

TEN STEPS - To Engage Young People Across PROSPECTS 2.0 and Improve Self Reliance, Inclusion and Resilience

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Introduction

PROSPECTS explicitly targets forcibly displaced populations and the communities that host them - most of whom are young people - and seeks to improve their education, protection, and transition to decent work in order to realize their rights, economic and social inclusion, and self-reliance. Across the eight PROSPECTS countries¹ the median age of the host communities is 21 years, and almost 50% of the forcibly displaced people in these countries are under the age of 17.² By targeting forcibly displaced people and host communities in these countries, PROSPECTS is *de facto* targeting young people. Yet, young people in the PROSPECTS countries, and particularly young refugees, face multiple barriers and challenges to access protection, education, training, and decent work. Forcibly displaced young people often struggle with disrupted education, have difficulties obtaining personal documentation or education credentials, have experienced trauma due to witnessing or experiences gender-based violence or other forms of violence, and have a constrained access to the right to work. In order to achieve its desired impacts - self-reliance, inclusion, and resilience - it is crucial to understand the specific challenges and barriers that young people face, learn from them what interventions are needed, involve them in designing and implementing the actual activities and invest in programming that explicitly empowers young people and builds their skills, agency and self-reliance, thereby directly working on the localization agenda. ***Thus, the goal of young people's engagement and meaningful participation across PROSPECTS is to improve PROSPECTS interventions by more effectively addressing the barriers that young people face and ultimately to improve their access to education, protection, and decent work so that they can be self-reliant.***

The formation of the Youth Workstream within PROSPECTS (Nov. 2020) and the Global Opportunity Fund “Advancing Young People’s Engagement and Meaningful Participation Across the PROSPECTS Partnership” (Global OF on Youth Engagement) has yielded strong and positive results and good practices on how to advance young people’s engagement and meaningful participation - working with and for young people - as expressed in the Netherlands MFA [Youth at Heart Strategy](#) and [Youth at Heart Principles](#), the [IASC Youth Guidelines](#) (developed by UNICEF), [ILO’S Youth Employment Action Plan](#) and the [UNHCR Core Actions for Refugee Youth](#).

Engaging youth in the **design, planning and implementation of PROSPECTS 2.0 is an opportunity for country teams** to better understand the challenges and specific barriers young people face and to learn what is needed to address and overcome those obstacles and to design and fund activities with and for young people that improve their access to education, decent work and protection, and self-reliance. **Learning and good practices from the Global OF on Youth Engagement can be scaled up as part of the multi-annual country plans (MACPs) to advance safe, inclusive, supported, and sustainable youth engagement.** Regional and global colleagues can support countries by providing technical assistance; adapting/rolling out global standards and tools; facilitating opportunities

¹ Egypt, Ethiopia, Iraq, Jordan, Kenya, Lebanon, Sudan, Uganda

²Sources: worldometers.info; and UNHCR data portal & Global Focus

for young people to participate in regional and global policy fora; advancing protection and policy advocacy; and coordinating shared learning via the Youth Workstream. The MFA Youth at Heart Strategy and Youth at Heart Principles, the IASC Youth Guidelines (developed by UNICEF), ILO'S Youth Employment Action Plan and the UNHCR Core Actions for Refugee Youth provide complementary guidance on how to work with and for young people in a manner that is holistic, cross-sectoral, and that facilitates the school to work transition and thus young people's journey towards self-reliance and economic inclusion.

1.0 Integrating Youth Engagement in the PROSPECTS 2.0 Theory of Change

Below you can find a table that shows how the work of the Global OF on Youth engagement operationalizes youth engagement and meaningful participation across the Theory of Change (ToC) for PROSPECTS 2.0, including all 8 PROSPECTS countries. It shows how integration of youth engagement across pillars will improve PROSPECTS outcomes and interventions by more effectively addressing the barriers that young people face to ultimately improve their access to education, protection, and decent work so that they can be self-reliant.

Table 1. Showing Integration of Youth Engagement Across the PROSPECTS 2.0 Theory of Change to improve PROSPECTS outcomes and interventions.

PROSPECTS Intermediate Impact

- Self-Reliance of forcibly displaced people (FDPs) and host communities (HC) improved through strengthening of their livelihoods, reduction of their vulnerability and reduction of their long term reliance on external assistance;
- Inclusion of FDPs at systems, community, and individual levels, including through inclusion in national systems of service delivery and social protection
- Resilience of local host communities (HCs) and FDPs strengthened

PROSPECTS Theory of Change - Outcomes:

- Improved realization of rights
- Access to basic services enhanced including through inclusion in national systems
- Access to socio-economic opportunities enhanced

Youth Engagement Indicator in results Framework

6a) Extent to which PROSPECTS interventions contribute to transformative approaches and solutions for youth, gender equality and people with disabilities

6b) Number and % of young people involved in: i) voicing their recommendations, or ii) taking action in individual, or; collective - civic engagement initiatives, entrepreneurial action, advocacy opportunities, or; iii) providing inputs to agency specific or joint prospects programming decisions.

Youth Engagement to realize the PROSPECTS Intermediate outcomes

Improved national-level policies on refugee hosting and/or their implementation and the capacity of national institutions to host

- **Pillar 1. Education & learning** - increased access to quality education, skills and learning opportunities
- **Pillar 2. Employment/work with dignity** - increased number of FDP and HC with enhanced livelihoods and/or decent employment opportunities
- **Pillar 3. Protection** - Increased - - government protection for FDP and HC Social Protection - Increased inclusion of FDP in community based, local and/or national social protection systems.
- **Pillar 4. Critical infrastructure**, specifically focused on **4.5 Inclusive digital connectivity and internet access**

NL MFA - Youth at Heart Strategy and Principles

1. Build a more relevant, sustainable, and effective enabling environment for education and work, which includes the centrality of protection for forcibly displaced youth, systems for young people, that recognize their rights and aspirations
2. Involve young people at all levels in decision-making processes affecting their lives
3. Partner with young people to build a better, more resilient world for all generations.

Key Joint & Complementary Interventions to Engage Youth (See Ten Steps to Youth Engagement below)

1. Strengthen knowledge, skills and capacities of young people, staff, and partners to empower youth for life and work
2. Institutionalize mechanisms for accountability & young people's involvement in policy and programming
3. Amplify young people's voices through local, national, regional, and global policy advocacy
4. Fund and support refugee youth led action that contributes to the social, cultural, and economic advancement

Nexus Approaches and New Ways of Working (NWoW)

1. Enhanced capacity of host institutions (community-based, local and/or national) to provide quality asylum and government ownership of DAFD
2. Gender-and-diversity sensitive programming and policy across all areas of intervention
3. Meaningful engagement of FDPs as well as youth across all areas of programming/policy
4. Inclusion of mental health and psychosocial support interventions across programming
5. Climate/Environment sensitive programming
6. Localisation

2.0 Key Interventions to support Youth Engagement and Meaningful Participation Across PROSPECTS 2.0

Young people's engagement and meaningful participation requires intentional design, planning, funding, and programming that is sensitive to and focused on young people, particularly young refugee/FDPs, in all their beautiful diversity. This includes:

- 1) Involving young people throughout the design, planning, implementation, monitoring, and evaluation of PROSPECTS 2.0 to ensure that the programming is attuned to their needs and will address the challenges and barriers they face in accessing rights and services and that they are invested in it. The Ten Steps page explains further in detail how to do this.
- 2) Investing in programming that explicitly empowers young people and builds their skills and agency to participate and contribute in their communities, and to be self-reliant. Funding and supporting youth and refugee youth-led organizations on issues important to them advances the localization agenda.

Table 2. Key Interventions to support Youth Engagement and Meaningful Participation Across PROSPECTS 2.0

Key Interventions	Joint & Complementary Activities to Advance Young People's Engagement & Meaningful Participation
Strengthen knowledge, skills, and capacities of young people, PROSPECTS staff and partners to empower youth for life and work	<ul style="list-style-type: none"> - Focused skills and learning to earning programmes: Youth Employment Academy, Meaningful Youth Engagement in Youth Employment, Job Search Clubs, Youth on the Move Fellowship - Operationalizing global /regional youth engagement tools: Rights at Work/to Work for Young People; Virtual Learning Series on the Adolescent Kit for Expression and Innovation - Joint workshops on leadership, empowerment & engagement: Youth leadership, advocacy & empowerment workshops
Institutionalize mechanisms for accountability & young people's involvement in policy and programming.	<ul style="list-style-type: none"> - The MENA Regional Youth Advisory Group - Joint Youth Advisory / Committee / Reference Groups in Iraq, Ethiopia & Jordan - Youth-Led Consultations in Iraq - NL MFA/Embassy Youth Advisory Committees
Amplify young people's voices through local, national, regional, and global policy advocacy	<ul style="list-style-type: none"> - Young people advocating at country, regional and global policy dialogues: High Commissioner's Dialogue, MENA High Level Meeting, ECOSOC Youth Forum 2023, ILO-AU Youth Employment Strategy, International Labour Conference, Global Refugee Forum (GRF)
Fund & support refugee youth-led action that contributes to the social, cultural, and economic advancement of their communities.	<ul style="list-style-type: none"> - Youth to Youth Fund - together with UPSHIFT Uganda - Global Refugee Youth Network (GRYN) Youth Action Fund - funding for Refugee Youth Led Organizations - Youth Leadership Seed Funding

3.0 Ten Steps to Engage Young People Across PROSPECTS 2.0 and Improve Self Reliance, Inclusion, and Resilience

Expectations: These Ten Steps are meant to provide practical guidance for global, regional, and country teams on how to engage and involve young people and to design and implement PROSPECTS programming with and for young people so that it responds to their needs and includes their ideas on what will make it most effective. The Ten Steps are in line with the PROSPECTS Theory of Change (see table 1 above) as well as the PROSPECTS results framework, and the Ten Steps follow the existing policies and guidelines of the Netherlands MFA and PROSPECTS Partners. Country context and capacity vary, so it is expected that not all teams will be able to follow all steps from 1 to 10 completely. However, it is expected that young people will be consulted and involved in a systematic, safe, inclusive, and sustainable manner as part of the MACP design process and that MACPs and the MAGRP should include (funded) programming interventions that specifically:

1. **Involve young people throughout the design, planning, implementation, monitoring, and evaluation of PROSPECTS 2.0**
2. **Invest in empowering and building the skills and capacities of young people to be self-reliant and to use their agency to engage, participate and contribute in their communities to advance localization.**

The Ten Steps include “how to” instructions, examples, and links to published and unpublished resources. There is some repetition in mention of the resources when a particular resource or part of one is relevant for different steps. These Ten Steps are intended to support planning and implementation of PROSPECTS 2.0.

Table 3. Ten Steps to Engage Young People Across PROSPECTS 2.0 and Improve Self Reliance, Inclusion, and Resilience

Steps	How to do it	Resources
Step 1: Reflect on young people's meaningful engagement in your context <i>PROSPECTS Partners have conducted desk reviews and meetings with country teams and national stakeholders to better understand the current state/understanding of meaningful youth engagement in the context/country.</i>	<p>How to do it</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and compile existing consultation reports, policy, standards, guidance, or other evidence that help to explain young people's engagement and meaningful participation and why it is so important in forced displacement contexts and fundamental for the success of PROSPECTS. <input type="checkbox"/> Expand your understanding of young people's engagement and meaningful participation in your context/country: Explore country-level policies regarding youth engagement, e.g., Is there national youth strategy? And which Line Ministry is in charge/involved? Could you partner with them and align to existing policies and programmes? <input type="checkbox"/> Articulate clearly - for your agency and country group - the purpose of engaging young people in your context / country and highlight the value and importance of their contributions. <p>Guiding questions</p> <ul style="list-style-type: none"> - Why is it important to engage young people in the PROSPECTS programme cycle in your country/context? - How is meaningfully engaging young people contributing to achieving 	<p>Resources</p> <p>Making the case: What is young people's engagement and meaningful participation? Why is it so important in forced displacement contexts: Global Guidance and Standards</p> <ul style="list-style-type: none"> • Netherlands MFA Youth at Heart Strategy and Youth at Heart Principles • Netherlands MFA Meaningful Youth Participation: A Practical Toolkit • IASC Youth Guidelines on working with and for young people in humanitarian and protracted crises

the objectives and goals of the programme in your country/context?

- **What** are the potential benefits for young people themselves in being engaged and actively participating?
- **How** can we effectively communicate the purpose of their engagement?

Example

- *East Africa Inter-Agency Workshop on Ensuring Age, Gender & Diversity Inclusion and Young People's Participation for Better Outcomes for Displaced & Host communities (March 2022)* brought ILO, UNHCR and UNICEF staff and partners from Ethiopia, Kenya, Sudan, Uganda together with young people to:
 - Learn about young people's engagement and meaningful participation and how to work more effectively with and for young people.
 - Identify key resources to support capacity building of partners to work with and for young people.
 - Reflect and discuss how to incorporate young people's engagement and meaningful participation into programming in each country.

- [UNHCR Core Actions for Refugee Youth](#)
- [Youth Voices in Youth Employment](#)

Consultations with youth in forced displacement context

- [We Believe in Youth! UNHCR Global Refugee Youth Consultations \(2016\)](#)
- [We Believe in Youth! Do you? \(2019\)](#)

Step 2: Compile and share information on youth engagement programming across agencies; identify synergies and complementarities

In Ethiopia, Iraq, and Uganda - countries that were part of the Global Opportunity Fund - PROSPECTS Partners initiated their collaboration by sharing their current and potential youth engagement activities with each other in a structured way.

- ☐ Compile information on what your agency does to meaningfully engage young people, work with and for them, and support their participation in programming and in their communities, including:
 - i) programming that supports young people's meaningful engagement and
 - ii) young people's involvement in programming decisions.
- ☐ Share information with PROSPECTS partners in your country
- ☐ Identify
 - Complementarities (differentiation by age, thematic focus, etc.)
 - Synergies & potential for joint work

Guiding questions:

- **Where** is each agencies' work focused / where could you organize joint or complementary work?
- **Who:** What ages / gender/demographics / displacement status /diversity/ disability/ of target groups? /topic /pillar do your respective youth activities focus on?
- **What** topic /pillar do/could your respective youth activities focus on - both complementary and possible joint interventions?
- **How** could your respective interventions be implemented jointly? How could you amplify existing joint efforts? Or, how could you work in a complementary way?

Resources to help you compile PROSPECTS Partners' complementary and joint youth engagement and participation interventions/activities

- [Data Collection & Age Disaggregation for Young People in Humanitarian Action](#)
- [Young People's Engagement and Meaningful Participation - Joint Planning Template DRAFT](#)
 - Tab 1: Looks at current activities and possible future activities for each partner
 - Tab 2: Is a template you can copy and use to work through complementary activities in terms of where, who, what, how you will

	<p>Example</p> <ul style="list-style-type: none"> - ILO, UNHCR and UNICEF staff in Ethiopia, Iraq and Uganda discussed and proposed initial ideas for complementary and/or joint interventions as part of planning for the Global OF. <u>Example of Joint Planning: Initial Planning for Opportunity Fund Country Level Activities to Advance Young People's Engagement and Meaningful Participation</u> - A Joint strategic planning workshop in Uganda (June 2022) brought together ILO, UNHCR and UNICEF staff and partners together with representatives from Key ministries, other partners and young people to develop capacity to work effectively with and for young people (<u>IASC Youth Guidelines</u>) and agency specific resources to plan and advance young people's engagement and meaningful participation. - In Uganda, UNICEF and ILO worked together to structure UPSHIFT, which provides a series of skill building workshops for young people focused on self-awareness, creative awareness, innovation, and entrepreneurship to support them to lead social change and impact in their communities. <u>ILO-UNICEF UPshift in Uganda</u> 	<p>implement them.</p>
<p>Step 3: Consult with young people on what they need and their program recommendations</p> <p><i>PROSPECTS partners have undertaken high quality consultations with young people and documented: Young people's recommendations on good practices in terms of running effective, inclusive and youth sensitive consultations</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organize joint consultations with young people - as jointly as possible: ILO, UNHCR and UNICEF, and possibly the WB and IFC, together with Netherlands Embassy to understand: <ul style="list-style-type: none"> - Challenges and barriers young people face in accessing education, employment, and protection, - Young people's needs with regards to PROSPECTS programming, - Young people's programming recommendations. <input type="checkbox"/> Identify and engage existing youth advisory groups: Embassy YAG, etc. and/or use this as an opportunity to form an advisory group(s). <input type="checkbox"/> Involve PROSPECTS Partners' staff and partners working across PROSPECTS pillars and sectors. 	<p>Resources to draw from in structuring initial consultations with young people on the challenges they face, what they need and their recommendations to improve programming.</p> <ul style="list-style-type: none"> • <u>IASC Youth Guidelines on working with and for young people in humanitarian and protracted crises</u> • <u>UNHCR ExCom Conclusion here from 2016: Executive Committee of the High Commissioner's Programme, Conclusion of the Executive Committee on youth No. 113 (LXVII) 2016, 6 October 2016, No. 113 (LXVII),</u>

Guiding questions:

- **Where** and how will the consultations be held? Country wide? In different regions? In-person or virtual? Duration?
- **When** will you organize the consultations? Will it be a one-off consultation, or a series of meetings?
- **Who** will organize, take part, and facilitate? Which young people will you invite? What will you do to ensure that the consultation is accessible and inclusive for all young people, regardless of their gender, disability status and other diversities?
- **What** participatory, interactive and youth friendly methods will you use to encourage active engagement and meaningful participation from young people? What youth sensitive and youth friendly approaches will you use to create a safe and supportive environment for their input? What will you do to effectively communicate with young people to explain the purpose of the consultations and how the information will be used?
- **How** will you:
 - o conduct and structure the consultations and ensure that the young people are well-informed ahead of the consultations and can meaningfully contribute?
 - o follow-up to the consultations to ensure outcomes are shared with young people and to demonstrate that their input has been taken seriously.
- **What** support / technical assistance do you need from the Youth Workstream to support you to run these consultations?

Example:

- In developing the IASC Youth Guidelines UNICEF and Norwegian Refugee Council (NRC) consulted with more than 500 young people in 20 countries to understand the challenges they face and how humanitarian actors could work more effectively with and for young people.
- UNHCR and the Women's Refugee Commission (WRC) undertook the UNHCR Global refugee Youth Consultations to amplify youth "voices" in decisions that affect them and their communities. The GRYC included 1,482 young people who participate in 65 national or local consultations held in 23 countries between October 2015 and June 2016. Young people came together to synthesize results and identified 10 key challenges for refugee

- UNHCR Global Refugee Youth Consultations: Toolkit for Consulting with Youth
- UNICEF Adolescent Kit for Expression and Innovation
- Netherlands MFA Meaningful Youth Participation: A Practical Toolkit
- Meaningful Refugee Participation as Transformative Leadership: Guidelines for Concrete Action (2019)
- Core Actions for Refugee Youth

youth and [7 Core Actions for Refugee Youth](#) that provide a framework for holistic programming with and for young refugees.

Step 4: Establish or leverage existing group of young people to be involved throughout planning and implementation of the PROSPECTS Programme, enabling accountability

As part of the Global OF and other PROSPECTS programming, PROSPECTS Partners have set up young people's Advisory Groups (YAGs) to provide input on programming.

Every PROSPECTS Country should have at least one or more Youth Advisory Group/s (YAG/s) that involve a diverse and representative group of young people who are supported to engage and contribute ideas, recommendations and feedback to the design, implementation, monitoring, and evaluation of PROSPECTS 2.0 (2024 - 2027). If there are multiple Youth Advisory Groups, it is important to help them know about each other and connect.

- ☐ Collaborate with PROSPECTS partners to clarify scope of the YAG/s, support to be provided (staff time, funding for activities, location for work, remuneration / compensation for young people, etc.)
- ☐ Identify young people - forcibly displaced and host community - with whom your agency has worked with or is engaged with on PROSPECTS or related programming who could be part of a youth advisory group or similar mechanism, ensuring representative and inclusive participation (considering gender, geographic location, ethnicity, country of origin, disability, and other aspects of diversity).
- ☐ Ensure a staff person/s who is comfortable, keen, and skilled at working with and for young people coordinates and supports the group of young people identified to be involved in input to planning.
- ☐ Develop draft terms of reference and roadmap of the YAG.
- ☐ Organize a kickoff meeting to introduce and validate the scope of the YAG and draft ToR and agree modality of work, consistent staff support, future meetings/ engagements, and next steps.

Guiding questions:

- **Where** will this engagement mechanism function (national? Specific geographic area? PROSPECTS designated areas?)
- **Who** will take part? Please consider the age range (suggested is 10 - 35) and think through how to engage young people of different ages, such as with advisory groups for ages 10 - 14, 15 - 21 and 22 - 35. Think through group representation considering gender, diversity, people living with disabilities, displacement status, and geographical balance?
- **What** are the roles and responsibilities you expect of this mechanism and the involved young people?
- **How** will you set this up: Is there an existing mechanism or network/s in the geographic locations that you work in that can be leveraged to gather inputs and feedback from young people on a regular basis?

Resources to help you build on initial consultations and establish participatory mechanisms that support young people to engage in a supported, safe, and sustainable manner.

- [Terms of Reference of the Youth Network Committee set up in Ethiopia](#)
- [4 Youth Engagement in the HLM - Practice Note.pdf](#)
- [Regional High-Level Meeting on Young People's Learning, Skilling and Transition to Work.](#)

- **How** will you support young people to engage and ensure that engagement is age and ability appropriate? Will you organize capacity building training? How will ensure that appropriate safeguarding mechanisms are in place to support safe and supported engagement?
- **How** will you ensure that the engagement with this group of young people is an ongoing and sustainable process, rather than a one-time event?
- **What** staffing and support will you provide?
- **How** can you maintain long-term relationships and dialogue with them to ensure their continued involvement?
- **What** support do you need from the Youth Workstream to help you to establish a group of young people to be involved throughout planning and implementation of PROSPECTS?

Examples:

- In MENA, the Regional High-Level Meeting on Learning, Skilling, and Transition to Decent Work (HLM) for the Arab States was organized by UNICEF with ILO, UNDP, and UNFPA under the umbrella of the UN Issue-Based Coalition for Youth and Adolescents. The HLM took place in Amman, Jordan, from 23 to 24 May 2022. UNICEF and ILO formed and supported the MENA Youth Advisory Group, involving 18 young people from across the region. YAG members engaged with the preparation and design of the HLM for a period of 6 months starting with the first youth-led round tables in November. The YAG also led youth-led plenary sessions + active engagement in thematic sessions. This YAG has been an ongoing and highly valuable mechanism to enable young people to engage with ideas, concerns and recommendations in a way that is supported and structured into a key area of work. Here is a [video that documents the MENA YAG](#). The Practice Note shared under resources documents practical tips on what made this effort so successful.
- In Ethiopia, the Youth Network Committee in Ethiopia was jointly established by ILO UNHCR and UNICEF to bring together forcibly displaced and host community youth leaders who are part of youth organizations or networks to engage in decisions about PROSPECTS and other youth focused programming.
- In Uganda the Youth reference group was jointly formed by UNICEF, UNHCR and ILO to review programming ideas and provide input in key areas of programming important to young people.

Step 5: Involve young people in co-design, planning, prioritization and validation of programme activities and related budgets across all four pillars of PROSPECTS

PROSPECTS Partners have documented good practices in involving young people throughout the design, planning and implementation process and this can be scaled up to support young people to be involved throughout the design and implementation process of PROSPECTS 2.0

- ☐ Organize meetings of the Youth Advisory Group (YAG) (or in the absence of a formal YAG, a more formalized group of young people that were involved in the consultation) on an ongoing and regular basis to foster continuity, true partnership with young people and to build their capacities.
- ☐ Ensure that staff person/s who is/are comfortable, keen, and skilled at working with and for young people coordinates and supports the group of young people to review plans and provide input into planning in a meaningful way.
- ☐ Plan for briefing meetings with the YAG/young people to help them review and digest materials related to program planning in a comfortable and safe space.
- ☐ Plan co-creation meetings/structured sessions that bring together young people with full complement of PROSPECTS Partners at which young people provide input into program design discussions.
- ☐ Ensure that the YAG has an opportunity specifically to provide input into programme priorities and to review and comment on budgeting.
- ☐ Structure ways for young people to provide input into design and prioritization, such as formulating recommendations on how these key programming priorities could be included across all pillars:
 - Strengthening skills and capacities of young people, staff and partners
 - Facilitating mechanisms for accountability and young people's input
 - Establishing and resourcing youth-led partners and youth-led action
 - Amplifying young people's voices and advocacy

Guiding Questions

- **What** are the key priorities you will present to young people?
- **How** will the session be designed to elicit young people's inputs, feedback and prioritization?
- **What** is the programme planning to do to:
 - Develop staff capacities in working effectively for and with young people?
 - Develop young people's skills, capacities, and leadership abilities to lead and drive change in their communities?
 - Provide funding and technical support to youth-led action?
 - Partner directly with youth-led organizations and networks in the implementation of activities?
 - Facilitate opportunities for young people to advocate on issues important to them?

Resources to help you involve young people in co-design, planning, prioritization and validation of programme activities and related budgets across all four pillars of PROSPECTS throughout its design and implementation.

- [IASC Youth Guidelines - section E on Implementation of Adolescent and Youth Responsive Programming](#)
- [UNHCR Global Refugee Youth Consultations: Toolkit for Consulting with Youth](#)
- [UNICEF Adolescent Kit for Expression and Innovation](#)
- ILO Training Package on Meaningful engagement of forcibly displaced youth in youth employment programmes (forthcoming)
- [Terms of Reference of the Youth Network Committee set up in Ethiopia](#)
- [4 Youth Engagement in the HLM - Practice Note.pdf](#)
- [Regional High-Level Meeting on Young People's Learning, Skilling and Transition to Work.](#)

- **What** support do you need from the Youth Workstream to help you run co-design & prioritization exercises or other mechanisms for input into decision making?

Examples:

- The Ethiopia Youth Network Committee noted in detail in Step 4 provides strategic direction and guide implementation of the Global OF. It meets quarterly to reflect on the progress and to provide inputs to the meaningful youth engagement programme activities.
- Also as noted in Step 4, MENA Youth Advisory Group, involved 18 young people from across the region in the design, implementation and follow up on the MENA, the Regional High-Level Meeting on Learning, Skilling, and Transition to Decent Work (HLM). This YAG has been an ongoing and highly valuable mechanism to enable young people to engage with ideas, concerns and recommendations in a way that is supported and structured into a key area of work. Here is a video that documents this piece of work: https://drive.google.com/file/d/1Wm_qGy1jO8TQzA-Nez2ZQZDKLKl04A9l/view?usp=share_link The Practice Note shared under resources documents practical tips on what made this effort so successful.

Step 6: Plan and implement programming to strengthen skills and capacities of young people and PROSPECTS' staff & partners

- ☐ Identify capacity gaps in staff and partners' capacity to engage and partner effectively with young people in implementation of their activities.
- ☐ Work with the YAG/s that you have formed in country and with other young people to determine the skills and capacities they need and want and that will contribute to implementation of activities and them succeed in life and work and drive change in their communities.
- ☐ Identify available training guides/capacity building programmes developed by the agencies that could be used to address those gaps.
- ☐ Tailor global training packages/modules to country contexts/target audience's needs as needed.
- ☐ Organize joint trainings/capacity building workshops for staff, partners and

Resources to help build skills and capacities of young people and PROSPECTS' staff and partners related to working with and for young people and youth engagement

- [IASC Youth Guidelines Facilitator's Guide for In-person and Online Training](#)
- [IASC Youth Guidelines](#)

PROSPECTS Partners have implemented joint and complementary youth focused and youth specific skill building and capacity development for young people, staff, and partners

young people together on how to work with and for young people more effectively.

- ☐ Plan and implement joint and complementary programming to strengthen:
 - Staff and partners' skills and capacities to work effectively with and for young people - to engage and partner effectively with young people.
 - Young people's skills and capacities (expression, innovation, public speaking, leadership, life skills, financial skills, entrepreneurship, capacity to claim rights at/to work, job search skills, capacity to claim rights at/to work and other skills that support empowerment and engagement.
- ☐ Think of ways to link these training sessions with existing capacity building activities you have planned in your MACP.
- ☐ Include follow up studies/surveys to assess training effectiveness, as part of the M&E of your MACP

Guiding questions:

- **Who** in terms of young people and staff/partners should be involved in delivering and participating in skill building?
- **What** do young people need/want to in terms of skill building (formal and informal education) knowledge and capacity building to be able to be empowered and acquire skills to succeed in life and work?
- **What** tools/resources do you have/are you aware of that can be used to build the capacity of staff, partners, and young people? Can you use them in their current format, or do you need to tailor them?
- **What** type of resources (funding and staff time) have you allocated to train staff, partners, and young people?
- **What** support would you need from the Youth Workstream?

Examples

- UNICEF has run interactive workshops and training on working with and for young people together with PROSPECTS Partners' staff, partners and young people based on the IASC Youth Guidelines at the East and Southern African Regional Workshop and in Uganda.
- ILO initiated a joint training workshop for the Ethiopia Youth Network Committee
- UNHCR, together with COHERE has run a Virtual Refugee Youth Leadership, Advocacy and Public Speaking Training, virtual workshop for refugee youth leaders culminating in call for proposals and a design workshop.
- UNICEF produced a ten-week virtual learning series on using the Adolescent Kit for Expression and Innovation for PROSPECTS partners, staff, partners and youth leaders.

Orientation module

- [IASC Youth Guidelines - full training package available Here](#)
- [Youth Leadership Academy in Ethiopia agenda](#)
- [The Adolescent Kit for Expression & Innovation](#)
- [Explore the Kit - links to training resources](#)
- [UNHCR Virtual Youth Leadership Training](#)

Step 7: Amplify young people's voices via advocacy, policy dialogues, events and forums

Prospects Partners have run advocacy trainings and supported young people to speak at high level policy dialogues and key events and also to use social media to disseminate key messages related to youth, education, leadership and work.

- ☐ Identify key national and regional policy dialogue, meetings and events that are relevant for your work, where young people can participate, contribute in a meaningful way, and share experiences as well as learn from other young people with similar challenges living in other countries.
- ☐ Identify young people who could participate in such events and facilitate their participation, including briefing them and supporting them in preparing their speech/contributions/interventions.
- ☐ Build capacity of other young people to be able to raise their voices through for instance: training programmes, peer-to-peer learning, mentoring.
- ☐ Design and implement awareness raising campaigns together with young people on priority topics jointly identified in your MACP.

Guiding questions:

- **Who** in terms of young people and specific youth led organizations are you reaching out to /inviting to speak at a specific event.
- **What** issues do the young people you are working with want to advocate on?
- **How will you** help them develop their capacity? How can you help them to analyze and understand the challenges they are concerned about and formulate recommendations? What type of support do they need to become advocates for their peers and community? For instance:
 - Briefing notes with key pieces of information relating to issues of interest.
 - Training on communication, public speaking, facilitation techniques
 - Financial support to attend events.
 - Coaching and support to develop their presentations and interventions.
- **What** platforms/channels can they use to advocate for these issues?
- **Where are the** regional/global/country events at which young people should participate? Have you secured a place for them?
- **How** will you enable travel in a safe and supported way? Have you allocated the technical and financial resources needed to support young people's advocacy efforts?
- **What** support would you need from the Youth Workstream? (regional/HQ)

Example:

- ILO, UNICEF and UNHCR together with the Netherlands Ministry of Foreign Affairs and young people co-organized a side event at the UN ECOSOC Youth Forum in New York (April 2023) "*Advancing Young People's Meaningful Engagement and Participation in Forced Displacement Contexts*". To learn more follow this link: [Refugee and host community youth call for more than a 'seat at the table' at UN Youth Forum](#)

Resources to help you support young people to develop their advocacy skills and amplify their voices on issues that matter to them

- [UNICEF Youth Advocacy Guide](#)
- UNICEF Youth Advocacy Guide - Tailored to Refugee Contexts – forthcoming
- [UNHCR Leadership and Advocacy Training](#)

Step 8: Provide technical and financial support to encourage youth-led action (partnerships with youth-led groups and funding for youth-led projects).

- UNICEF and UNHCR supported refugee youth to participate and speak at the RewirED Conference on Education in Dubai (Dec 2021) and the Transforming Education Summit (TES) in New York (September 2022).
- UNHCR has run a [Virtual Refugee Youth Leadership, Advocacy and Public Speaking Training](#)

- ☐ Support youth leaders and youth led organizations to identify challenges in their communities and small-scale projects to address them.
- ☐ Connect with partners that could be interested in launching a call for proposals/innovations targeting young people/youth-led organizations.
- ☐ Partner with youth-led organizations to design and launch a call for proposals, including information sessions, project design sessions, proposal writing workshops, and a selection process with valid due diligence appropriate for youth.
- ☐ Select successful projects, formalize funding agreements, and deliver financial support.
- ☐ Provide technical support, guidance, and monitoring for implementation of funded projects winning activities.
- ☐ Invite them to share their experiences, facilitate peer-to-peer learning and foster collaboration with other young people.
- ☐ Document and disseminate learning and good practices

Guiding questions:

- **Who** are you targeting in terms of young people to design and manage projects and who will manage and administer funding and technical assistance?
- **What** skills do young people need to develop to identify and analyze the challenges in their communities and develop projects to address them? design and implement their project?
- **How** can you design and communicate widely a clear a call for proposals so it can reach hard to reach youth, such as young refugee women, people with disabilities?
- **How** will you design the application, selection criteria and process, transfer of funds?
- **How** will you provide technical support and guidance to selected young people/groups to implement their projects?
- **How** have you adapted the documentation and reporting requirements and how will you support young people to meet them?
- **What** technical and financial resources have you secured to implement these projects? What are the administrative and reporting requirements for youth run projects?
- **What** support would you need from the Youth Workstream? (regional/HQ)

Resources to help you support youth led initiatives and partner with youth-led groups to support young people to address the challenges and foster innovation and entrepreneurship in their communities

- [Terms of Reference of Youth-to-Youth Fund](#)
- [Global Refugee Youth Network: GRYN Website](#)
- [GRYN RYLO Mini workshop on project design](#)

Example:

- UNICEF has established a partnership with the Global Refugee Youth Network, which is led by a team of 9 refugee youth leaders around the world who connect globally to support young refugees to make positive change locally. GRYN works with young refugees between the ages of 15 and 30 to strengthen refugee youth leadership and youth-led action. GRYN's Youth Action Fund, channels funds (USD\$500 - \$5000) to support refugee youth led organizations (RYLOs) to design and run small projects to address the challenges that they identify in their communities. [Video on RYLO projects funded in 2022](#)

Step 9: Institutionalize engagement mechanisms that involve young people in programme decision making throughout implementation of PROSPECTS - on a sustainable basis.

PROSPECTS partners have started Youth Advisory Groups that have served young people and institutions as excellent was to engage and involve young people. The next challenge is to institutionalize those or similar mechanisms so that successive cohorts of young people can work together with PROSPECTS partners to improve programming and policy relevant to young people on an ongoing and sustainable basis.

- ☐ Consider the priorities and goals identified in your MACP, develop TORs for the advisory mechanism/group indicating objectives, structure, as well as roles and responsibilities.
- ☐ Identify and invite key partners to support the work of the advisory mechanism, e.g., government representatives, partners, NL embassies focal points, etc.
- ☐ Select/confirm members - if members are different from the ones involved in step 4, if new members will be on board develop a thoughtful application and selection process.
- ☐ Conduct orientation session to bring all members together and clarify the mission, expectations, roles, and responsibilities.
- ☐ Agree with members on work plan, milestones, timeline, and budget for activities.
- ☐ Conduct regular meetings for members to identify challenges and priorities, generate innovative solutions, provide inputs and feedback to ongoing activities, suggest how activities could be implemented together with youth and youth led organizations.
- ☐ Conduct skills gap analysis to identify skills young people need to meet their roles
- ☐ Organize and deliver joint trainings to members, in collaboration with key partners.
- ☐ Invite members to participate in country and regional conferences and meetings, to share their experiences, facilitate peer-to-peer learning and foster collaboration with other young people (and other similar existing networks), but also to get experience advocating on issues that are important to them.

Guiding questions:

- **Who** in terms of young people do you want to engage and involve on an ongoing basis? How will you ensure inclusion, diversity, and representation

Resources to help you build on and institutionalize participatory mechanisms like youth Advisory groups

- [Terms of Reference of the Youth Network Committee set up in Ethiopia](#)
- [MENA Youth Advisory Group Good Practices](#)
- [MENA YAG - Practice Note](#)

- including of forcibly displaced young people? What are the criteria and terms of engagement?
- **What agency/institution** will sponsor and support the youth advisory Group/mechanism? Who specifically will support it, and do they need training or support?
- **How** are you planning to take into consideration the ideas/proposals? Think about:
 - Consulting with them in a way that enables them to share their views safely and freely
 - Inform them of the purpose, limitations, and nature of their engagement in your activities
 - Inform them about how their inputs and feedback are taken into consideration and integrated in your programming and policy work.
- **What** are realistic work plans and milestones that work for them and for the project?
- **What** technical and financial resources have you allocated/secured to sustain ongoing regular meetings with the advisory group and to organize capacity-building activities to empower them to engage in your activities?
- **How** will this participatory mechanisms be linked in with national actors, systems and structures? How will it be sustainable?
- **What** support would you need from the Youth Workstream? (regional/HQ)

Example:

- The UNICEF Middle East and North Africa Regional Office (MENARO) established the MENA Youth Advisory Group (YAG) in 2022 to provide input into the *MENA Region High Level Meeting on Learning, Skilling, and Transition to Decent Work*. The group play a key role in providing youth input into the design of the event and at the meeting itself and has continued to be involved in following up on State commitments.
- The Ethiopia Youth Network was established in Ethiopia in 2022 to bring together forcibly displaced and host community youth leaders to network, learn and work together to advance learning, skilling, and transition to decent work. Terms of Reference for the Ethiopia Youth Network Committee

Guiding questions:

- **How** will your team meaningfully engage young people in learning, monitoring, and evaluation throughout PROSPECTS 2.0?
- **How** are you going to identify the young people to be part of monitoring and evaluation activities? Will you use the advisory group you constituted in earlier steps?
- **How** will you reach a broad and diverse sample of young people who have

been involved in different ways with PROSPECTS?

- **What** do young people need/want in terms of capacity building to be able to be meaningfully engaged in monitoring and evaluation?
- **What** do young people need/want to gain from the experience of taking part in monitoring and evaluation?
- **What** tools/resources do you have/are you aware of that can be used to build the capacity of staff, partners, and young people? What do you need to do to adapt or tailor existing resources?
- **What** technical knowledge and resources do you need to train staff, partners, and young people?
- **What** support would you need from the Youth Workstream? (regional/HQ)

Examples

- The Global Refugee Youth Network joined forces with the Refugee Self-Reliance Initiative (RSRI) and the Global Refugee-Led Research Hub (RLRH) to invite civil society actors to share insights and recommendations on the complex concept of refugee self-reliance and the myriad factors that influence its achievement. This work reveals the fundamental barriers refugees of different ages, genders, and diversities face on their journeys to achieve self-reliance. They produced the [report: Refugee Self Reliance and the Global Compact on Refugees](#).