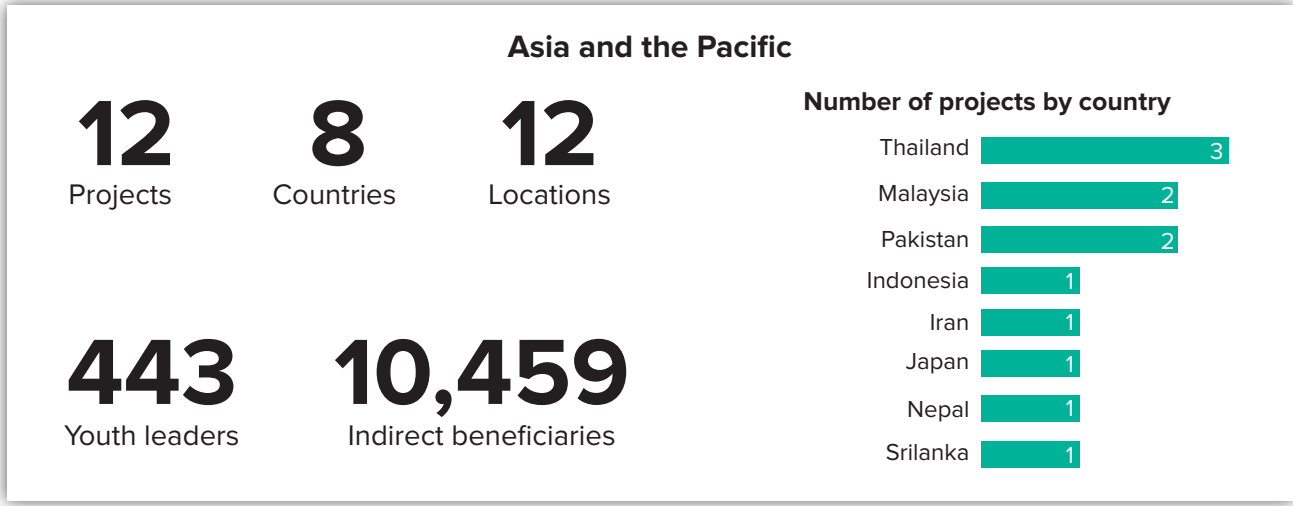
1.2 Regional dynamics

This section presents regional dynamics on youth engagement through facts and figures reported by the projects within each specific region during 2017–2019. The geographic coverage of each regional factsheet is in keeping with UNHCR's new organizational structure, which was regionalized and decentralized in 2019. The factsheets provide a glimpse into what youth of concern to UNHCR have been doing for their communities within each region.²² The lists of partners provided here are not exhaustive and UNHCR is greatly appreciative of all partners and stakeholders who have worked together to provide a range of support in galvanizing youth agency.

²² As the Europe Bureau started the regional Youth Initiative Fund during 2018–2019, no factsheet is included here.

Asia and the Pacific

These figures showcase the regional dynamics of youth engagement through the YIF in Asia and the Pacific. Partners in this region include Rural Empowerment & Institutional Development (REPID) and the Lutheran World Federation.

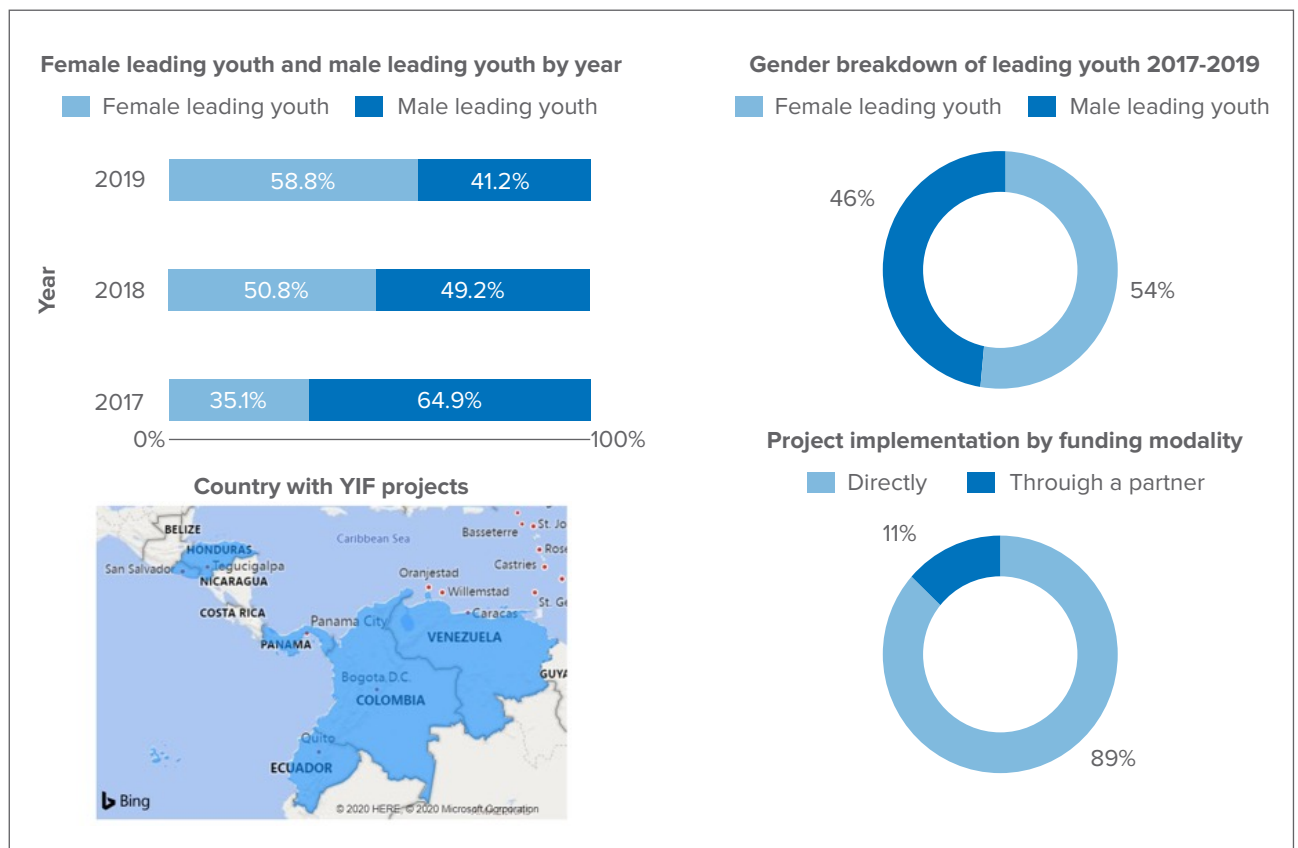
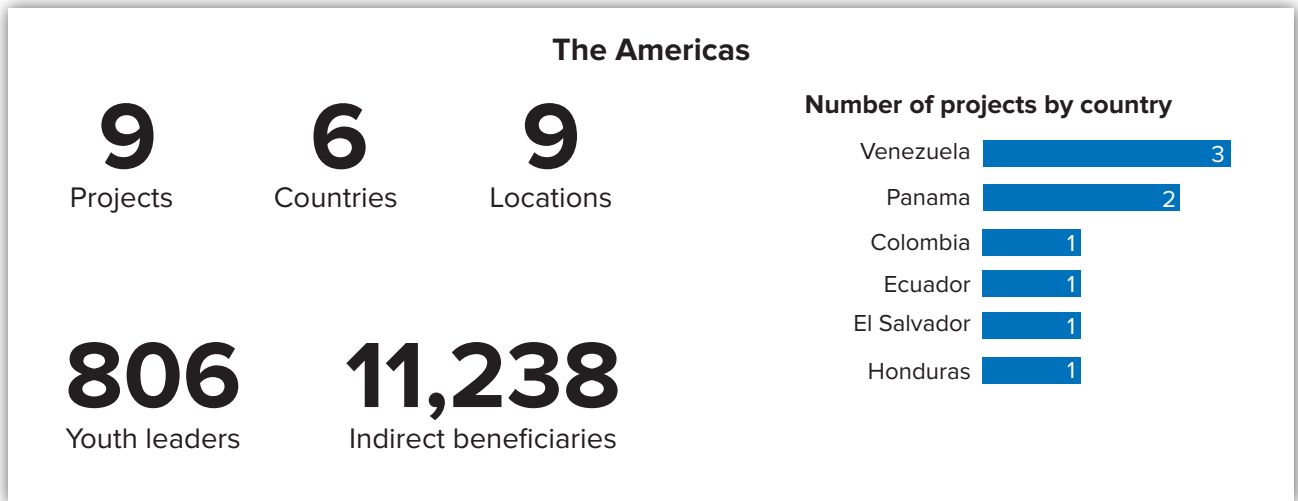


Country	Location	Year	Description
Indonesia	Jakarta (urban)	2018	Education, Economic empowerment, Adolescent & youth-focused protection. Youth who graduated from organic farming skills programmes formed a group to improve the livelihood skills of peer untrained youth and improve the physical and mental well-being of unaccompanied children in Jakarta. Youth leaders: 2 female and 7 male.
Iran	Tehran Province (urban)	2018	Child protection, Peacebuilding, Education. A group of young Afghan psychologists and teachers organized 10 life-skills training sessions for 110 children and adolescents aged 7–15 (divided by age group). These sessions addressed the risks they face and empowered them to understand and respond to their psychological needs, with a focus on topics such as self-confidence, peace and compassion, and conflict resolution. Youth leaders: 14 female and 5 male.
Japan	Miki City (urban)	2017	Social integration. This project supported Syrian refugee youth to integrate into Japanese society by improving their language skills and cultural understanding. Youth leaders: 31 female and 15 male university students.
Malaysia	Kuala Lumpur (urban)	2017	Gender equality. Youth were trained as life-skills trainers and the project used sports as a platform for engaging the community on gender equality. Youth leaders: 14 female and 16 male.
Malaysia	Kuala Lumpur (urban)	2018	Adolescent & youth-focused discussion, Economic empowerment, Social integration. The youth group Canvassing for Confidence formed to organize art workshops, public and private exhibitions, and storytelling sessions, using the arts to strengthen youth resilience and provide opportunities for youth empowerment. Youth leaders: 7 female and 10 male.
Nepal	Beldangi and Sanischare refugee camps	2019	Child protection, Adolescent & youth-focused protection, Education. The Bhutanese Refugee Children's Forum (BRCF) organized 1) a mentor-mentee programme, 2) recreational activities, 3) vocational training, 4) awareness-raising campaigns and 5) case referral and monitoring.
Pakistan	Khyber Pakhtunkhwa (urban)	2017	Youth participation. A youth network was formed to build capacity and provide community outreach opportunities. Advocacy was carried out with key stakeholders for support in strengthening the network. Youth leaders: 40 female and 60 male.
Pakistan	Khyber Pakhtunkhwa (urban)	2018	Digital literacy training, Economic empowerment. A youth group provided digital training to youth to enhance their digital vocational skills and employment opportunities. Youth leaders: 12 female and 13 male.

Sri Lanka	Kilinochchi District (urban)	2017	Psychosocial support. Youth volunteers were trained to support treatment and recovery programmes for survivors of gender-based violence and people with drug addiction. Youth leaders: 19 female and 1 male previously trained in 2016.
Thailand	Ban Mae Surin refugee camp	2017	Gender equality. Youth led a community sensitization campaign and peer engagement, using sport, art and training to promote gender equality. Youth leaders: 41 female and 31 male in Karenni Youth Group.
Thailand	Mae Ra Ma Luang refugee camp	2017	Psychosocial support, Drug and alcohol prevention. Peer engagement through the arts raised awareness of the impact of drug and alcohol consumption among adolescents and youth. Youth leaders: 48 youth in the Young Development Group (YDG).
Thailand	Ban Don Yang refugee camp	2019	Education, Adolescent & youth-focused protection, Community service/development. Toshokan Youth Volunteers (TYV) organized and developed community- and youth-tailored information, education and communication (IEC) materials on civil documentation and repatriation issues through drawing contests. They also organized various art and recreational activities, including a singing contest, a reading club and a camp caravan.

The Americas

These figures showcase the regional dynamics of youth engagement through the YIF in the Americas. Partners in this region include Fundación Espacio Creativo [Creative Space Foundation], Plan International and the Refugee Education Trust (RET).

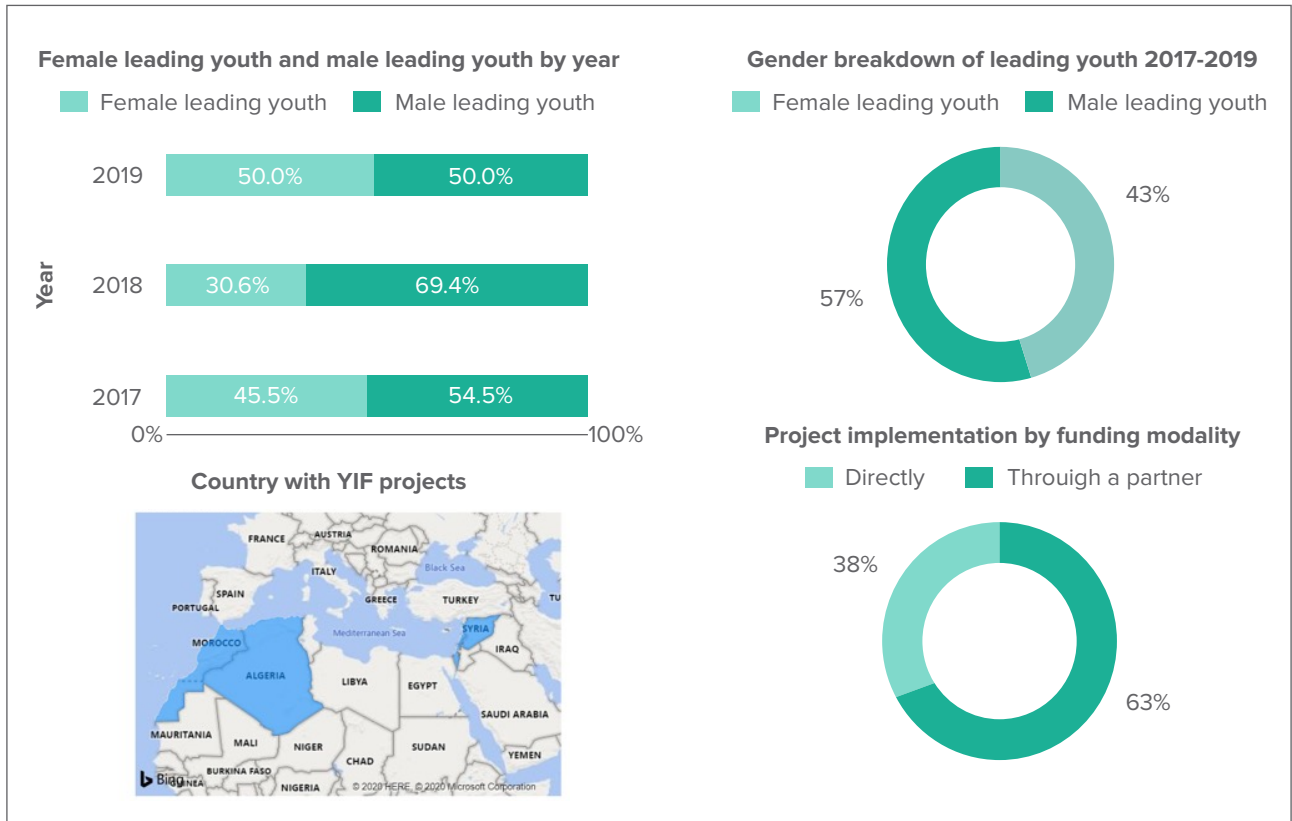
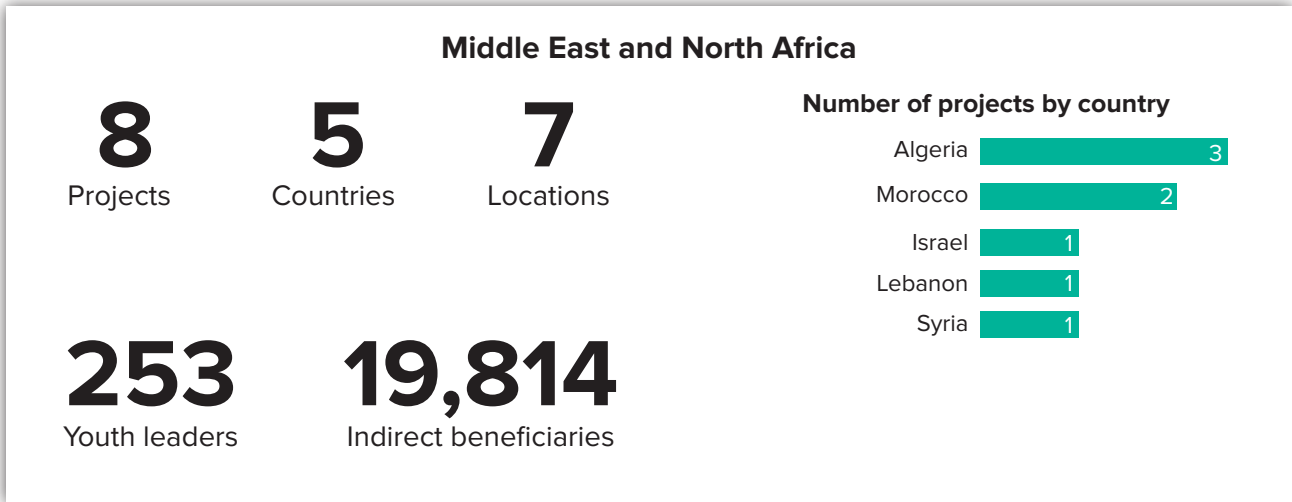


Country	Location	Year	Description
Colombia	Florencia, Caquetá (urban)	2017	Peacebuilding, Social integration. Youth were supported through a safe space and experimental arts training where youth groups learned about territory, their rights, diversity and ultimately built peace. Youth leaders: 3 female and 6 male.
Ecuador	Pichincha and Santo Domingo (urban)	2018	Adolescent & youth-focused protection, Peacebuilding, Social integration. The youth group Nueva Esperanza [New Hope] was trained in leadership and soft skills and provided community outreach and artisan workshops for both refugees and host communities, with a focus on women's leadership. Youth leaders: Nueva Esperanza youth group.
El Salvador	Los Amates	2018	Adolescent & youth-focused protection, Community service, Gender equality. An all-female group organized a local forum supporting adolescents and youth from internally displaced and host communities through life- and leadership-skills development.
Honduras	Tegucigalpa and San Pedro Sula (urban)	2019	Adolescent & youth-focused protection, Peacebuilding/ Conflict management, Community service/development. Jóvenes Contra la Violencia [Youth Against Violence] Honduras trained youth facilitators to organize mapping and community consultations with 22 high-risk communities and to develop a report and activities to address the issues identified.
Panama	Santa Ana, Panama City (urban)	2018	Peaceful coexistence, GBV. A youth group used contemporary dance to promote the peaceful coexistence and integration of refugee youth and host-community youth. Youth leaders: 12 female and 13 male.
Panama	Panama City (urban)	2019	Social integration/cohesion, Economic empowerment. A group of 22 refugee and host-community youth were trained as local guides to organize tours for vulnerable youth groups. They shared Panamanian cultural heritage and implemented awareness campaigns against discrimination and xenophobia.
Venezuela	Mano de Dios community (urban)	2017	Community development. The project focused on disaster risk reduction and community resilience. It strengthened the capacity of the community to prevent and respond to natural disasters and promoted a healthy community environment. Youth leaders: 10 female and 18 male.

Venezuela	FC Maracaibo (urban)	2018	<p>Social integration/cohesion, Adolescent & youth-focused protection. The Friendship Ties youth network promoted peaceful coexistence with the host community and supported child protection and development activities.</p> <p>Youth leaders: 12 female and 3 male.</p>
Venezuela	Zulia State (urban)	2019	<p>Child protection, Adolescent & youth-focused protection, GBV. The Youth Protection Network, based on existing youth networks, was formed to better coordinate and conduct activities, including information sessions at school, on topics such as GBV prevention and response, sexual and reproductive health, child protection, LGBTIQ+ issues and non-discrimination, and recreational, artistic and cultural activities for youth.</p> <p>Youth leaders: 23 female, 12 male and 7 other youth from the three youth networks (Friendship Ties, Threads of Hope, and Sons of Our Earth).</p>

Middle East and North Africa

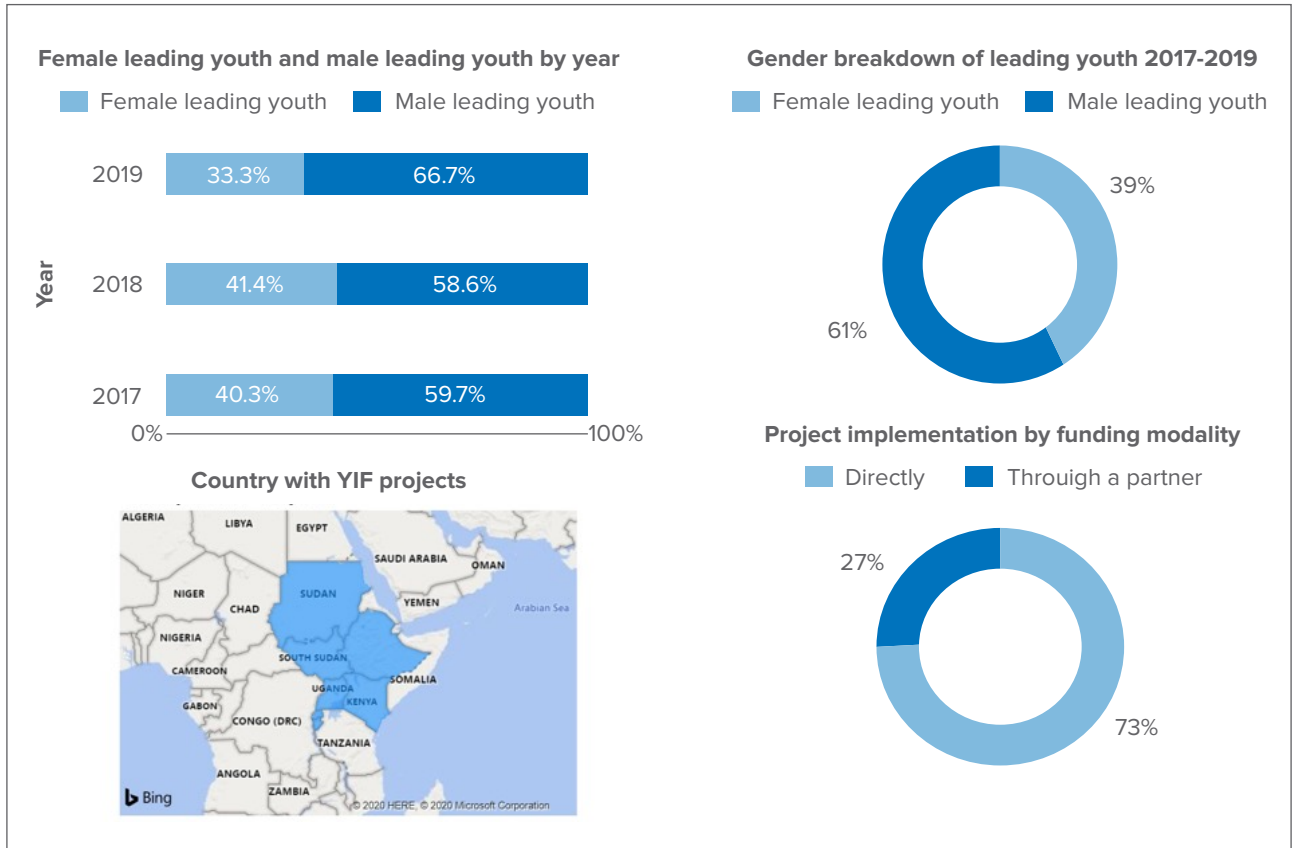
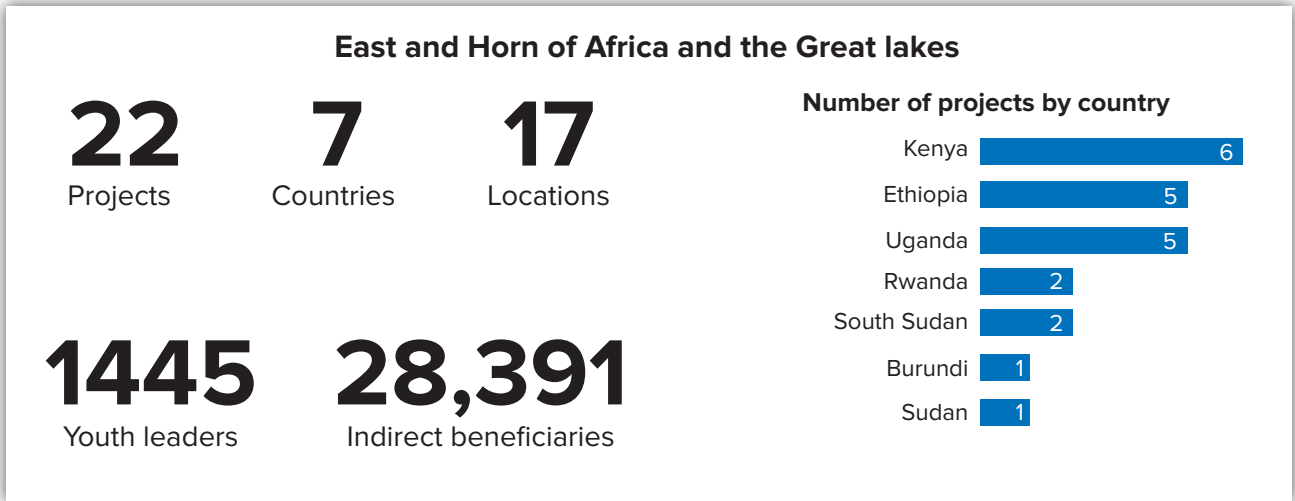
These figures showcase the regional dynamics of youth engagement through the YIF in the Middle East and North Africa. Partners in this region include the African Refugee Development Center (ARDC), Fondation Orient-Occident [East-West Foundation] and InfoCom Solidarite.



Country	Location	Year	Description
Algeria	Tindouf camps	2017	Physical and psychosocial well-being. A campaign against drug abuse and trafficking was run among adolescents and youth. Youth leaders: 5 female and 6 male.
Algeria	Tindouf	2018	Health, Education, Social integration/cohesion. A large-scale mass awareness campaign was organized for neighbourhoods and schools within five camps to raise awareness of the negative impact of drug use and abuse in the camps. Youth leaders: 5 female and 6 male.
Algeria	Tindouf camps	2019	Adolescent & youth-focused protection, Education, Community service/development. A youth coordination platform was formed with three existing youth organizations to organize activities to promote opportunities for youth activism and volunteerism, education, sports and livelihoods. Youth leaders: 12 female and 12 male in the Coordination Body for Youth Initiatives (CBI).
Israel	Tel Aviv (urban)	2018	Adolescent and youth-focused protection, Education, Economic Empowerment. This project supported youth to advocate for their communities' right to seek asylum and increased understanding of refugee communities' rights in Israel. Youth leaders: 1 female and 8 male.
Lebanon	Mount Lebanon (urban)	2017	Social integration, Youth participation. The Agenda for Youth was completed and shared with key stakeholders, community outreach activities were held, peer-to-peer training took place and a youth portal was developed. Youth leaders: 6 youth group representatives and 150 youth leaders in total.
Morocco	Rabat (urban)	2018	Social integration/cohesion, Education, Community service. The youth group Vivre Ensemble [Living Together] supported refugee integration by rolling out multi-session workshops involving refugee and host children and adolescents in different cities. These workshops included debate, sports, cultural and recreational activities. Youth leaders: 5 female and 10 male.
Morocco	Several cities	2019	Adolescent & youth-focused protection, Social integration/cohesion, Peacebuilding/conflict management. Vivre Ensemble organized cultural, awareness-raising and capacity-building activities, as well as networking activities with other youth networks. Youth leaders: Vivre Ensemble youth group.
Syrian Arab Republic	Damascus City and Rural Damascus (urban and rural)	2019	Child protection, Adolescent & youth-focused protection, Social integration/cohesion. The We Hope youth club acted as a child welfare committee under the slogan "Using art to protect our children". It organized outreach, including home visits to the older members of the communities. Youth leaders: 13 female and 7 male.

East and Horn of Africa and the Great Lakes

These figures showcase the regional dynamics of youth engagement through the YIF in East and Horn of Africa and the Great Lakes. Partners in this region include Afhad University, the American Refugee Committee (ARC), Aksum University, the Jesuit Refugee Service, the Lutheran World Federation, the Nsamizi Training Institute of Social Development, Windle Trust International, Plan International, Save the Children and the Danish Refugee Council.



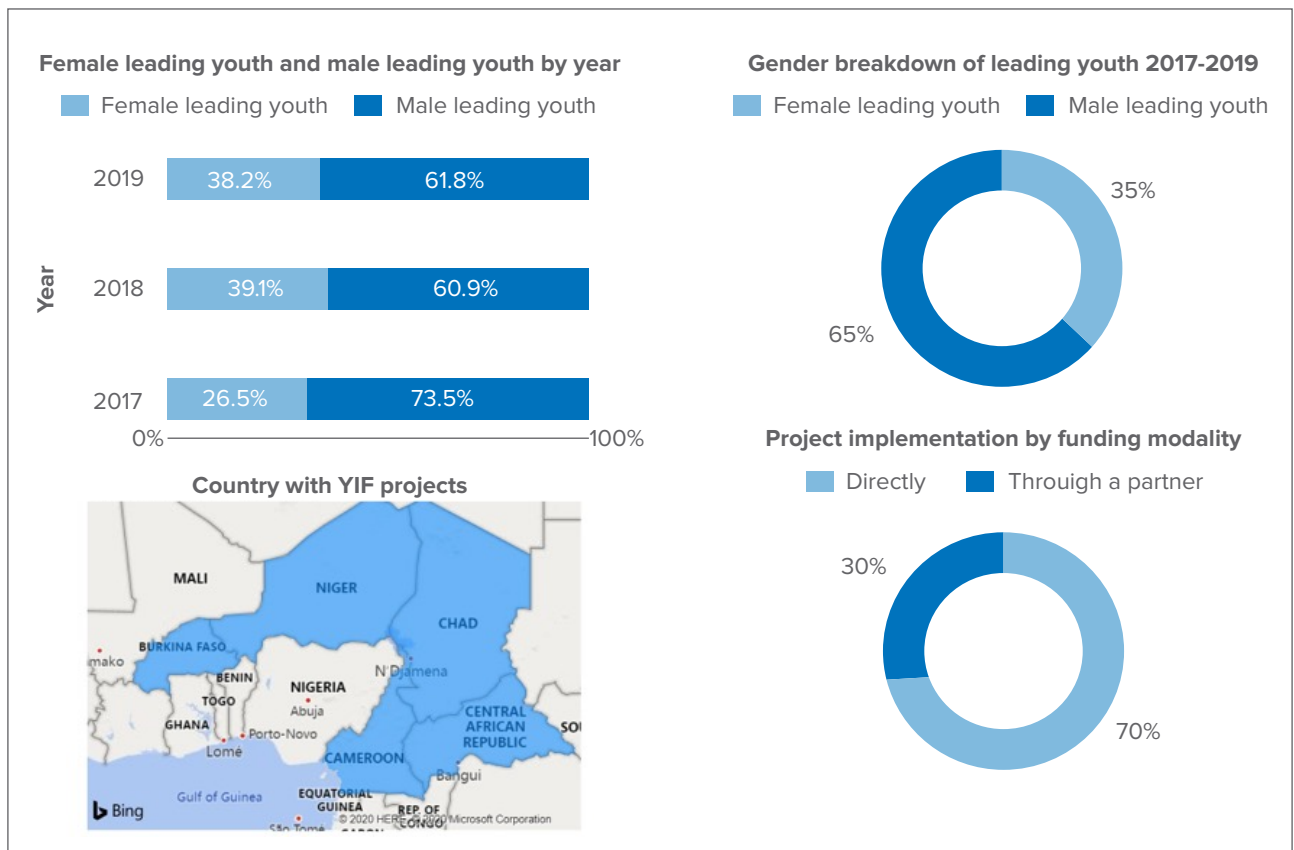
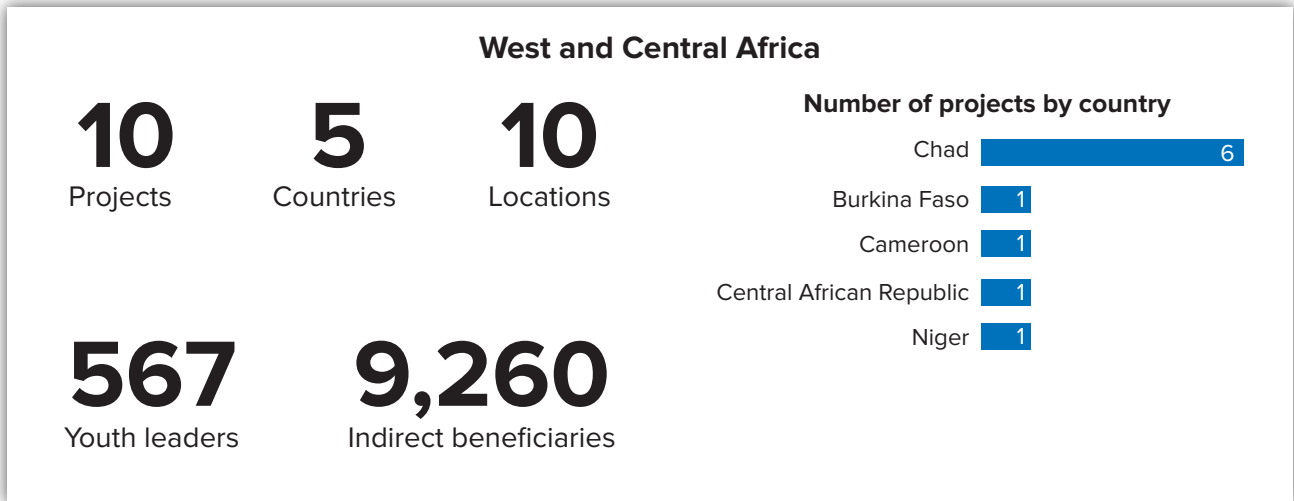
Country	Location	Year	Description
Burundi	Kavumu camp	2019	Economic empowerment, Adolescent & youth-focused protection, Community service/development. A youth group was formed to organize peer-to-peer professional training activities for refugees and to organize information and empowerment sessions for women and persons with disabilities.
Ethiopia	Shire	2017	Peacebuilding, Community-based protection, Gender equality. Sports were used to promote social cohesion between refugees and the host community and positive coping strategies. Counselling support was provided/ referrals were made for vulnerable persons and activities to ensure women's participation were hosted. Youth leaders: 3 female and 44 male Eritrean and Ethiopian students (Aksum University).
Ethiopia	Pugnido refugee camp	2017	Peace education. Cultural opportunities for positive interaction and community sensitization were provided to promote social cohesion between Nuer and Anuak ethnic groups and with the host community. Youth leaders: 7 female and 6 male.
Ethiopia	Pugnido refugee camp	2018	Peace education, Social integration/cohesion, Gender equality. Youth provided peace education across the community and reduced conflict within families, the community and between communities. Youth leaders: 31 female and 15 male.
Ethiopia	Jijiga	2018	Peace education, Child protection, GBV. Youth leaders increased the involvement of youth in sports and livelihood activities, with the aims of decreasing secondary movement, drug abuse and GBV. Youth leaders: 62 female and 82 male.
Ethiopia	Adi Harush refugee camp/ Mai Tsebri town	2019	Social integration/cohesion, Health. The refugee youth association of Adi Harush refugee camp and Mai Tsebri (host community) formed a cycling team and held regular Solidarity Games. Other activities included a panel discussion with various key experts.
Kenya	Kakuma	2017	Child protection. The project raised awareness of the impact of child marriage and early pregnancy via social media and community campaigns. Youth leaders: 5 female and 10 male in Youth Voices of Kakuma.
Kenya	Nairobi (urban)	2017	Gender equality, Psychosocial support. LGBTIQ+ youth were supported to participate in recreational and social activities to improve their psychosocial well-being and to facilitate interaction with other refugees. Youth leaders: LGBTIQ+ youth organization.

Kenya	Dadaab	2018	<p>Education, Social integration, Child protection. The Ifo Elite Ground, composed of 6 youth, organized awareness discussion forums that engaged parents and community and religious leaders to increase the inclusion of persons living with disabilities within the formal education system in the camps.</p> <p>Youth leaders: 12 female and 30 male.</p>
Kenya	Nairobi (urban)	2018	<p>Social integration, Health, Economic empowerment. A youth group comprising LGBTIQ youth in the urban area increased the involvement of LGBTIQ refugees and local community members in music, dance, drama and sports.</p> <p>Youth leaders: LGBTIQ youth group.</p>
Kenya	Dagahaley refugee camp	2019	<p>Economic empowerment, GBV, Child protection. A youth group trained participants on craft-making/jewellery-making. This included a visit to the trainer's workshop and Masai market, sourcing for materials, research on start-ups, post-training activities, marketing of products, training on business skills, and training on village savings and loaning methodology.</p> <p>Youth leaders: 24 female and 1 male.</p>
Kenya	Nairobi (urban)	2019	<p>Child protection, Social integration/cohesion, Adolescent & youth-focused protection. Istanbul Football Club organized various training activities, including town hall meetings for community advocacy and community solutions for issues impacting child/youth in the community, including topics on GBV and child pregnancy.</p>
Rwanda	Kiziba refugee camp	2017	<p>Physical and psychosocial well-being. This project involved Kung Fu lessons, group discussions/community sensitization on protection issues and creative activities.</p> <p>Youth leaders: 10 female and 26 male in the Kung Fu Team and Kepler University Students.</p>
Rwanda	Nyabiheke	2018	<p>GBV. A youth group combated GBV and promoted gender equality through piloting the Zero Tolerance Village Alliance model in the Nyabiheke camp. Youth leaders: Youth from Nyabiheke Zero Tolerance Club.</p>
South Sudan	Doro	2017	<p>Child protection, Child marriage prevention. Trained peer educators led a sensitization campaign against child marriage and trained youth in life skills or engaged youth through sport.</p> <p>Youth leaders: 18 female and 21 male.</p>
South Sudan	Juba and Bentiu (urban)	2018	<p>Child protection. A youth group reduced the rate of child recruitment and built confidence and leadership among internally displaced South Sudanese youth.</p> <p>Youth leaders: 6 female and 6 male.</p>

Sudan	Khartoum (urban)	2017	Child protection/Gender equality. Youth supported the strengthening of quality of education through teacher training/training of educational committees and promoted gender equality in universities/schools. Youth leaders: 28 female and 14 male from the Refugee Student Support Committee.
Uganda	Kampala (urban)	2017	Peacebuilding, Social cohesion. Youth from both refugee and host communities were engaged through sport and community service projects. Youth leaders: 44 female and 44 male in Young African Refugees for Integral Development (YARID).
Uganda	Kampala (urban)	2017	Peacebuilding, Social cohesion. Youth led a community sensitization campaign through holding public dialogues, producing short documentaries and engaging with media channels. Youth leaders: 2 female and 5 in African Youth Action Network (AYAN).
Uganda	Kyaka Refugee Settlement	2017	Livelihood. Youth generated a sustainable source of fuel through agroforestry and helped reduce incidences of GBV. Youth leaders: 3 female and 8 male from refugee and host community.
Uganda	Kampala (urban)	2019	GBV, Health, Economic empowerment. The Youth Of The Twenty First Century Organisation (YOTTCO) mapped and promoted youth-friendly services, with a focus on sexual and reproductive health issues.
Uganda	Sweswe zone, Kyaka II Refugee Settlement	2019	Child protection, Education. The Youth Initiative for Development in Africa (YIDA) organized early childhood education activities for children in the community and entrepreneurship skills training for youth.

West and Central Africa

These figures showcase the regional dynamics of youth engagement through the YIF in West and Central Africa. Partners in this region include Fondazione ACRA, Plan International and Search For Common Ground (SFCG).

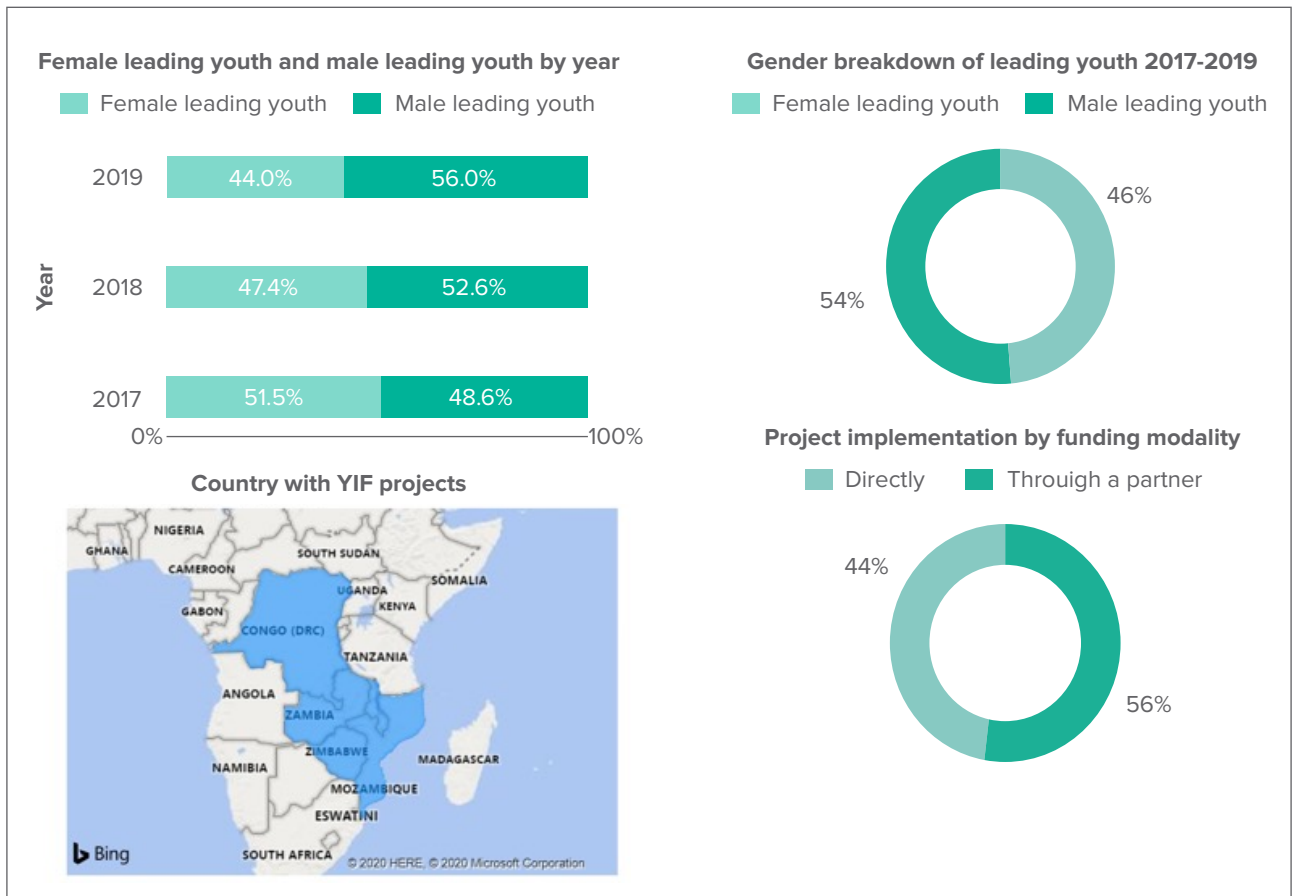
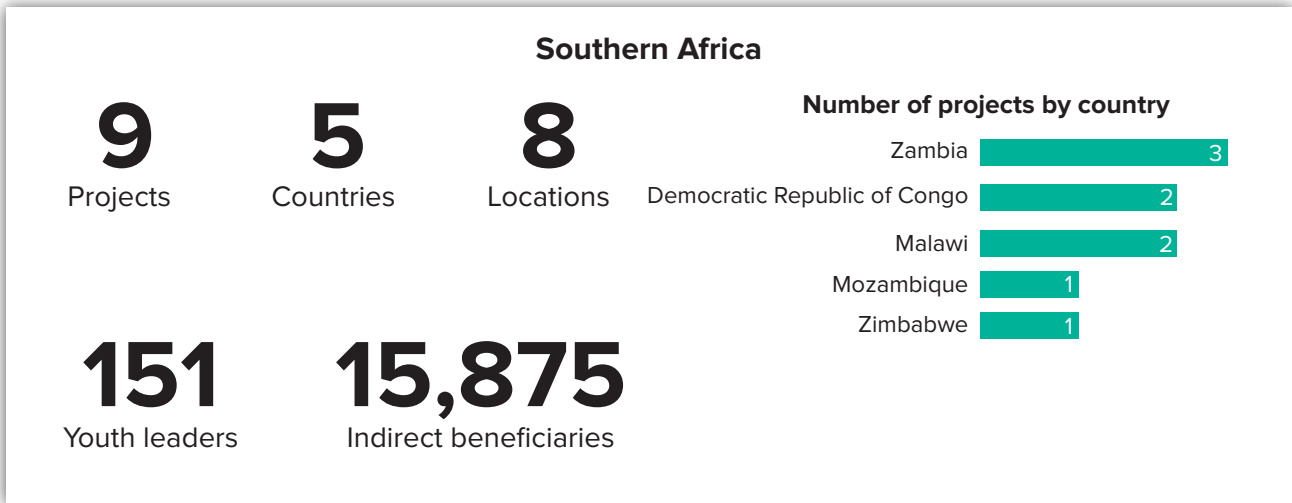


Country	Location	Year	Description
Burkina Faso	Ouagadougou	2017	Child protection. A youth-led children's animation centre was set up, which developed children's knowledge of their rights around education, civic life and health. Youth leaders: 7 youth, with the aim of engaging 300 children aged 3 to 12.
Cameroon	Yaoundé (Manguier) (urban)	2019	GBV, Adolescent & youth-focused protection. A youth group was formed to make short films and carry out sensitization activities, including commemorative activities in Manguier, for a back-to-school campaign.
Central African Republic	Berbérati (urban)	2019	Social integration/cohesion, Peacebuilding/Conflict management. Comité Prefectoral de la jeunesse de Berbérati [Berbérati Prefecture Youth Committee] organized the launch of sensitization campaigns towards local/host communities and authorities to facilitate the return of refugees back home. It also organized football matches, and sensitization through drama groups, sketches, radio debates, etc. in Berbérati and the surroundings.
Chad	Goz Beida, Djabal camp	2017	Child protection, Education. Supported children with disabilities to access schooling. Sensitized communities on the importance of education and created a community-based support network for children with disabilities. Youth leaders: 4 female and 10 male.
Chad	Maro, Belom camp	2017	Child protection. Adolescents and youth produced journalistic materials on child protection issues in the camp and raised awareness of children's rights. Youth leaders: 14 youth reporters (5 female and 9 male).
Chad	N'Djamena City	2017	Community-based protection, GBV prevention, Psychosocial support for youth. Youth continued to develop a community-based support network through a helpline and home visits and provided recreational/creative opportunities for youth. Youth leaders: 31 female and 94 male.
Chad	Belom	2018	Adolescent and youth-focused protection, Peacebuilding, Gender equality. Youth committee members were trained to promote child rights and peaceful coexistence through focus group discussions, subleague football training sessions, sensitization campaigns and film screenings.
Chad	Diba	2018	Adolescent and youth-focused protection, Peacebuilding, Gender equality. A youth committee was trained to promote peaceful coexistence between refugee and host-community youth and to strengthen gender equality and disability inclusion.

Chad	N'Djamena & all camps	2019	<p>Education, Adolescent & youth-focused protection, Social integration/cohesion. The student association organized activities in support of refugee access to higher education, including students meetings and a tutor-training workshop, a session to create university awareness brochures for students from the camps, school orientation sessions and language and tutoring sessions.</p>
Niger	Sayam Forage camp and Kindjandi camp	2019	<p>Child protection, GBV, Economic empowerment. The youth group promoted and supported youth empowerment through peer-to-peer training and the organization of artistic sessions, including music, dance, poetry and football sessions.</p> <p>Youth leaders: 26 female and 22 male.</p>

Southern Africa

These figures showcase the regional dynamics of youth engagement through the YIF in West and Central Africa. These figures showcase the regional dynamics of youth engagement through the YIF in Southern Africa. Partners in this region include Actions et Interventions Pour Le Development et L'Encadrement Social [Actions and Interventions for Development and Social Support – AIDES], the Jesuit Refugee Service and Terre des Hommes.



Country	Location	Year	Description
Democratic Republic of Congo	Bili	2018	Peacebuilding/Conflict management, GBV, Social integration/cohesion. The Ambassadors of Peace group organized radio broadcasts to promote peaceful coexistence with the host community and to reduce instances of GBV, child marriage and child pregnancies. Youth leaders: 12 females and 12 males, mostly adolescents.
Democratic Republic of Congo	Kalemie (urban)	2019	Social integration/cohesion, GBV, Peacebuilding/Conflict management. A youth group was formed to organize training in hospitality and culinary arts and also to set up a youth parliament for peace.
Malawi	Dzaleka refugee camp	2018	GBV, Adolescent and youth-focused protection, Community service. A youth group was formed to increase awareness on gender equality and promote peaceful coexistence through peer-to-peer education.
Malawi	Dzaleka refugee camp	2018	Peacebuilding/Conflict management, Social integration. To challenge stereotypes and promote peaceful coexistence and understanding, youth from all ethnicities and nearby villages were engaged in artistic activities.
Mozambique	Nampula	2017	GBV. GBV and other forms of exploitation were prevented in school settings. A confidential online reporting mechanism was set up for secondary school students and an awareness-raising campaign was led. Youth leaders: 15 youth from the Associacao dos estudantes refugiados em Mozambique [Refugee Students Association of Mozambique – AEREMO].
Zambia	Lusaka (urban)	2017	Peacebuilding, Social integration. Youth leaders were trained and engaged their peers in peace, tolerance and GBV prevention in schools and through social media and the production of a music album. Participants: 14 female and 12 male youth participated in the Global Refugee Youth Consultation (GRYC) process.
Zambia	Mayukuyuku	2017	Youth empowerment. Youth supported their peers in and out of school to improve their computer literacy skills and gain access to more education and communication opportunities via the Internet.

Zambia	Solwezi	2018	<p>Education. A youth group utilized e-learning programs and devices to increase access to quality education, given the shortage of books and other learning materials.</p> <p>Youth leaders: 15 female and 19 male.</p>
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Zimbabwe	Tongogara refugee camp	2018	<p>GBV, Adolescent and youth-focused protection. A youth group organized and participated in talent shows to strengthen the knowledge and practices of youth in Tongogara on GBV prevention and response.</p> <p>Youth leaders: 3 female and 2 male.</p>
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II. Youth Initiative Fund practices within the framework of the seven Core Actions for Refugee Youth

“We cannot always build a future for our youth, but we can always build our youth for the future.”

Franklin D. Roosevelt

Introduction

Purpose of this chapter

This chapter aims to provide **practical examples of youth engagement** where UNHCR, partners, youth organizations and other humanitarian actors have worked with youth towards a common objective. The following pages describe how refugees, asylum-seekers, internally displaced persons, returnees and stateless youth have stepped up to participate in and lead protection-oriented initiatives. In turn, the opportunities have built on and furthered their existing skills and knowledge and given them opportunities to engage positively with their communities.

Within the framework of the seven **Core Actions for Refugee Youth** (Core Actions) developed by participants of the Global Refugee Youth Consultations (GRYC), this chapter aims to provide a holistic structure for UNHCR operations to reflect on and assess the engagement with youth in their respective youth programming. Like the Core Actions, the practical examples highlighted in this document should not be considered in isolation, as the activities and approaches are mutually reinforcing for youth to address protection concerns, as will become evident in the examples provided below.

Each Core Action contains **some assessment questions** to guide the reader to reflect on the specific examples and more broadly on different possibilities. These questions, along with the examples, are intended to **stimulate thinking**. They offer an opportunity to better understand the kinds of initiatives that can work with youth and that have already been successfully designed and implemented by and with youth.

Where are the examples from?

The examples highlighted here are selected from the three YIF cycles from 2017 to 2019. Information has been taken from UNHCR operations' project reports, monitoring calls with field staff and participatory monitoring tools used by each youth group. These tools ensured that youth had an opportunity to provide insight into and feedback on the project. They included focus group discussions, captioned photos and films, and stories of most significant change. Feedback from participating youth on the impact of the projects on both themselves and their communities was crucial in identifying what is working in the field in terms of supporting refugees, asylum-seekers, internally displaced persons, returnees and stateless youth to effectively address protection concerns.

2.1 Core Action 1: Empower refugee youth through meaningful engagement

Youth engaged through YIF projects expressed how important it was for them to have a **safe and supportive space** where they could voice their concerns and ideas, be listened to and supported to exercise their agency in addressing protection issues. Moreover, participating youth showed a **strong interest in being actively engaged** in their communities.

The majority of YIF projects used a community-based approach, had an outreach component and focused on supporting the community more broadly. This enabled youth to provide social, creative, recreational, economic and learning opportunities that were lacking, to support existing structures and services, to advocate for change in their communities and to influence decision-making processes.

According to participants, this helped them to **secure recognition as active agents of change** and strengthened their networks with peers, civil society, government agencies, elders and community leaders. As a result, youth reported that they realized their potential to create change and that they felt valued, which helped to increase their feelings of well-being. The question is, what can meaningful engagement look like and include?



Assessment questions for Core Action 1: Meaningful youth engagement

A few questions to develop an understanding of whether youth are provided with meaningful engagement opportunities to participate in their communities, by their communities, humanitarian actors, authority figures and the other adults in their lives:

- a) How do leaders actively engage youth in issues of importance to them and their community?
- b) Are youth systematically engaged in any decision-making processes? If so, how?
- c) What kind of leadership positions and opportunities do youth have in the community?

YIF example: Coordination Body for Youth Initiatives, Algeria, 2019

Background: In Algeria, UNHCR supported a recommendation to organize a joint forum for existing youth associations in Sahrawi refugee communities. With the original initiative rooted in a Sahrawi youth policy conference in 2011, the **Coordination Body for Youth Initiatives (CBYI)** was formed in 2019. This new forum linked three existing youth associations, tapping into their existing organizational capacity, enhancing networking between them and improving coordination, which allowed for a stronger youth programme to implement activities and advocate for youth issues across the camps.

Youth leaders: CBYI was composed of 24 youth, all aged between 18 and 27 years, with equal representation of male and female youth. The members came from the five camps and the three main existing youth organizations in the camps: the Sahrawi Youth Union which promotes youth activism and volunteerism in all sectors; the Saharawi Student Union which focuses on promoting education and scholarship opportunities for youth, and; the Sahrawi Department of Youth, which is the key Sahrawi authority representing youth, sports and livelihood activities in the camps. With different educational backgrounds and most of them university graduates, the CBYI members were some of the youngest members of the three pre-existing youth associations. Through the YIF project, they demonstrated the power and capacity of youth to lead their community.

What they did: UNHCR and partners conducted a **three-day training of trainers workshop** for CBYI members on various protection issues and policies and procedures necessary for project management. Regular meetings were also held between CBYI and UNHCR and partners, which fostered teamwork and promoted mutual understanding between the youth group and UNHCR. CBYI members planned and organized the **awareness-raising campaign** targeting all students in **all the intermediate schools** in the five camps. The awareness-raising sessions were designed to promote positive role models (with the CBYI members sharing personal examples), highlight the role of education in future success, promote school retention (avoid student dropout) and share other life-skills messages. CBYI members also developed brochures and designed uniforms and accessories to strengthen messaging. The project concluded with in the camp to share the youth activism with participants and stakeholders from all camps.

Outcome: The project strengthened the youth coordination structure among the three lead youth agencies and provided an enhanced participation platform for youth to network, exchange and collaborate. On this platform, the empowered, relatively junior members from the youth networks provided inspiration and confidence to younger members of the community. Complementing existing programmes, CBYI addressed key protection concerns effectively through peer-to-peer engagement and promoted retention in schools for adolescents by promoting positive youth role models. The workshop and the capacity-building process were particularly well received by CBYI members, reducing misunderstandings of the community's youth on the role of United Nations and humanitarian agencies and further empowering the youth group to take on leadership roles and participate in realizing their rights and protecting their community.

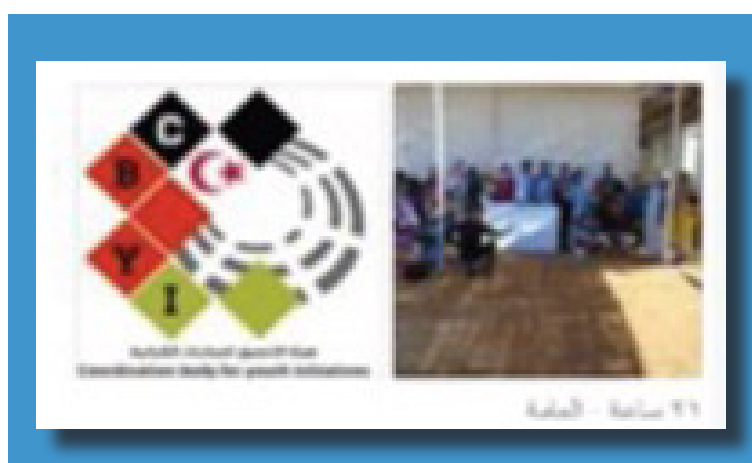
“A great three days,

Wow. That’s what I said when I saw the efforts that the UNHCR is doing for us. I was one of the people who got upset when we saw their beautiful cars and asked, are they helping us or just taking tours?

But in the “TOT”, I discovered that behind the beautiful cars there is a lot of humanity. Efforts and hard work And the most important thing is that I met youth who I didn’t know existed in my country, even in the world.

Hamdat is one of them. One of his ambitions is not to get a job with a good salary, but building a playground for children and God knows what he is thinking besides the playground.

#look #up”



A social media post from a youth member in CBYI

2.2 Core Action 2: Recognize, utilize, and develop refugee youth capacities and skills

Recognizing and building upon the existing capacities of youth is essential to creating and sustaining positive change in the communities within which they live. Being able to access formal and informal education, skills-building opportunities, and having opportunities to use their existing skills and qualifications were key concerns reported by YIF project leaders.

All the YIF projects reviewed exhibited a capacity development component. Participants frequently reported being more hopeful about their futures and having increased confidence to navigate life as a result of the skills they had developed through their practical experience of project management or through training provided as part of the process. Projects that capacitated youth to have a “multiplier effect” by training them as trainers and mentors helped to increase their outreach. Peer-to-peer or community-based support and/or transfer of skills and knowledge gave them further ownership over the process and the planned impact of their initiatives.



Assessment questions for Core Action 2: Recognize, utilize, and develop refugee youth capacities and skills

A few questions to examine the range of capacities and skills that youth have, and the opportunities they have to further develop or utilize them to earn an income through meaningful employment:

- a) How are the skills and qualifications of youth recognized and utilized in the community?
- b) Are youth able to access quality education, skills-building and other learning opportunities? What kinds of opportunities exist for youth?
- c) Are youth able to access safe and decent work opportunities? What kinds of opportunities exist for youth?

YIF example: We Hope youth club, Syrian Arab Republic, 2019

Background: Masaken Barzeh in Damascus, Syrian Arab Republic, is an area with mixed communities of locals, internally displaced persons and refugees. In several focus group discussions in 2018, youth expressed to UNHCR their desire to create a youth space where their skills and energies could be put to good use, and which would enable them to address protection concerns and foster social integration among their communities, especially for children, adolescents and youth. Following the YIF proposal, the We Hope youth club was established – with dual roles as a youth-friendly space and a child welfare committee – with support from UNHCR, the Syrian Arab Red Crescent and the youth’s communities.

Youth leaders: The group consisted of 20 refugee youth from diverse educational and ethnic backgrounds and nationalities, mainly Iraqi and Somali, who had known each other since they arrived in the area. They developed their slogan: “Using art to protect our children”. With guidance from UNHCR on the function and development of a child welfare committee, they established a youth club structure with clear roles and responsibilities. A strong governance system was developed, including terms of reference, a code of conduct, selection criteria for activities and participants, and a reporting and evaluation mechanism with monthly and quarterly forms to reflect on their achievements, gaps and areas of improvement.

What they did: Following its slogan “Using art to protect our children”, the youth club set up four thematic groups with regular courses covering football, basketball, art and music. These courses were open to children from refugee, internally displaced and local communities. Throughout the year, artistic performances and events such as choral, traditional dancing, poetry and drama performances and painting exhibitions were organized with and for the children and youth involved. Caregivers and other community members were also involved in a range of special occasions, such as World Refugee Day, World Children’s Day and back-to-school events. These occasions provided opportunities for youth club members’ efforts in empowering children and promoting social integration through art to be recognized and appreciated.

The youth club was also trained on community-based protection issues, including participatory assessment methodology, UNHCR’s age, gender and diversity commitments, basic child protection concepts and practices, as well as psychosocial and mental health issues. Together with mental health and psychosocial support outreach volunteers and the psychosocial support team from UNHCR and the Syrian Arab Red Crescent, the youth club organized two awareness-raising sessions to introduce participants to available mental health and psychosocial support services as well as positive skills that could support and improve parent–child communication.

Outcome: Activities organized by the We Hope youth club positively impacted the children’s welfare and social cohesion, as positive relationships across communities were strengthened through cultural and social events. Beyond its role in enhancing child welfare, the youth club also contributed to the welfare of other community members. For youth, this involved mapping and establishing a network linking youth and service providers, while for older persons, it took the form of connecting with, and providing care and support to, older refugees through home visits. The youth club members also experienced personal achievements, including higher self-esteem, increased leadership skills, and recognition of their positive and productive roles by the communities.

“Thank you, our club. You coloured our lives.”

- We Hope youth club members



We Hope youth club and their activities

2.3 Core Action 3: Ensure refugee youth-focused protection

By supporting youth-led protection initiatives, the YIF supports UNHCR to ensure that its programming is appropriate and relevant to the diverse needs and capacities of youth as they transition to adulthood. Young refugees have first-hand experience of the protection challenges that forced displacement can create, they can have a greater understanding of and access to their communities than humanitarian actors, and are best positioned to engage and inspire their peers to take action.

Central to this approach is recognizing the agency of youth in solving their own problems and supporting them in this process. Through YIF projects, project leaders have demonstrated that they can – and do – contribute substantively to their own protection and that of their communities. The YIF created the opportunity for this knowledge and understanding to be channelled into identifying and informing solutions that are relevant to both the context and their needs, and provided a platform for youth to engage with various actors to put these solutions into action.



Assessment questions for Core Action 3: Ensure refugee youth-focused protection

A few questions to develop an understanding of some of the main protection challenges that youth face. The list is based on the key issues of concern to UNHCR raised by refugee youth and highlighted during the Global Refugee Youth Consultations:

- a) Do youth have access to individual personal documentation (identification documents)?
- b) Do youth feel safe and secure in their communities/environment?
- c) Do youth understand their rights and can they access them?
- d) Are youth with specific protection concerns (youth with disabilities; lesbian, gay, bisexual, transgender, and intersex (LGBTI) individuals; unaccompanied children, married children) acknowledged and their needs addressed? How?

YIF example: Youth Of The Twenty First Century Organisation, in Makindye, Uganda, 2019

Background: Kampala, the capital city of Uganda, hosts many urban refugees from diverse countries of origin, where many of them experienced or witnessed incidents of sexual abuse and/or torture and who may have been separated from family members before or during flight. For GBV incidents that occurred before or during flight, survivors have little or no chance of effectively pursuing legal redress. The forms of physical and mental stress caused by such experiences are often not a top priority for local people, service providers and host governments to address. It is against this background that the youth organization approached the UNHCR country office to address these issues faced by refugee youth in Makindye Division, Kampala.

Youth leaders: Youth of The Twenty First Century Organisation (YOTTCO) is a community-based organization to empower vulnerable urban youth of different nationalities, including refugee youth, to become self-reliant and healthy. The organization has a total of 34 youth (20 male and 14 female) consisting of Ugandans and refugees of Congolese and Burundian nationality. The organization targets youth aged 15–30 years, from unemployed out-of-school youth to refugee youth, students, youth with a disability, unemployed graduates and child-headed households. With this project, the group's core focus areas include sexual and reproductive health and rights (SRHR), HIV and AIDS, and economic empowerment through entrepreneurship skills development and youth-friendly financial services.

What they did: The objectives of this project included a GBV study among refugees and host-community youth in Makindye Division. The study aimed to establish the extent to which refugee youth (males and females) are affected by GBV, to identify hotspots and the risks of GBV within Makindye Division, to establish the levels of knowledge among the youth of their SRHR, and to map out the existing community/legal redress systems as well as existing health and legal service providers that focus on youth-friendly practices. To this end, YOTTCO conducted interviews and focus group discussions with 208 informants, including both refugee and host-community female and male youth, civil society organization leaders, local leaders, police, and community and probation officers. Throughout the process, YOTTCO obtained the support and participation of Kampala City Council Authority (KCCA), Makindye Division – particularly its Gender and Community Development Office – and worked with national and international non-governmental organizations (NGOs) in Makindye Division to provide training for service providers on youth-friendly SRHR services and refugee cultural sensitivity.

With the findings, YOTTCO mobilized youth peer education and supported the formation of self-help groups, particularly in villages, for continued GBV and SRHR sensitization and support. Peer educators were trained and reached out to 429 female youth in and out of school for peer-to-peer education on GBV and SRHR in villages within Makindye Division. Self-help groups received group leadership and management training to help them run group activities. Business skills training and start-up capital were provided to five youth groups, with a view to facilitating access to SRHR services and avoiding risky behaviours.

To enhance and ease access to SRHR information and timely reporting of GBV, a mobile phone application was developed and used by both host-community and refugee youth.

Additionally, various IEC materials for GBV prevention and response were developed, translated into local languages and distributed to the targeted youth in Makindye Division. Meanwhile, local radio talk shows and messages on GBV prevention and response, including SRHR information, were conducted to sensitize youth and all other community members.



A training organized by YOTTCO

Outcome: Following the findings from the GBV study in Makindye Division,²³ the subsequent actions were developed through an evidence-based approach tailored to the local area. A range of stakeholders in local structures such as local councils or churches, youth leaders, and other existing local women's groups and leaders were supported and helped mobilize refugee and host-community youth in the urban setting. In addition, with the support of local organizations, YOTTCO became a member of the child/youth protection committee in Makindye 1 parish. Through these local protection committees, refugee issues and concerns were addressed and a comprehensive road map developed to facilitate continuous work with refugee youth on development issues in Makindye Division.

²³ "Sexual and gender based violence in Makindye Division situational analysis report" (Youth Of The Twenty First Century Organisation, 2019). Available from <https://bit.ly/3aZGcfd>.

2.4 Core Action 4: Support the physical and emotional well-being of refugee youth

Youth participating in YIF projects identified many risks and challenges that adversely impacted the physical, mental and emotional well-being of themselves, their peers and their communities. These included (but were not limited to): a lack of physical and social integration opportunities; GBV; exposure to and participation in discrimination and violence; adoption of negative coping strategies, such as drug and alcohol abuse, and a feeling of redundancy caused by a lack of opportunities and prospects in education, employment and recreational and creative activities.

The majority of YIF projects used a broad array of art forms and/or sports to effect change and engage children, young people and their communities. These methods not only supported youth to raise awareness of, and sensitize their communities to, protection issues, but they also supported psychosocial well-being, provided a space for interaction, expression and creativity, and strengthened life skills, thereby helping develop the resilience of young people and their communities.



Assessment questions for Core Action 4: Support the physical and emotional well-being of refugee youth

- a) Do youth have access to youth-friendly and helpful health services, including sexual and reproductive health? What kind of these services exists?
- b) If they want to, can youth access youth-appropriate psychosocial support and mental health services? What kind of these services exists?
- c) Do youth have access to recreation and sports activities with peers? How? Do youth with disabilities have access to the above areas on an equal basis with other youth?

YIF example: Canvassing for Confidence, Malaysia, 2018

Background: Due to a lack of access to formal education, refugee youth in Malaysia had limited educational opportunities at the learning centres, inconsistent skills-building opportunities and no legal right to employment opportunities. The challenges were even greater for unaccompanied minors. Sensitive to the often-negative narratives and misunderstanding around refugees, refugee youth wanted to effect change but lacked confidence. After UNHCR worked with refugee youth to carefully assess the situation, a group of youth with a shared passion for art came together in preparation for the YIF proposal. They decided to use art to empower themselves and to make a difference.

Youth leaders: The leading group of 17 students attended classes at three learning centres. They were aged between 15 and 20 and from six different countries of origin. The UNHCR volunteers section and the child protection team provided some leadership training, but primarily supportive supervision to give the youth the space to develop their own experiential learning on leadership and project management. The youth group divided the tasks and responsibilities among themselves, including project coordination, event arrangements, writing and design, editing, canvass making, art supply planning, and procurement. In addition to UNHCR, they also had the support of Malaysian artist and publisher Yusof Gajah, along with support from teachers and staff from the learning centres, and the local Rohingya women's network.

What they did: The activities were organized into different phases. Painting workshops were organized in the first phase to support the group to create artworks on canvas for a gallery exhibition in Kuala Lumpur. As part of their artistic training, youth also received training in storytelling and performance to help them share their stories and artwork. Peer exchange and private exhibitions were organized with local international schools. The group then prepared for the launch of public gallery events in celebration of key dates such as World Refugee Day. They designed the invites, promotional materials and prints for sale at these events, with proceeds going to funds such as the Refugee Welfare Fund, which supports refugee emergency medical needs.

Outcome: Canvassing for Confidence under the YIF was reported to be a big success. Firstly, the empowered refugee youth expressed themselves via art and shared their creations and stories with the public. Their artistic expressions humanized refugee experiences, reaching a wide local and online audience.²⁴ Their impact-oriented efforts (including exhibitions, auctions and printing) raised awareness and funds to support refugees in a variety of ways. Secondly, the youth were empowered and inspired to continue making art in the future. Youth art entrepreneurship was nurtured in talented youth through their experience of managing an event and working with professionals. Moreover, the initiative brought refugee youth from diverse cultural backgrounds and ethnic communities together, thereby strengthening community-based protection and self-reliance via youth empowerment.

“I was able to find my own art style and besides this, I overcame my fear and I have more confidence now than before.”
 - A youth member of Canvassing for Confidence



We Hope youth club and their activities Canvassing for Confidence youth group and their activities

²⁴ See Instagram: [Canvassing_for_Confidence](#) and Facebook: [Canvassing for Confidence](#).

2.5 Core Action 5: Facilitate refugee youth networking and information-sharing

Participation in YIF projects brought youth together. It supported youth to network with their peers and enabled them to learn from each other and coordinate their responses to protection issues, not just within their communities but also across communities living in the same location or region. Youth demonstrated through their YIF projects that they can effectively support humanitarian response, and can gain access to, and build networks within and across, refugee and host communities.

As seen with projects highlighted throughout this document, youth proved to be effective in identifying and referring people in need of specialized support, sharing vital information on available services, and sharing their skills and knowledge via peer-to-peer education and community engagement. In some locations, UNHCR staff highlighted that youth were instrumental in improving the trust and two-way communication between humanitarian actors and refugees through their initiatives.



Assessment questions for Core Action 5: Facilitate youth networking and information-sharing

- a) What opportunities exist for youth to share their knowledge and expertise in the community?
- b) Are youth supported to self-organize into groups to achieve common goals? How?
- c) What kind of networking opportunities do youth have with other youth within and outside their communities?

YIF example: Youth Protection Network (Friendship Ties, Threads of Hope, Sons of Our Earth). Zulia, Venezuela, 2018–2019

Background: The three communities in Zulia State where the YIF projects were implemented are semi-urban areas mainly comprising Venezuelan nationals, with a significant presence of Colombian refugees and asylum-seekers, mixed families and members of indigenous groups. Affected by the socioeconomic situation in Venezuela, the communities lacked safe spaces, recreational areas, cultural activities and vocational training. Structural deprivations of activities and basic services among children and youth have resulted in increasing cases of domestic violence, drug consumption, trafficking and commercial sex among boys, girls and adolescents.

The leading youth networks and the Youth Protection Network: The Friendship Ties (Lazos de Amistad) youth network was first founded by two young Colombian refugee women in the Gran Sabana community in 2015, with a core group of around 15 children and adolescents between 10 and 20 years of age. In 2018, Friendship Ties started working with UNHCR Venezuela, with the YIF's support, to assess and address protection issues arising in their community.

At the same time, UNHCR and partners started mapping and assessing the achievements and expectations of different youth networks in prioritized communities, including Friendship Ties, and two new networks with the same strong commitment to empowering children and youth: Threads of Hope in the community Simon Bolívar 1 and Sons of Our Earth in the indigenous community Paraguaipoa. The latter two were established in 2018 with support from UNHCR and RET. When the initiative to establish a protection working group as a coordination structure was presented, all the groups showed strong interest. Together with UNHCR, the three youth networks developed joint workplans and terms of reference for the Youth Protection Network.

What they did: In 2018, Friendship Ties established a community library managed by the network to act as a safe space. Children and adolescents participated in reading activities on issues related to social integration, ethical values, history and a culture of peace. The youth network also organized information sessions on protection issues for their communities, as well as recreational activities, art presentations and theatre and games sessions. It promoted a parenting school to raise awareness of issues related to responsible parenting, healthy relationships and children's rights, using tools such as socio-drama, group discussions and games. Government authorities such as the Ombudsperson's Office and the Child Protection Council were invited to provide training for the youth network, parents and community members on children's rights and parental obligations regarding access to education and a birth certificate, and RET provided psychosocial training for parents.



Friendship Ties and their reading club

Furthermore, a mentorship strategy was developed to allow the community's younger children between 10 and 12 years of age to form a new group that would progressively benefit from the information learned by older members during the project. This strategy aimed to prepare members of the network in the coming years as a relay generation.

In 2019, the Youth Protection Network was established. To enhance community coordination, fortnightly meetings were held among the focal points of the three youth networks, with their activities evaluated every quarter. Together they agreed on the themes to be developed in the activities of each community during the month, such as campaigns for commemorative dates relative to protection concerns previously identified and with the aim of raising awareness; information sessions on topics such as GBV prevention and response, sexual and reproductive health, child protection, sexual diversity and non-discrimination, promotion of LGBTI rights, protection of persons with specific needs and referral pathways aimed at empowering the communities; and training for the networks' members.

Within each network, subgroups were structured according to their role or responsibility in the organization, for example logistical, training, coordination and recreation subgroups. Internal meetings were held every week to discuss their proposals and if the majority of the participants voted for them, the details for their implementation were designed and coordinated.

Through the Youth Protection Network, three community spaces (cinema, community library, and sports field) were strengthened by actively involving youth in child protection activities (such as cinema forums and recreational, sports and cultural activities that promoted peaceful coexistence) and through the generation of safe spaces for children and young people. Following prior training on various social protection and age, gender and diversity issues, youth conducted information sessions to share their knowledge on topics such as GBV prevention and response, sexual and reproductive health, child protection, sexual diversity and non-discrimination, promotion of LGBTI rights, protection of persons with specific needs and referral pathways. They

ran these sessions for children and youth in the educational institutions of their communities, as well as through radio spots recorded in Spanish and in indigenous languages.

Youth network members also identified persons with specific needs and safely, confidentially and successfully referred these cases to services providers and NGOs who could assist them, in particular GBV survivors and children at risk. The GBV focal points of each network were integrated into coordination structures, thereby strengthening communication between persons of concern to UNHCR and humanitarian organizations.

Outcome: This collaboration with the youth networks in 2018 and 2019 influenced and became a key component of UNHCR's community-based protection strategy in Venezuela. It established a two-way communication channel with persons of concern to UNHCR and strengthened youth participation. Working with youth networks ensured that youth were deeply involved in the design of interventions and in decisions affecting them. The youth networks were able to identify their own needs and capacities in the prioritized communities and to support the coordination and implementation of projects. Following the three main objectives of the community-based strategy, i.e. community empowerment, community participation and community outreach, UNHCR started working with more youth networks in other prioritized communities. With UNHCR and partners' support in terms of coordination, youth networks were further empowered by networking opportunities. Information-sharing and collaboration across networks maximized the impact and the utilization of resources, expanding their reach to internally displaced persons and host communities.

2.6 Core Action 6: Reinforce refugee youth in their roles as connectors and peacebuilders

The characteristics commonly associated with youth as a stage of development – openness, creativity, idealism and a future-oriented view – put youth in a good position to act as peacebuilders and connectors. Almost a third of the YIF projects focused on promoting peaceful coexistence between refugee and host communities, within communities and between different religious and ethnic groups. Depending on the context, this involved actively seeking to reduce the level of conflict and tension, building or strengthening social cohesion and facilitating integration.

Participants often highlighted that having a space in which they could interact with, and get to know, people from different origins and backgrounds with shared resources and goals was hugely beneficial. This helped break down stereotypes and improved cultural understanding as well as integration. Youth largely approached the promotion of peaceful coexistence by focusing on cultural and social exchanges using the arts and sport to bring people together and convey messages.



Assessment questions for Core Action 6: Reinforce refugee youth in their role as connectors and peacebuilders

- a) How do youth lead and/or engage in peacebuilding activities?
- b) Do youth actively engage people of other nationalities, religions, ethnicities, ages and abilities, within and outside their communities? In what ways do they do this?
- c) Are youth actively reaching out and connecting to others about protection/community issues online or through social media?

YIF example: Youth Peace Education Club in Pugnido, Ethiopia, 2017–2018

Background: In Ethiopia, the refugee population in the Pugnido refugee camp outnumbered the host population of Pugnido town by three to one in late 2017. Past events such as the January–May 2016 ethnic conflicts between the host community (Anyuak) and the Nuer (predominant refugee ethnic group) strained relations and isolated the two communities. Ethnic tensions impeded a process to harmonize services to both the refugee and host communities under the nine pledges of the Ethiopian Government. The Ethiopian Government, UNHCR and local partners strived to promote peaceful coexistence between the refugee and host communities, but grass-roots community-based dialogue and activities were needed to sustain durable peace and to build trust between the refugee and host communities. A grass-roots platform for community-level common understanding and collaboration between the refugee and host communities was therefore much needed.

Youth leaders: Comprising refugee and host-community youth, the Youth Peace Education Club (YPEC) launched in early 2017, following a project submission to the YIF. The YPEC was initially composed of 80 members, representing four main activities (traditional dance, modern dance, drama and storytelling), with equal representation from both ethnic tribes and boys and girls. In 2018, three chairwomen and one chairman were responsible for the overall coordination of the YIF project. The subgroups were led by 28 girls and 14 boys who managed all activities related to project implementation, including budget planning and utilization and monitoring the progress of activities listed in the projects.

What they did: Following its launch, the YPEC met weekly and organized initial activities focusing on four main themes: traditional dance, modern dance, drama and storytelling, which helped bring youth from diverse ethnic and linguistic backgrounds together and build a strong relationship. They developed their own theme song “Peace is good for me, peace is good for you, peace is good for the world” sung in four languages – Nuer, Anyuak, Amharic and English. With growing understanding and trust between the club members, they were able to increase their focus on developing leadership skills and peace education.

With support from the Youth and Sports Bureau and UNHCR, training on peace education skills, leadership and basic concepts of conflict resolution were provided to the members. The YPEC members then planned and developed peace education session materials tailored to their communities, including indigenous conflict-resolution methods and peace messages promoting mutual support and tolerance. With support from school facilities, the YPEC conducted peace education sessions and established school-based peace education subclubs/co-curricular clubs. The youth members also actively contributed peace education elements to grand celebrations, including World Refugee Day on 20 June, International Youth Day and 16 Days of Activism, and ran sports competitions and storytelling programmes through the established partnership with government line offices, Save the Children and Plan International Ethiopia. In collaboration with church leaders and women groups in the church, the YPEC members also integrated their peace education sessions into church ceremonies.



Youth Peace Education Club in a meeting

Outcome: According to the UNHCR field office in Pugnido, the YPEC was the only community-based and sustainable organization that was regularly engaged in promoting peace between the refugee and host communities at the time of reporting. The peace clubs established at all primary schools, Development and Inter-Church Aid Commission (DICAC) secondary schools, and host community schools to mainstream peace education within the education sector ensured that advocacy for peace dialogue continued at school as well as in the community. The partnership established with the government line offices, the Administration for Refugee and Returnee Affairs, Plan International Ethiopia, Save the Children International, and churches created an enabling environment for youth to harmonize their activities with stakeholders' ongoing commitments to peaceful coexistence.

In addition, the project enabled youth members – particularly female members – to recognize and pool their untapped potential for the benefit of the community. Leadership and coordination skills acquired by the group members, particularly the girls, enabled them to actively campaign to be elected as student representatives by practising the concept of promoting democratic election. The project encouraged youth to pursue leadership positions in the existing community structures within the refugee camp and to promote the culture of good governance.

2.7 Core Action 7: Generate data and evidence on refugee youth to promote accountability to youth

There is a general lack of data and evidence-based programming for youth in forced displacement settings. One of the aims of the YIF is to contribute to the understanding of what is potentially effective in working with and for youth to meet their needs and address the protection concerns of themselves and their communities. While it is the primary responsibility of UNHCR and States to collect data on refugee populations, including youth, young refugees can also play a role. This may be as researchers, as participants in participatory assessments, or as catalysts and conduits for information-sharing as previous examples in this report have shown.

The participation and input of youth help develop an understanding of the complex protection risks they are experiencing, how they impact people differently and how youth are already beginning to address them. Besides, the YIF is itself a source of data and evidence collection, as participants monitor their own projects using participatory tools to highlight processes and potential impacts.



Assessment questions for Core Action 7: Generate data and evidence on refugee youth to promote accountability to youth

- a) How do youth share their experiences, recommend changes or make a complaint about a service or service provider?
- b) How do service providers' monitoring and reporting mechanisms include and listen to youth voices?
- c) How are youth engaged as researchers and data collectors in their communities or beyond?
- d) How does the operation gather data on youth issues/needs?

YIF example: Jóvenes Contra la Violencia, Honduras, 2019

Background: Honduras has one of the highest homicide rates within non-conflict countries. Despite adolescents and youth being the main victims of violence (53 per cent of victims of homicides), they are regularly stigmatized as the main cause of violence, leading to the militarization of communities as an emergence response. Many studies and reports described the high rate of violence based on the number of homicides, but most did not include adolescent and youth views and did not cover other forms of violence, such as sexual exploitation and forced recruitment into gangs.

The leading youth organization: Founded in 2011, the youth-led Honduran NGO Jóvenes Contra la Violencia [Youth Against Violence – JCV]²⁵ has a presence in the seven cities of Honduras that are most affected by violence. With more than 300 adolescent and youth volunteers, the organization is perceived as a “competitor” of the local criminal groups since it “recruits” youth for violence prevention. JCV’s main focus is on advocating for changes at the public policy level and promoting youth participation in the design of measures aiming to prevent violence. As one of the biggest networks of youth volunteers in Honduras, JCV came into contact with UNHCR in the process of youth consultation for the Comprehensive Refugee Response Framework. A mutual understanding emerged over the need for an assessment to be carried out on youth’s perception of violence in the high-risk communities and the link with forced displacement, which became the YIF proposal that was supported in 2019.

²⁵ See Facebook: www.facebook.com/Jovenes-contra-la-violencia-Honduras-103407179751006; Twitter: https://twitter.com/jcv_honduras; Instagram: www.instagram.com/jcvhn/.

What they did: The objective was to understand youth's perception of violence in high-risk communities, thereby ensuring that youth's perception and suggestions were considered when designing public policies to prevent violence, mitigate stigmatization and promote youth participation. A consultation methodology was developed, and youth facilitators were trained and conducted consultations in 22 high-risk communities. JCV was connected to the network of UNHCR partners with a presence in the targeted communities to ensure JCV's access, such as Save the Children, World Vision and Comisión de Acción Social Menonita [Mennonite Social Action Commission – CASM]. These organizations also played a mentoring role to youth and supported them to adapt their activities to the communities. More than 660 youth were consulted, with dialogues organized in Tegucigalpa and San Pedro Sula revealing that 4 out of 10 youth from high-risk communities had been displaced due to violence or the presence and control of gangs in Honduras. Community cinema sessions were organized as outreach activities and 1,500 people were sensitized on forced displacement, through user-friendly communication products.



JCV youth facilitators in a discussion

Outcome: Findings and youth recommendations on public policies to address violence and displacement were documented in the final report.²⁶ The data and evidence not only supported efforts to profile the internally displaced population but also strengthened UNHCR community-based protection programming. Informed by the evidence, JCV carried out advocacy by sharing the findings at municipal and national level decision-making forums. UNHCR and JCV also aligned their joint advocacy of an internally displaced persons law and created broader alliances with youth-led organizations.

²⁶ Community youth consultation report (JCV, 2019). Available from <https://bit.ly/3dgdHVV>.

Conclusion

The **Core Actions for Refugee Youth** provide a useful framework for working with youth as partners and engaging this dynamic and creative group on their own terms. All the Core Actions highlight the need to recognize, nurture and channel youth's potential and capacity. YIF participants reported that having the opportunity to contribute positively to their community and to use and develop their skills strengthened their self-esteem, sense of belonging, social capital and resilience.

Being able to engage, partner with and learn from stakeholders at all levels brings many benefits to youth, as does accessing mentoring and training opportunities with experienced and professional adults and/or peers. This helps not only develop transferable skills but can also strengthen the support networks available to youth.

By respecting youth agency and supporting them to design and implement their own initiatives, youth engagement practices as exemplified by YIF projects help create spaces where youth, UNHCR and its partners can build trust in, and understanding of, youth's diverse capacities and needs. YIF projects are evidence of how youth can, and do, contribute substantively to community-based protection and humanitarian response more broadly. As evidenced by the examples in this report, they can be effective trainers, educators, mentors, advocates, connectors and peacebuilders when supported.

Annexes of toolboxes

These annexes make a range of tools used under the Youth Initiative Fund available. If you are interested in launching your own fund for youth initiatives or supporting or working with youth to design and implement community-based protection projects, you would be able to adapt and tailor the example documents and tools to your context.

This toolbox contains multiple components in line with a project cycle. Each tool aims to capture different essential aspects of youth engagement.

For example, the Call for Proposal and Application Toolkit includes a sample call for proposals, and a set of two application forms – one for completion by the youth group and the other by the applying UNHCR operation – to ensure collaborative efforts and commitment for successful youth engagement.

The targeted users of the tools contained here are flexible, depending on the context. In the Project Development Toolkit, the guidance on developing a logical framework with youth – which is used to guide youth to think through the process of the project – can be used directly by youth to flesh out their proposals. In some cases, this tool would require more dedicated efforts from UNHCR and partners to facilitate or to lead this process in the beginning. The same flexibility applies to the project monitoring and reporting tools that are also available in the annexes.

The Youth Initiative Fund has also been used as a medium to share messages and stimulate understanding about specific issues, including gender equality and disabilities, with specific guidance developed on these issues. Multiple language versions of the tools contained here are also made available here (Arabic, English and French versions of the tools).

List of annexes:

» Call for Proposal and Application Toolkit

- Youth Initiative Fund call for proposal template
- Proposal form – For completion by youth
- Proposal form – For completion by UNHCR operations
- Project selection poster: YIF selection criteria and guiding questions

» Project Development Toolkit

- Guide to developing a logical framework with youth
- Messages on including youth with disabilities
- Messages on gender equality

» Reporting Tool

- Most Significant Change Evaluation Tool
- Participatory Photo or Video Monitoring Tool

» Call for Proposal and Application Toolkit

Youth Initiative Fund call for proposal template

Call for Proposals “Supporting Youth-Led Protection” UNHCR Youth Initiative Fund – 2019

Introduction

With the Global Compact on Refugees, States and partners will develop and adopt a new “whole-of-society approach” to working with refugees through the Comprehensive Refugee Response Framework. The whole-of-society approach, which closely aligns with that of the Youth Initiative Fund (YIF), further embeds UNHCR’s unique community based and participatory models of working with refugees, asylum-seeker, returnee, IDP and the stateless populations. The young people from these populations are diverse, creative, and dynamic. Over the last six years, the Youth Initiative Fund has highlighted time and again – through its unique approach of youth-led protection projects – that when provided with support, training and resources, young people can be creative problem solvers, and are able to design, lead and implement successful projects that benefit, not only themselves, but their entire communities.

What is the Youth Initiative Fund?

In 2019, the YIF enters its seven year. The YIF was initiative by the Division of International Protection in Geneva to support community-based protection projects imagined, designed, and led by young people. Since 2014, the YIF has supported more than 100 youth led projects globally that have addressed protection challenges including sexual and gender-based violence, peaceful coexistence, child protection and psychosocial wellbeing. The YIF is unique in that it targets and builds on the existing capacities and capabilities of young people, rather than focusing on vulnerabilities. The YIF creates an enabling environment that provides young people with the space and support necessary to become active protection actors within their communities and helps them build life skills and that strengthen resilience. This is achieved through the realisation of three main objectives:

1. Participation: Young people have genuine opportunities for community participation and opportunities to effect decision making processes, especially in protection.
2. Empowerment: Young people learn about project management, use their initiative, evaluate options, learn to make informed decisions and choices, developing and enhancing leadership skills.
3. Innovation: Young people develop innovative, youth-appropriate protection solutions to addressing personal, group and community challenges.

How do we ensure meaningful participation of young people?

- Genuine participation of young people in project design, implementation and monitoring of the projects is essential – young people should be the guiding force behind the project and lead it from start to finish.
- UNHCR offices and partners should work with young people by:
 - o Providing guidance, advice and skills building opportunities when necessary, making sure to do so in a way that maintains and supports young people’s ownership of the project.

Please remember young people are a diverse group with different needs and interests. Age, Gender and Diversity must be mainstreamed into all proposals with specific attention paid to the gender dimensions of all the projects. Please see attached guidance notes on gender quality and inclusion of young people with disabilities that should be shared with the group.

Projects should take into consideration the following approaches:

Community-Based Protection and Capacity Development:

- ✓ Young people should be encouraged and supported to imagine, research, design and implement projects based on protection concerns they identify within their communities.
- ✓ Projects should be community based and should incorporate a learning component that helps to further develop young people's capacities in areas such as life skills, business, or community work.
- ✓ Capacity development should be sustainable so that acquired skills and knowledge remain in communities after the project.
- ✓ Projects may also wish to support young people to develop relationships with host community groups and groups from their own or other communities to promote peaceful coexistence and address discrimination and xenophobia.

Bangladesh: Two youth groups were set up to support young women and men to increase participation in their communities, address sexual and gender-based violence and provide support networks to girls confined to the home. They held consultations with over 100 adolescent girls, their parents and community leaders to verify the protection risks they experienced – mainly public harassment. The young women in the groups made home visits, bringing a mobile library, arts and life skills training to isolated adolescent girls. Young men in the groups raised awareness of the impact of SGBV among the community, accompanying their female peers during home visits. They also worked together to build a sports ground to females-only to offer safe recreational activities.

Innovation and Partnerships:

- ✓ Initiatives should aim to address identified needs and use the preferred delivery method of the young people, while providing opportunities for young people to further develop their capacities and skills.
- ✓ Young people should be supported to use arts, sports, and music as vehicles for learning and address protection objectives.
- ✓ Projects may also seek to provide opportunities for some young people to be trained and work as mentors, trainers, facilitators, and young leaders to encourage a multiplier effect.
- ✓ Where possible, young people should be supported to identify and partner with a broad cross section of stakeholders within and outside their community to promote and integrated approach, learning opportunities and sustainability.

Iran: Nine football teams of young women and men organised training and tournaments for vulnerable Afghan children. With training in mentoring skills, they supported them to avoid negative coping mechanisms. Work with a qualified counsellor, Health Volunteers, and the Ministry of Education, they held door-to-door and group sessions with the children and their families on basic health awareness, the importance of school and the impact of child labour. These young footballers were key in identifying and referring vulnerable children to government agencies and UNHCR in need of documentation and support in accessing education, successfully improving access to education.

What have we learned so far?

Please consider the following when developing your proposal:

- Funding allocations should be allocated directly to project activities where possible, rather than capital expenditure unless directly linked to achieving the project objectives.
- Consult the programme team in your location to ensure there is clear understanding of procurement procedures and processes, and how this may affect the timeline of the project.
- Projects that concentrate on a single issue and demonstrate effectively how this will be addressed, whilst building capacity, are more likely to be funded.
- Past YIF project practices and common enabling factors are summarized in the report YIF summary report “On their Own Terms”. Consider the Core Actions for Refugee Youth developed through the Global Refugee Youth Consultations (GRYC)

UNHCR. “We believe in Youth”. Global Refugee Youth Consultations Final Report, 2016, available at:

<https://www.unhcr.org/ke/wp-content/uploads/sites/2/2016/09/We-Believe-in-Youth-Global-Refugee-Youth-Consultations-Final-Report.pdf>

10 Quick steps to receive funding

1. Please read this call for proposals carefully.
2. Contact the youth and adolescents’ focal point or appropriate partner/s to discuss.
3. Identify a potential group/groups of young people to participate (existing or new).
4. Organize a participatory meeting with groups of young people to discuss project ideas. Do not forget to take a photo of the process – you will need it for submission.
5. Young people and UNHCR prepare the project proposal and the log frame on the templates provided and submit through the link.
6. Proposals are evaluated by the YIF review panel in Geneva.
7. Successful projects announced. Let’s begin! ☺ ☺ ☺
8. Monitor the progress of the project using participatory tools provided.
9. Submit all the reporting requirements.

Remember genuine participation means that young people should design, lead, and implement the project.

Submission

There are 2 forms and once log frame to be completed. The youth group/s should develop the main proposal and a basic log frame, based on the template and guidance provided. The participating office should then complete the online submission form, and attach the forms completed by young people, as well as a photo of the process and any other supporting documents. Countries with multiple operations may submit more than one proposal. Each project proposal submission should contain a complete set of documents – two forms and the log frame – one to be submitted by UNHCR online with the proposal and the log frame to be attached. You may join our info-Webinar on 24 October 2018 for more information.

A panel in Geneva will review the proposals and select those to be supported. Projects should be implemented before 31st December 2019. The maximum funding allocation per project is US\$10,000; there is no minimum. Projects that have been previously funded may apply but must demonstrate how continued funding will add value to their current project. Proposals can be submitted in English or French.

The deadline for receipt of proposals is 3 December 2018.

Reporting and Visibility

Reporting will be completed through the use of participatory assessment tools designed to highlight the process and measure changes for the group leading the initiative. A Focus Group Discussion, a “most significant change” exercise and a short online final report capturing the processes and potential impact on the young people involved will be required. Each group will be asked to join the online collaborative platform – Slack (youth-initiative-fund.slack.com) – so the group can post captioned photo-updates of the project on a regular basis. Guidance on all reporting tools is provided. All reporting is due by January 15th, 2020.

Youth Initiative Fund call for proposal template

UNHCR Youth Initiative Fund 2019

Project proposal form 2019 – For completion by the youth group

The youth group should be assisted to complete this form by a facilitator or representative such as a youth focal point or UNHCR partner after the brainstorming session with the youth and logical framework processes are completed.

Country:

Proposed location of project:

Proposal submission deadline:

Who is the project aimed at assisting, and what is the protection challenge that you identified in this group?

How will the project address the protection challenges identified and improve protection for these members of the community?

How have girls and young women, young men and boys been considered in the project? How will the project work towards improving gender equality?

What are the main activities that you are going to carry out? Who will be involved, how many people will the project reach, who will lead each activity, and who will support you with each activity?

What are the four main skills that you will learn from participating in the project? Explain how they will help you in the future.

What are the three main risks that might prevent your project from proceeding smoothly? How might these risks be reduced/avoided?

How might the activities or learning process be sustained within the community once the project has concluded?

Please use the space below to fill in the estimated costs of the specific inputs to your project.

Activity/Resource	Cost
TOTAL	
Total requested budget	

Proposal form – For completion by UNHCR operations

UNHCR Youth Initiative Fund 2019

Project proposal form 2017 – to be completed by UNHCR country offices/operations

(This form should be completed by the operations in support of the youth’s project proposal. Operations should assist youth throughout the application process, while ensuring the process is led by them and reflects the needs they identify.)

Country and operation:

Proposed location of implementation:

Proposal submission deadline:

The adolescent or youth group is: (please tick one)

Newly formed

Already in existence

Is your operation working directly with these youth or working through a partner?

Directly

Through a partner

Please provide a brief description of the participating group of adolescents and/or youth.

How did the adolescents and youth involved participate in the design of the project?

Are proposed activities...?: (please tick one box and expand on your answer in the box below.)

New activities

Existing activities

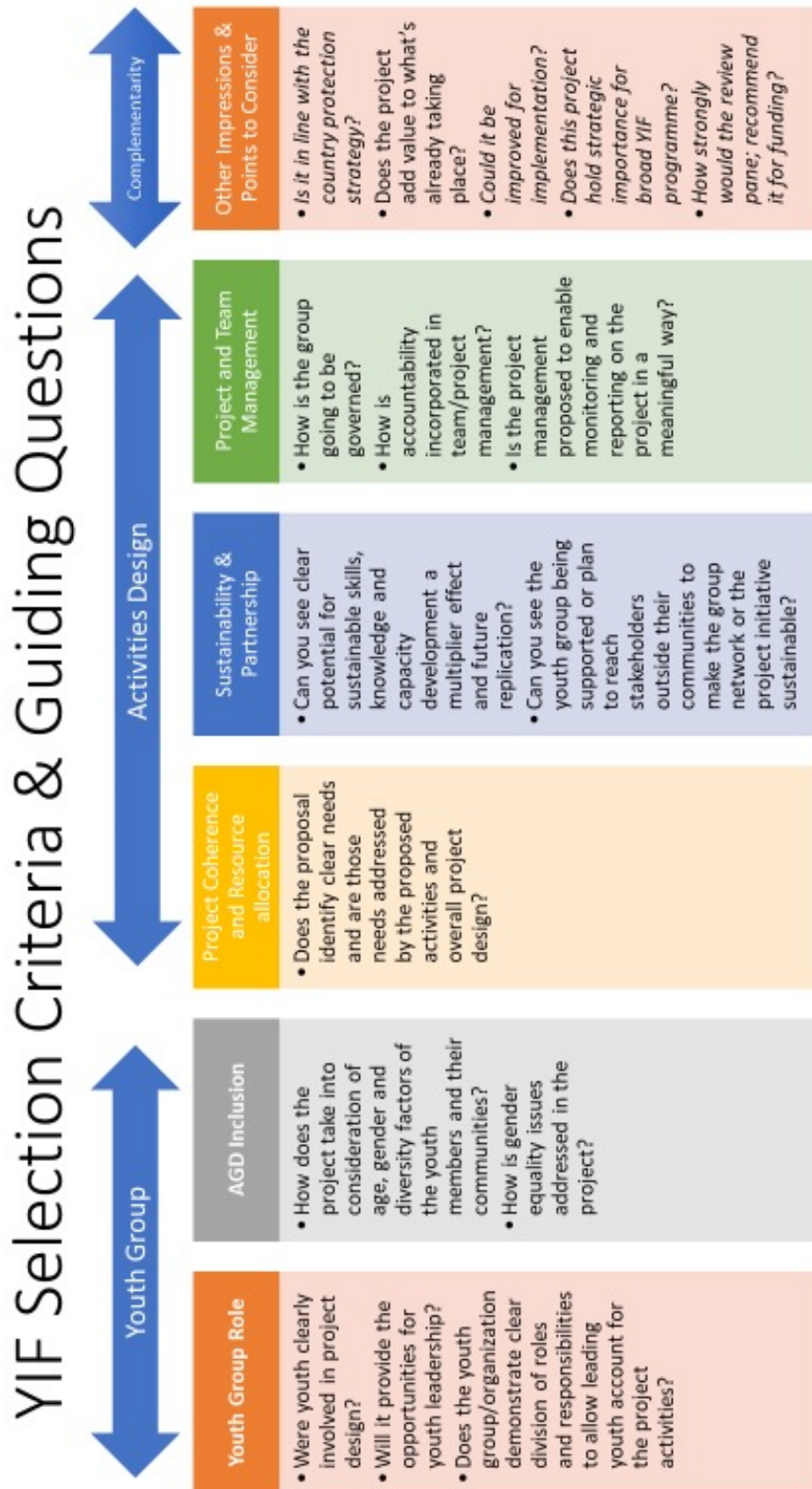
How have age, gender and diversity been incorporated into the project – especially gender equality?

How does the proposed project complement existing programming for adolescents and youth?

Under which impact indicator or output will the project be reflected in the operation's end-of-year reporting?

Youth-led project selection criteria – Poster template

This is a template on YIF project selection criteria and guiding questions. It is used to communicate with YIF Joint Review Panel members, comprising both technical experts and youth delegates from the Global Youth Advisory Council.



» Project Development Toolkit

Guide to developing a logical framework with youth

Five easy steps to developing a logical framework with youth

Developing projects with youth is greatly assisted if they understand the processes involved. We can use the logical model and a logical framework to do this. This should be a fun and interactive exercise that helps youth to understand the processes involved in their projects.

You will need: 1 hour (minimum), a flipchart; flipchart pens; youth.

- Brainstorm with youth on a flipchart: What are the protection challenges that they face?
- When you have all of the ideas written on the flipchart, try and group them into categories. Categories may be, for example, education, sexual and gender-based violence, livelihoods, child protection, and health. Discuss what they think is the biggest or overall challenge and then formulate a “Goal” around this.

You can complete the information using the framework demonstrated on page 2 and get the youth to fill it in and give you all the answers you need.

1. GOAL

- Using the information from the brainstorming session to identify the overall goal of the project. What issue or problem is the project trying to address? The goal may be beyond the reach of this project on its own. What ultimate objective is the project contributing to? This should be a brief statement.

Example: Increase the understanding of children’s rights within refugee communities in Cairo.

2. PURPOSE

- What is the final result are you trying to achieve? This is the purpose of the project. This should be clear and brief.

Example: Violence against refugee children in “your area” of Cairo is decreased.

3. OUTPUTS

- What are the particular outputs needed to achieve the purpose of the project? There may be several outputs.

Example:

- 1. Children are not beaten at home by parents.**
- 2. Children are not beaten in school by teachers.**
- 3. Children are respectful of each other’s rights.**

4. ACTIVITIES

- List the activities that are needed to achieve these outputs. There may be more than one for each output. Activity statements should be brief, with an emphasis on action words and the number and frequency of activities.

Example:

1. Hold two public meetings to discuss children's rights in May.
2. Hold five training sessions for teachers on positive discipline in May.
3. Hold five training sessions for teachers on children's rights in June.
4. Hold two sensitization meetings for community leaders on children's rights in June.
5. Hold 10 fun mornings for children on recognizing and understanding their rights from May to July.

5. INPUTS (What do you need to carry out the activity?)

• What materials do you need to carry out these activities? You can add in the materials for each activity. These may be, for example:

Training space, refreshments, stationery, facilitator, photocopies, transport

You should complete the logical model in a framework on a flipchart with the youth, like below. This should be a fun and interactive exercise that helps youth to understand the processes involved in their projects. Ask youth the questions and get them to complete the framework for you.

Example of the basic logical framework

Goal:	Purpose:	Outputs:	Activities	Inputs:
To increase the understanding of children's rights within refugee communities in Cairo	Violence against refugee children in "your district" of Cairo is decreased.	Children are not beaten at home by parents.	Hold 2 public meetings on children's rights in May.	Pens Paper Refreshments
			Hold 2 sensitization sessions for community leaders on children's rights in June.	Pens Paper Refreshments
		Children are not beaten in school by teachers.	Hold 5 training sessions for teachers on children's rights in June.	Pens Paper Refreshments
			Hold 5 training sessions for teachers on positive discipline in May.	Pens Paper Refreshments
		Children are respectful of each other's rights.	Hold 10 fun mornings for children on recognizing and understanding their rights from May to July.	Pens Paper Refreshments Facilitators

Messages on including youth with disabilities

Youth Initiative Fund – Including youth with disabilities

Who are persons with disabilities?

The UN Convention on the Rights of Persons with Disabilities (2006) states that:

“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Persons with disabilities may include those in your community who:

- have difficulty moving around or using their hands or arms;
- have difficulty seeing, hearing or speaking;
- have difficulty learning new skills, remembering or concentrating;
- behave differently to others in the community or have difficulty managing their mood.

Why include youth with disabilities in your project?

Persons with disabilities make up an estimated 15 per cent of any population. If you don't see many youth with disabilities in your community, it may be that they are isolated in their homes and find it difficult to participate in activities with the rest of the community.

Youth with disabilities have the same concerns and the same aspirations as other youth, in addition to having some specific needs. However, they are often excluded from activities for youth. They may be excluded for several reasons, such as:

- They are not physically able to get to activities or to enter places where activities are held.
- Activities are run in a way that makes it difficult for them to join in, as their specific needs are not taken into account.
- They do not receive information about activities or are discouraged from participating if they have difficulties communicating.
- They are not made to feel welcome because of negative attitudes about disability in the community.
- They do not have friends of the same age with whom they could go to activities. This could mean that they do not feel confident to join in activities with other youth.

All of these reasons for exclusion can be addressed. There are simple things you can do in the design and implementation of your project to enable youth with disabilities to participate.

Like other youth, youth with disabilities have skills and ideas to contribute to their community, but these are seldom recognized. Through your project, you can create an opportunity for youth with disabilities to have a voice and a leadership role in the community.

Some ideas to consider

When you are designing your project, talk with youth with disabilities to understand what they see as important protection concerns in your community. Also, ask for their ideas on how to best address these, as they could have a different perspective that you hadn't thought of before.

When you talk with youth with disabilities, also find out what skills and interests they have that they could contribute to the project. Youth with disabilities should have the opportunity to be active participants, not just beneficiaries, of the project.

Because persons with disabilities are often excluded from the community, you may need to provide some additional support to enable them to participate in designing and implementing your project. For example, you might need to first meet separately with youth with disabilities to encourage them to participate in the project working group, making sure to ask what additional support they might need to be able to do so.

Even if someone is not able to speak, you can still communicate with them. For example, you might want to consider getting support to have a sign language teacher come to your community to teach youth with and without disabilities basic sign language. There might already be youth with disabilities in your community who use sign language, and they could teach others. You can also communicate using pictures or simpler language. The important point is that if you are creative, you can find ways to communicate with each other.

The best way to learn about how to adapt your project activities is to ask youth with disabilities themselves. Some things you may need to consider include:

- If you will be running sports activities, including different types of sports for people with different abilities and interests. Think about whether any of the rules of the game might need to be changed to give everyone a fair chance. Rather than having separate sports teams for youth with disabilities, support them to play on the same team as everyone else.
- If you will be running theatre or music activities, thinking about roles for youth with different types of disabilities. For example, someone with a hearing impairment might have more difficulty performing music but could have an important role in organizing performances.
- If you are running training sessions, making sure that information is communicated in different formats. Always consider whether people who have difficulty seeing or hearing will be able to access the same information.
- Considering setting up a "buddy system" to reduce isolation of youth with disabilities and to help them feel more comfortable participating in your project. Link up youth with and without disabilities to provide each other with support in getting to, and participating in, project activities. This could be the basis for new friendships that extend beyond the project.
- Thinking about how the activities of your project can raise awareness more broadly on the rights of persons with disabilities. Having youth with disabilities participating in your project activities can help to demonstrate to the whole community the skills and capacities of persons with disabilities.

Remember that just like any other youth, youth with disabilities are a diverse group. Make sure you always consider both men and women with different types of disabilities.

Messages on gender equality

Gender equality: Key messages for youth

- » **What is the difference between “sex” and “gender”?** A person’s **sex** is determined **by biology**. **Gender** describes the roles, responsibilities, values and characteristics that girls and boys, women and men are **expected to follow by the society they live in**. We call these **gender stereotypes** and **norms**.
- » **What is sex or gender discrimination?** Sex or gender discrimination is **the most widely experienced form of discrimination**. It is based on an **inequality in power – when one sex (usually men) has more power than the other sex (women)**. For example, in most cultures, boys and men have better access to resources, information and the services necessary to live a dignified life than girls and women.
- » **Do men and women have the same experiences of sex or gender discrimination?** **No**, it is **usually experienced differently**. For women and girls, it can mean that **child marriage, sexual assault and greater challenges in accessing education, health and livelihoods** are all realities. For men and boys, it can mean **pressure to provide for the family** or being exposed to **violence** for not being “masculine” enough.
- » **What about lesbian, gay, bisexual, transgender, and intersex (LGBTI) people?** Gender stereotypes and norms are also one of the main reasons for **violence and intolerance towards LGBTI people**.
- » **Attitudes, behaviours, and freedom to exercise rights** are also **influenced by how gender interacts with other aspects of our lives** such as age, ethnicity, sexual orientation, nationality, social class and/or disability status. These factors can limit **access to opportunities** and increase the risks, or they can be an advantage and provide individuals with greater opportunities.
- » **Do peoples’ experiences of being forced from their homes and countries by crises differ greatly based on their gender?** **Yes**, they do. For example, **sexual violence is largely inflicted on women and girls**, while **men and boys** form the majority of **fighters and prisoners**. For the **LGBTI community, displacement may endanger them** or exacerbate their status.
- » **Does displacement affect gender equality?** **Yes, displacement can exacerbate gender inequality**, but it can also offer **opportunities to challenge it**. Disruption to everyday life can force people to **adopt new ways of doing things**. For example, women may adopt the “breadwinning” role to support families by working and providing access to services, and men may stay at home, providing care and support roles.
- » **What are some of the benefits of gender equality?** Evidence shows that **when women and girls are provided opportunities** to improve their health, education and well-being, **they multiply the benefits** of this by including and supporting their families and communities.
- » **How can youth be agents of change, who promote gender equality and challenge gender-based discrimination?** When they **champion** the understanding that women, girls, men and boys have **the same rights**, they can help society see that gender equality **means healthier, more resilient societies for all**.

» Reporting Tool

Guidance on the Most Significant Change Evaluation Tool

Using the Most Significant Change Evaluation Tool

Objectives of using this tool:

This tool is a simple way to collect data from the youth leading the Youth Initiative Fund project or those they engage in it on the most significant changes they experienced as a result of their participation in the project. Even though this information is qualitative, it gives us specific information about where and how the project had a positive impact.

How do we conduct the activity?



This activity should be carried out during the final phase of the youth group's project.

1. Ask each youth to think about and describe the “most significant change” that has happened to them because they participated in the project. Encourage youth engaged to be as descriptive as possible.
2. Staff should write down, or support youth to write down, their most significant changes.
3. Alternatively, youth can also create posters that describe the most significant changes, then present to the wider group. Encourage creativity! Each poster can have four to eight youths' descriptions on it.

How does the data collection work?

1. If possible, staff members should read through or listen to all of the responses. Each staff member should make a list of the distinct significant change that the youth mentions and put a mark next to it.
2. If more than one youth mentions the same change, put a mark next to this change each time to indicate how many times it has been mentioned by youth.
3. Youth may mention more than one significant change, so please ensure you include them all on the list.
4. Then collect the list from each staff member and combine them into one major list.

What to do with the final results?

1. Please include the final results in the table on the second page of the final report for the YIF project in your location (see example below).
2. If any of the changes outlined are particularly powerful, we ask that you type them up (quotes) and include them in the table (for which there is a specific column).
3. Additionally, if you have the time it would be very useful to type up written descriptions of, or photograph, the posters of the significant change stories. This will be very helpful in demonstrating the impact of the youth group's project to parents and guardians, the community, other key stakeholders and the Child Protection and Youth Unit!

Example of how to report on final results (template included in the narrative report):

Number of participants: 40 participants (20 male and 20 female) Most significant change	Frequency of mention by youth	Example quote from youth
Increased self-esteem	30	<i>"I know now what I am capable of and that I can create change in my community."</i>
Improved communication	28	<i>"I am now comfortable presenting in front of a large audience."</i>
Stronger intergeneration relations	27	<i>"I feel confident when I speak with my elders. I feel they listen to what we have to say and look for ways to include us."</i>

Guide to Participatory Photo or Video Monitoring Tool

Participatory Photo or Video Monitoring Tool

Purpose:

The purpose of this participatory monitoring tool is to enable youth to monitor their own projects through the use of captioned photographs, or videos with accompanying sound or subtitles. The photos can then be printed and displayed as a record of the project and can be used to monitor the progress of the group and project over time. We ask that the end product is shared with headquarters and may be used for visibility purposes. It will also be used to inform the end-of-year report on the Youth Initiative Fund.

The steps of the process are as follows:

1. A session should be held with the youth at the beginning of the project to explain the monitoring tools and what is expected of them. It should be fun, not a burden.
2. Every month, a new group should tell the story of the project. They should be split into groups of two or three people and allotted a time when they will be expected to do this.
3. The group that is going to produce the pictures or video for each period will be given the use of a digital camera or video camera.
4. At the end of the project, we ask the group to share a photo or video story. This should be done by:
 - a. Using **five to ten photos in total of the project** that must be captioned as per the guidance below and the example on page 2
 - or**
 - b. Making **no more than 1.5 minutes of video**, captioned as per the guidance below.
5. The photos/video story **must be shot and captioned by the youth and tell their stories.**
6. If the group develops a video, please upload the video to Dropbox, WeTransfer or other cloud-based systems when reporting.

Each photo/video story should help us understand the following:

1. What is the activity in the photo or video?
2. Who is participating in the activity?
3. When was the activity conducted (which month)?
4. What did you and the group learn through the activity/ies?
5. What did you and the group like about the activity and/or the overall project?

Please see the examples on the following pages of some photo stories.

Toshokan Youth Volunteers (TYV) of Ban Don Yang, Thailand 2019 – Photo Story



SGBV Committee & TYV members went outside the camp to Sangkhlaburi in order to procure materials for project activities and to gain a new perspective about life outside (May 2019). “Live in the camp, born in the camp, see only things in the camp, but when we have the opportunity to go outside the camp, we can see more things, do more things, eat more things. When we go outside, we go in a group and we have to learn to manage the time very well. We learned that teamwork is very important for working with a big group.” @ **Toshokan Youth Volunteers (TYV) of Ban Don Yang refugee camp.**

TYV members organized a puppet show for children about civil documentation to build self-confidence and develop presentation skills (July & August 2019). “When we work with the library, we only know the library staff and library work but now we have to participate with the organizations, we know the outside staff, the camp staff, when we see you we can make a joke to you, when we see the other organization we are brave enough to stay ‘hello, how are you’ and we are brave and happy. @ **Toshokan Youth Volunteers (TYV) of Ban Don Yang refugee camp.**



TYV members decided to install a solar panel at the SVA library to power the equipment procured in the project, which involved planning, budgeting, and teamwork (December 2019). “UNHCR never judges us, never pushes us, gives us free to express, free to do things, we have a good feeling, and we have more energy and confidence to do what we think. We know the value of money and we have to well plan.” @ **Toshokan Youth Volunteers (TYV) of Ban Don Yang refugee camp.**

TYV members worked with the Youth Cabinet to organize a song, drama, and debate competition at the school for children and youth about civil documentation (September 2019). “Everything has to come in the same context. It is exciting and challenging. It is our first time that we must compete. It is a new thing for us. We are very excited because in the past only the elderly or agency provide information but now, we must provide ourselves to the community. In the past, when we do the debate, we will use the same topic that we use before, but this is new.” @ **Toshokan Youth Volunteers (TYV) of Ban Don Yang refugee camp.**



Youth Peace Education Club (YPEC) Pugnido, Ethiopia, 2017 - Photo Story

OUR GROUP ACTIVITIES



Traditional dance is an activity youth from both communities enjoy. Every week we meet and perform traditional dance for each other, and it helps us learn about the other traditions and each other's traditional dances. In addition, we have joined together from both communities to form one modern dance group. @ **Pugnido DIDAC school during traditional dance practice, May 2017.**



Our drama group of the Pugnido Youth Peace Education Club showing their artistic talent in May 2017 at DIDAC school where YPEC conducts its weekly sessions. It entertained youth and disseminated messages about gender equality of girls and boys, encouraging girls' education and hanging disputes through dialogue in the family, neighbours, and the community. @ **Drama group performance across from Pugnido DIDAC school.**



Younger children would gather around our youth club members hold storytelling sessions about our traditional stories from the Nuer and Anyuak cultures. Many of our stories are about cultural values or stories of animals that our ancestors taught us and help show children the right way and how to keep peace with neighbours. @ **Storytelling group performance at Pugnido DIDAC school.**

PERFORMANCES!



Traditional dance group during the performance on June 20, 2017 World Refugee Day. We proved the power of art to reconnect parties in dispute and to heal wounds created because of conflict. Once again, our community realized that youths like us can be peace agents rather than being known as initiators of mistrust and violence in community. @ **Traditional dance group performance at Pugnido town stadium.**



Traditional and modern dance groups after the stage performance on June 20, 2017 World Refugee Day. It was a memorable moment which revealed our capacity to contribute to peace building and exposed us for the first time to a big event celebrated in Pugnido. It is our solidarity that bridged the gap among our community. @ **Pugnido town stadium following the traditional and modern dance members of Pugido Youth Peace Education Club.**



Modern dance group of the Pugnido Youth Peace Education Club performing during the school graduation on 09 July 2017. Our team is known for our good performance skills which attracted the audiences and often enables the group to be invited by different partners to perform on events. Most of all the performances showed that refugees and host community members can perform together. @ **DIDAC high school graduation.**

TEAM BUILDING



We bought beads from our Youth Initiative Fund in May 217 to make our group name from beads. Members of our club designed the handmade beadwork on white cloth where it was written “Pugnido Youth Education Club”. Traditional dance materials like beads, “Yoga”(Alara), jingles, “Gare”, “Akuta” and “Yual” were made by the girls in the club. Our members also planted flowers

by spelling our club name “YPEC” using different colours, and planted mango and papaya fruit trees to teach our members about teamwork and how people from different cultures can use similar skills to make something together. This and our garden were a demonstration site at the local high school. **@Pugnido DIDAC high school.**



PEACE EDUCATION



Donkey exercise peace education session demonstrating how fighting over resources can only bring struggle, while working together can maintain peace, by the members of the group (left photo) August 2017 @DIDAC high school.

Following three months of learning about peace education and leadership, Youth Peace Education Club members went to the

community to show their peers what they had learned and teach others about peace education (right photo). T-shirts and caps had arrived after the group designed its own logo, and group members proudly enacted peace education activities, singing their own “peace” song in the refugee camp and the host community. **@ Old Nuer Site, Pugnido 1 refugee camp, 08 November 2017.**



UNHCR'S YOUTH INITIATIVE FUND

Youth in Action report (2017–2019): Field youth engagement practice and toolkit

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