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UNICEF GUIDANCE NOTE:

Adolescent participation in UNICEF monitoring and evaluation

October 2019

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UNICEF GUIDANCE NOTE: ADOLESCENT PARTICIPATION IN UNICEF MONITORING AND EVALUATION

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This guidance material was developed through a collaborative exercise between the Adolescent Development and Participation Section (ADAP) in Programme Division and the Evaluation Office (EO) at UNICEF Headquarters in New York.

The lead consultant for this guidance material was Sophie Martin-Simpson. Sophie is an independent consultant specializing in monitoring, evaluation, accountability, learning and participatory approaches in both development and humanitarian contexts. She led the effort through a mixed-methods approach incorporating: an extensive desk review of UNICEF programme documents, evidence on participatory M&E with adolescents and internal and external resources and tools to facilitate M&E with adolescents; key informant interviews with UNICEF Headquarters, Regional Office and Country Office staff engaged in participatory M&E with adolescents.

The core team that contributed to the development and management of the guidance included Tina Tordjman-Nebe, Kathleen Letshabo and Pamela Wridt, from the UNICEF Evaluation Office; and, Jumana Haj-Ahmad, Tamara Rusinov, and Fabio Friscia from ADAP. Additional contributions were made by Tanya Zayed, Yukiko Sakurai and Emmanuelle Compingt, also from ADAP, Gabrielle Berman, Senior Adviser - Ethics in Evidence Generation, Miles Hastie and Marina Komarecki from the Child Safeguarding Unit/Office of the Executive Director as well as Anna Boelens from the Field Results Group.

Outside UNICEF headquarters, the guidance material benefited greatly from inputs and feedback received from Gerison Lansdown (independent consultant on children's rights) and Mónica Ruiz-Casares (Center for Research on Children and Families, McGill University), Peter Leth (UNICEF Indonesia), Ticiana Garcia-Tapia (UNICEF Indonesia), Marija Novkovic (UNICEF Montenegro), Erica Mattellone (UNICEF Cambodia), Gerda Binda (UNICEF EAPRO Regional Office), Roshni Basu (UNICEF EAPRO Regional Office), Toshiko Takahashi (UNICEF Timor-Leste), Hiroaki Yagami (UNICEF EAPRO Regional Office), Riccardo Polastro (UNICEF EAPRO Regional Office), Alejandra Trossero (UNICEF LACRO Regional Office), Olena Sakovych UNICEF Ukraine), Ashok Vaidya UNICEF Nepal), Anjali Pradan (UNICEF Nepal), Hana Sahatqia (UNICEF Kosovo), Valon Nushi (UNICEF Kosovo), Paul Nary (UNICEF ESARO Regional Office), Dina Al Jamal (UNICEF Jordan), Besan AbdelQader (UNICEF Jordan), Hideyuki Tsuruoka (UNICEF Jordan), Veera Mendonca (UNICEF MENA Regional Office), Rick Olsen (UNICEF Zambia).

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Preface

Adolescents – defined by the United Nations as those between the ages of 10 and 19 – number 1.2 billion in the world today, making up 16 per cent of the world's population. More than half of all adolescents globally live in Asia. In sub-Saharan Africa, every fourth person is an adolescent. As children up to the age of 18, most adolescents are protected under the Convention on the Rights of the Child.

According to the Convention, adolescents have the right to participate in and influence decision-making processes that may be relevant to their lives and their communities. Article 12 provides:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

While there has been considerable progress in enhancing adolescent participation, it remains limited in monitoring and evaluation (M&E). Yet the benefits of adolescent participation in monitoring and evaluation (APM&E) are widely recognized:

- Adolescent participation can help M&E efforts gain better, more authentic data on issues relevant to young people, for enhanced decision-making. It can thus bolster the credibility of evidence, and of decisions made based on that evidence.
- Adolescent participation can foster empowerment, both through the development of specific M&E skills ("evaluative thinking") and through involvement in a meaningful process with other adolescents and with adults.
- Adolescents are treated with dignity and can forge intergenerational partnerships that may energize collective change based on evidence.

In practice, some staff in UNICEF and beyond may have limited experience regarding the steps and resources needed to meaningfully engage with adolescents in M&E activities. Others may worry that participation might be exploitative, unsafe or unethical. It is thus the how of participation in M&E that is a key challenge.

This guidance note was created in response to that challenge, to assist UNICEF staff determine what form of APM&E can best add value; how adolescents can be meaningfully, safely and ethically involved in different contexts; what practical issues should be considered when designing and implementing participatory M&E activities; and what tools and resources can be used to support such a process. The guidance note is interactive, allowing users to access supporting tools and tip-sheets or navigate within the document easily. It is intended to be a practical resource for UNICEF staff at all levels of the organization but may also be used by UNICEF partners.

This guidance note is the result of a collaborative effort between the Evaluation Office and the Adolescent Development and Participation Section in Programme Division. It was developed with the inputs from colleagues across sectors in Country and Regional Offices as well as Headquarters. We thank all for their constructive and thoughtful contributions.

We look forward to hearing feedback and comments as we begin to use the guidance and progressively move towards engaging adolescents more fully in M&E activities.

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Director, Evaluation

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LIST OF ACRONYMS

ADAP	Adolescent Development and Participation
AIDS	Acquired Immune Deficiency Syndrome
APE	Adolescent Participation in Evaluation
APM	Adolescent Participation in Monitoring
APM&E	Adolescent Participation in Monitoring and Evaluation
CFM	Complaints and Feedback Mechanism
CPC	Child Protection Committee
DRR	Disaster Risk Reduction
EAPRO	East Asia and Pacific Regional Office
ECARO	Europe and Central Asia Regional Office
ESARO	East and Southern Africa Regional Office
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
KAP	Knowledge, Attitudes, Practices
LACRO	Latin America and Caribbean Regional Office
MENA	Middle East and North Africa
M&E	Monitoring and Evaluation
MOH	Ministry of Health
MTR	Mid-term review
RBM	Results Based Management
PDM	Post Distribution Monitoring
PPPM	Programme Policy and Procedure Manual
ROSA	Region of South Asia
SDG	Sustainable Development Goals
SMS	Short message service
ToC	Theory of Change
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
VAC	Violence against children
WCARO	West and Central Africa Regional Office

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GLOSSARY OF TERMS

Adolescents: persons from 10 through 19 years of age (World Health Organisation definition)

Adolescent Participation: Adolescent girls and boys (individually and/or collectively) form and express their views and influence matters that concern them directly and indirectly. This includes: a) the right to express their views and have them given due weight in decision making processes (Article 12); b) freedom of expression, association or religion (Articles 13, 14 and 15); and c) the right to information (Article 17).

Adolescent Participation in Monitoring and Evaluation: Adolescents are consulted, collaborate or lead any or a combination of activities that comprise monitoring or evaluation processes e.g. the design of monitoring or evaluation plans, data collection methods and tools; data collection; data analysis; reporting; closing the feedback loop.

Adolescent-led Participation in M&E: Takes place where adolescents are able to create the space and opportunity to initiate their own M&E process. Instead of responding to ideas or protocols initiated by adults, they create their own. (Toolkit for monitoring and evaluating children's participation definition)

Assent: Assent is the willingness to participate in research, evaluations or data collection by persons who are by legal definition too young to give informed consent according to prevailing local law but who are old enough to understand the proposed research in general, its expected risks and possible benefits, and the activities expected of them as subjects. In most countries, if assent is given, informed consent must still be obtained from the subject's parents or guardian or a responsible adult. (UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition)

Collaborative Adolescent Participation in M&E: Affords a greater degree of partnership between adults and adolescents, with the opportunity for active engagement at any stage of the monitoring and evaluation process. The entire process is informed and influenced by adolescents. (Toolkit for monitoring and evaluating children's participation definition)

Complaints and Feedback Mechanism: This refers to a wide range of processes that actively seek the views of primary stakeholders or affected populations to strengthen their voice and to improve policy and practice in programming, an element of broader social accountability mechanisms. (UNICEF PPPM definition)

Confidentiality: the process of protecting an individual's privacy. It pertains to the treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission. (UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition)

Consultative Adolescent Participation in M&E: Adults seek adolescents' views in order to build knowledge and understanding of their lives and experiences, or in order to design and implement, monitor or evaluate a programme/ strategy / policy / theme. It is an appropriate means of enabling adolescents to express their views in M&E activities. (Toolkit for monitoring and evaluating children's participation definition)

Context Analysis: a process that assesses how conducive and safe the context is to support meaningful and safe participation of adolescents in M&E activities at different levels and scales

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GLOSSARY OF TERMS (cont'd)

Entry point for participation: the location, structure (e.g. schools, youth club, youth parliament) or organisation where adolescents who may want to participate in M&E activities can be found.

Evaluation: an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders. (UNEG definition)

Evaluation Norms and Standards: serve as the framework for the United Nations Evaluation Group (UNEG) evaluation competencies, peer reviews and benchmarking initiatives. The norms and standards are interrelated and mutually reinforcing. The ten general norms should be upheld in the conduct of any evaluation; the four institutional norms should be reflected in the management and governance of evaluation functions. The associated standards support the implementation of these normative principles. (UNEG definition)

Evaluation Advisory groups: composed of experts on evaluation or the subject matter. They can enhance the relevance, quality and credibility of evaluation processes through guidance, advice, validation of evaluation criteria, evaluation questions, findings and use of the knowledge.

Evaluation Learning groups: composed of a variety of stakeholders with a focus on the use of evaluation. Learning groups generally have a smaller role in quality enhancement or validation of findings than reference groups.

Evaluation Reference groups: composed of representatives of key stakeholders, who serve as a sounding board to the evaluation process. The reference group provides inputs to key milestones, including the terms of reference (ToR), the inception report and the draft report.

Feedback: The transmission of findings generated through the monitoring and evaluation process to parties for whom it is relevant and useful, so as to facilitate learning. This may involve the collection and dissemination of findings, conclusions, recommendations and lessons from experience. (UNICEF RBM definition)

Focus Group Discussion: data collection method involving small discussions with 6 to 12 people who share certain characteristics; this makes participants relatively more relaxed and more likely to discuss sensitive issues because of their common experience. (UNICEF PPPM definition)

Implementation Monitoring: A continuous or periodic oversight of the implementation of an activity or intervention to establish the extent to which inputs (money, resources, time), activities (what actually took place) and outputs (the products or services delivered) and other required actions and targeted processes are proceeding according to plan. It examines how activities are delivered and efficiency in time and resources. It often links the implementation to a particular unit of responsibility, and is often used to assess compliance with work plans and budget. (UNICEF PPPM definition)

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GLOSSARY OF TERMS (cont'd)

Indicator (or performance indicator): A quantitative or qualitative factor or variable. It provides a simple and reliable means to measure achievement of outputs, outcomes and impacts, with the intention of gauging the performance of a programme or investment. It specifies what is to be measured along a scale or dimension but does not indicate the direction or change. (UNICEF RBM definition)

Informed consent: The voluntary agreement of an individual, or his or her authorized representative, who has the legal capacity to give consent, and who exercises free power of choice, without undue inducement or any other form of constraint or coercion to participate in research. The individual must have sufficient knowledge and understanding of the nature of the proposed evidence generating activity, the anticipated risks and potential benefits, and the requirements or demands of the activity to be able to make an informed decision. (UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition)

Institutional Review Boards (IRBs) or Ethical Review Boards (ERBs) or Committees: A specifically constituted review body established or designated by an institution to protect the rights and welfare of human subjects recruited to participate in biomedical or behavioral or social science research. IRBs attempt to ensure, both in advance and by periodic review, protection of subjects by reviewing research proposals and related materials. IRB protocols assess the ethics of research, evaluations or data collection and analysis and their methods, promote fully informed and voluntary participation by prospective subjects capable of making such choices (or, if that is not possible, informed permission given by a suitable proxy), and seeks to maximize the safety of subjects. In this procedure IRBs will be included in the term Ethical Review Boards. (UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition)

Monitoring: A continuous process of collecting and analysing data for performance indicators to compare how well a development intervention, partnership or policy reform is being implemented against expected results (achievement of outputs and progress toward outcomes). (UNICEF RBM definition)

Monitoring core group: a group composed of both adults and adolescents whose purpose is to guide and support participatory monitoring and evaluation. The size and composition of the group will depend on the size and geographic spread of the programme or project that you are seeking to monitor and evaluate. (Toolkit for monitoring and evaluating children's participation definition)

Monitoring Plan: A plan (usually in the form of a matrix) that organizes how results are going to be monitored. A monitoring plan has indicators with a baseline, targets, data collection methods, geographical sites where data will be collected, responsible persons, frequency, and utilization of monitoring information. (UNICEF RBM definition)

Privacy: The ability of an individual to control the extent, timing, and circumstances of sharing themselves (physically, behaviorally, or intellectually) with others. Privacy refers to the right of individuals to limit access by others to aspects of their person that can include their thoughts and identifying information. (UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition) Privacy is differently perceived across cultural groups.

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GLOSSARY OF TERMS (cont'd)

Programme: A time-bound intervention similar to a project but which cuts across sectors, themes or geographic areas, uses a multidisciplinary approach, involves multiple institutions, and/or may be supported by several different funding sources. (UNICEF RBM definition)

Results Monitoring: A continuous or periodic process of collecting and analysing data to generate information to assess if a project, program or policy is achieving its expected results. It is a continuous process of measuring progress towards explicit output-, outcome-, or impact-level results by tracking evidence of movement toward the achievement of specific, predetermined targets by the use of indicators. Results-based monitoring can provide feedback on progress (or the lack thereof) to staff, decision makers and beneficiaries, who can use the information in various ways to improve performance. (UNICEF PPPM definition)

Results-based Management: A management strategy or approach by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the desired results (outputs, outcomes and impact). It involves the use of information and evidence on actual results to inform decision-making on the design, resourcing and delivery of programmes and activities as well as for accountability and reporting. (UNICEF RBM definition)

Situation Monitoring: the systematic tracking of a condition or set of conditions, such as the health or economic situation of children and women.

Theory of Change: A theory of change explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention – an event, a project, a programme, a policy, a strategy or an organization. It is made up of hypotheses or assumptions about how an intervention contributes to intended or observed results. (UNICEF RBM definition)

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CHAPTER 1

INTRODUCTION AND OVERVIEW

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1.1 PURPOSE OF THE GUIDANCE

This guidance note is designed to help UNICEF staff and partners understand and explore:

- What adolescent participation in M&E (APM&E) is and how adolescent participation can add value to monitoring and evaluation processes;
- If, why and how adolescents can be involved in monitoring and/or evaluation activities in different contexts;
- The most important issues to consider when designing, planning and implementing APM&E activities;
- Existing tools and resources that can be used to support the realisation of meaningful APM&E.

Figure 1 shows how this guidance note can be used at each stage of the programme cycle.

This guidance note is grounded in UNICEF's approaches to programme planning, monitoring, evaluation and adolescent participation, framed within UNICEF's Strategic Plan 2018-21 and **Conceptual Framework for Measuring Outcomes of Adolescent Participation** (2018).

This guidance note is NOT designed to be read cover to cover. Practitioners can use the visual overview of contents diagram on page iv to identify which topics they are most interested in/require guidance on and use the hyperlinks in the diagram to jump straight to either the Chapter or Supporting Tools & Tipsheets.

It is assumed that users of this guidance note have a solid working knowledge of:

- **UNICEF's Results Based Management (RBM) Handbook** and Learning Package[1]
- What **participation** is and why it is important;

This link is on the UNICEF intranet site.

If you have limited knowledge in these areas, it is recommended that you read the documents listed in the **UNICEF Strategic Document list in the References** list before / in conjunction with this guidance note.

[1] UNICEF RBM Learning Package, includes an RBM e-learning course (mandatory for all professional staff), RBM face to face training materials (used for RBM workshops in Country Offices), and an RBM Handbook. All available in English, French, and Spanish. RBM Learning Package with links to the different elements: **https://unicef.sharepoint.com/teams/OED/PPPManual/SitePages/RBM_Materials.aspx** (this link is on the UNICEF intranet site).

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1.2 INTENDED AUDIENCE

UNICEF staff at all levels of the organization are the primary intended audience including:

- Programme Managers
- Country Office Senior Management
- Technical Specialists and Advisors including for: planning, monitoring and evaluation, and sectoral areas

UNICEF's partners are the secondary intended audience, including:

- Government counterparts
- Implementing partners
- Consultants and external contractors
- Third party M&E contractors
- Civil society organizations

See Figure 1 on page 135

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1.3 DEFINITIONS OF KEY TERMS AND TYPES OF PARTICIPATION[2]

The roles and responsibilities adolescents play in monitoring or evaluation activities is influenced by the type(s) of participation that is realistic and feasible in any given context. An overview of different types of participation is provided in Table 1. UNICEF's approaches to monitoring and evaluation (M&E) and implications for adolescent participation are discussed in more detail in **Chapters 3** and **4** respectively.

The terms defined in Figure 2 collectively define what adolescent participation in monitoring and evaluation (APM&E) is.

Figure 2 Definition of key terms

ADOLESCENTS

UNICEF follows the World Health Organisation (WHO) definition of "adolescents" which is persons from 10 through 19 years of age. Adolescence is not easily defined. It is a transitional stage between childhood and adulthood and yet individual children reach maturity at different ages, puberty can occur at different ages for boys and girls, and brain functions develop at different times.

MONITORING

A process of routinely gathering information on critical aspects as well as unforeseen negative effects on a project or programme during implementation. Programme monitoring is a process that provides us with data needed to determine three things:

1. Whether we are implementing the programme as planned (implementation)
2. Whether we are achieving the expected results (based on the theory of change and planned outputs, outcomes and impact)
3. Whether adjustments need to be made to the programme activities and strategies in order to ensure that expected results are achieved.

EVALUATION

An evaluation is an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders.

ADOLESCENT PARTICIPATION

Adolescent girls and boys (individually and/or collectively) engaging with opportunities to form and express their views and to influence matters that concern them directly and indirectly. This includes: a) the right to express their views and have them given due weight in decision making processes (Article 12); b) freedom of expression, association or religion (Articles 13, 14 and 15); and c) the right to information (Article 17).

Acknowledged as a multifaceted phenomenon, participation may include a wide range of activities that differ in form and style when adolescents are at different ages: seeking information, forming views, expressing ideas; taking part in activities and processes; being informed and consulted in decision-making; initiating ideas, processes, proposals and projects; analysing situations and making choices; and respecting others and being treated with dignity.

[2] **UNICEF's Results Based Management (RBM) Handbook** (this link is on the UNICEF intranet site); **SD17**

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N.B. Adolescent participation in monitoring and evaluation is not mandatory. However, it is recommended that adolescent participation in monitoring or evaluation is always considered. What is realistic, feasible and most suitable depends on the expected added value of adolescent participation in M&E processes and contextual factors including: ethical considerations, time and resources available, existing and previous practice, staff competencies, the interest and capabilities of adolescents, the security environment and the potential risks to both adolescents and UNICEF and its partners.

Table 1. Modes of participation and related roles and responsibilities for adolescents in M&E activities

Modes of Participation	Definition*	Characteristics	Adolescent Roles and Responsibilities in M&E Activities
Non-participative approach	Programme / strategy / policy design, implementation and M&E is adult initiated and adult led. Adolescents do not directly input into these processes.	• Initiated by adults • Led and managed by adults • Although the programme may be focused on adolescents, the views and opinions of adolescents are determined from secondary sources e.g. their parents/caregivers, adult members of communities, adults implementing services that adolescents access i.e. adolescents are not consulted or involved directly	• Project staff/partners develop programme indicators and methods and approaches for monitoring and evaluation. Adult members of the target communities may be consulted but adolescents are not. • UNICEF staff/partners and/or adult representatives from target communities conduct monitoring and evaluation activities including data collection, analysis and reporting. Data is not collected directly from adolescents. • The findings from monitoring and evaluation may be shared with adult members of the target communities but not directly with adolescents.

* See **UNICEF's Conceptual Framework for Measuring Outcomes of Adolescent Participation** (2018) for further definition of these terms as well as (**Booklet 3**) of the Toolkit to Monitor and Evaluate Children's Participation.

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Table 1. Modes of participation and related roles and responsibilities for adolescents in M&E activities (cont'd)

Modes of Participation	Definition*	Characteristics	Adolescent Roles and Responsibilities in M&E Activities
Consultative approach	Adults seek adolescents' views in order to build knowledge and understanding of their lives and experiences, or in order to design and implement, monitor or evaluate a programme/ strategy / policy / theme. It is an appropriate and frequently used means of enabling a wide selection of adolescents to express their views in M&E activities.	• Initiated by adults • Led and managed by adults • Recognises that adolescents have valuable knowledge, perspectives and experiences to contribute • Allows adolescents to influence outcomes • Maintains control in the hands of the adults	• Adolescents are a source of data for design, monitoring and evaluation activities. Adults consult them at different stages of the programme through FGDs, responding to surveys, being interviewed or undertaking creative exercises (body mapping, drawing, drama, poetry etc.) in order to inform processes led by adults: – inform initial context analysis / assessment to identify priority needs and project focus – be consulted on what change would look like from their perspective and how to achieve it. This information is then used by adults who develop the project logic and indicators – inform routine project monitoring (achievement of outputs and outcomes) – inform evaluation findings • The results of the findings (from monitoring or evaluation) may be shared with adolescents in target communities in a format that is accessible and appropriate for adolescents to understand.

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Table 1. Modes of participation and related roles and responsibilities for adolescents in M&E activities (cont'd)

Modes of Participation	Definition*	Characteristics	Adolescent Roles and Responsibilities in M&E Activities
Collaborative approach	Affords a greater degree of partnership between adults and adolescents, with the opportunity for active engagement at any stage of the monitoring and evaluation process. The entire process is informed and influenced by adolescents – usually a smaller number that for consultative processes, but with the growth of digital engagement, the scope for self-directed engagement is growing rapidly	• Initiated by adults • Involves partnership with adolescents • Empowers adolescents to influence or challenge processes and outcomes • Allows for increasing levels of self-directed action by adolescents over a period of time.	**Design - adolescents work with adults to:** • Review the findings from previous evaluations to inform the design process • Identify what change looks like from adolescent perspective • Develop indicators • Identify accountability mechanisms that are appropriate for the context and culture • Verify design **Monitoring – adolescents and adults work together to:** • Develop a monitoring plan i.e. – identifying what needs monitoring and sources of data – identify key monitoring questions – select methods / tools to for data collection • Collect data • Support data entry / data analysis / writing up findings • Discuss the findings, their interpretation and the implications for future developments • Disseminate the results and support/lead closing the feedback loop with adolescents **Evaluation – adolescents play a supporting role to the evaluation manager, working with adults to:** • Identify key questions the evaluation needs to answer • Influence the design of the evaluation including sources of data, data collection methods and tools • Possibly support data entry, data analysis and report writing • Disseminate the results to adolescents and key stakeholders

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Table 1. Modes of participation and related roles and responsibilities for adolescents in M&E activities (cont'd)

Modes of Participation	Definition*	Characteristics	Adolescent Roles and Responsibilities in M&E Activities
Adolescent-led approach	Takes place where adolescents are able to create the space and opportunity to initiate their own M&E process. Instead of responding to ideas or protocols initiated by adults, they create their own.	• Adolescents come together to organise their own activities • Adolescents identifying the issues that concern them • Adolescents control the process and outcomes. • Adults serve as facilitators rather than leaders to enable adolescents to pursue their own objectives, by providing information, advice and support	**Assessment and design – adolescents take the lead on:** • Adolescents lead assessments to identify priority problem/issues • Adolescents identify what needs to be done to address this problem/issue (project inputs, activities, outputs and outcomes) • Adolescents lead on development of indicators **Monitoring - Adolescents establish and manage their own groups or organisations for the purpose of monitoring and accountability and take the lead on:** • Developing a monitoring plan i.e. determining what needs monitoring, when and how • Implementing the monitoring plan i.e. organise data collection, lead on data collection, data entry and data analysis • Writing up findings and developing recommendations • Disseminating and presenting their findings and are involved in decision making processes based on this and other evidence (data) **Evaluation** • Adolescents take the role of evaluators • Adolescents establish and manage their own sub-group to evaluate a strategy or intervention from their perspective (this can be part of a larger evaluation led by adults or stand-alone) • Adolescents conduct the evaluation in terms of design, methodology, data collection & analysis and presentation and discussion of findings • Adolescents disseminate the results and use them to influence the decision-making processes

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1.4 ADDED VALUE OF ADOLESCENT PARTICIPATION IN MONITORING AND EVALUATION

It is not mandatory for UNICEF programmes to incorporate adolescents into monitoring and evaluation processes. However, in cases where participation can be implemented safely and ethically, it offers an effective way of learning what works for adolescents and children, and to incorporate their point of view. Meaningful participation can help improve services and policies, promote greater accountability to adolescents and children, enhance protection, build capacity and promote civic engagement.[3] Specifically, adolescent participation in monitoring and evaluation can:

Figure 3 provides a summary of the benefits of having adolescents participation actively in monitoring and evaluation processes

1. Increase relevance and credibility

- Pertinence: Involving adolescents in deciding what to monitor or evaluate (e.g. selecting topics and key questions) ensures that issues important to adolescents are measured, that adults may otherwise not be aware of.
- Accuracy: Collection of more accurate and relevant data using methodologies recommended by adolescents to capture data that reflect their circumstances and realities.
- Robustness: Better triangulation with additional data points.

2. Enhance accountability to adolescents themselves and other targeted populations

- Monitoring - adolescents have insight into the results, milestones and targets of the adolescent focused programme/strategy/policy, meaning they are able to hold UNICEF / partners to account if monitoring data reveals that programme/strategy/policy milestones and targets are not being met.
- Evaluation - adolescents have insight into what the adolescent focused programme/strategy/policy/theme was designed to achieve vs what it actually achieved meaning they are able to hold duty-bearers accountable on progress achieved (or not achieved) in their name.

[3] **Booklet 1** of **PR2**

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3. Improve utility

- Partnering with adolescents to design and implement monitoring or evaluation efforts leads to more relevant assessments, improving the usefulness of data, findings, conclusions and recommendations for accountability, decision-making and learning.
- Adolescents and adults jointly discussing the meaning and implications of evidence derived from M&E exercises can enhance ownership of the strategy or intervention and support programme/policy improvement.

See Figure 3 on page 136

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CHAPTER 2

PREPARATORY ACTIONS

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PREPARATORY ACTION 1: MEANINGFUL PARTICIPATION

It is important for UNICEF and partners who will be involved in monitoring and evaluation activities to agree and have the same understanding of the potential benefits of engaging adolescents. This could be decided via a meeting of UNICEF and stakeholders, to establish a commitment and clarity from all the parties that are involved.

It is often assumed that adolescent participation in M&E processes is always a good thing. Sometimes the best course of action is **NOT** to involve adolescents and children! Hence, this step is meant to weigh the benefits of adolescent participation, to clarify its purpose to both the adolescents and to UNICEF, and to facilitate buy in and support.

Examples of situations where adolescent participation in M&E may not be meaningful or beneficial:

- If "do no harm" principle is violated i.e. if by their participation, adolescents will be put at risk or harm or if their safety would be compromised.
- If no tangible benefits for adolescents, both those participating in M&E activities and those more broadly targeted by the policy / thematic area / programme can be identified.
- If costs to adolescent outweigh benefits: e.g. if adolescents miss school to take part in focus group discussions.
- When participation would be tokenistic because the issue being monitored or evaluated doesn't lend itself to adolescent participation (e.g. effectiveness of UNICEF systems).
- When time/resource constraints are such that adolescent participation would be poorly planned/executed and/or would risk to significantly hamper (slow down) the monitoring or evaluation process. See **Preparatory Action 5** for more guidance.

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The main questions to explore are:

1. Will adolescent participation in the intended monitoring and/or evaluation activities add value and enrich the findings?
2. To what extent are adolescents targeted by the policy or intervention to be evaluated? What benefit can be derived from their participation?
3. Is adolescent participation ethical and is the "do no harm" principle respected?
4. What are costs for participation (time, resources, opportunity costs)? Do the benefits outweigh the costs?
5. If adolescents do not participate in the monitoring or evaluation process will this compromise the objectivity and integrity of UNICEF?

In addition, UNICEF staff and partners must ask themselves the following questions:[4]

- What was the motivation for the M&E effort? (e.g. management information needs, donor requirement, other)
- What are we aiming to achieve by having adolescents participate in monitoring and/or evaluation activities?
- What are the likely longer term impacts?
- What will adolescents get out of it?
- Can adolescent participation be properly resourced?
- How long will the partnership between adolescents and UNICEF/ partners take to develop and what length of partnership is needed?
- Are managers prepared to accommodate adolescents in the decision-making associated with the M&E exercise?
- How could we encourage reflection on the ways in which managers can be equipped and supported to facilitate adolescent participation?

Figure 4 shows a decision tree for APM&E. It can be used with **Sections 1.3** and **1.4** to inform discussions around these questions.

[4] **Putting Children at the Centre. A practical Guide to Children's participation, Save the Children, 2010 (PR3)**

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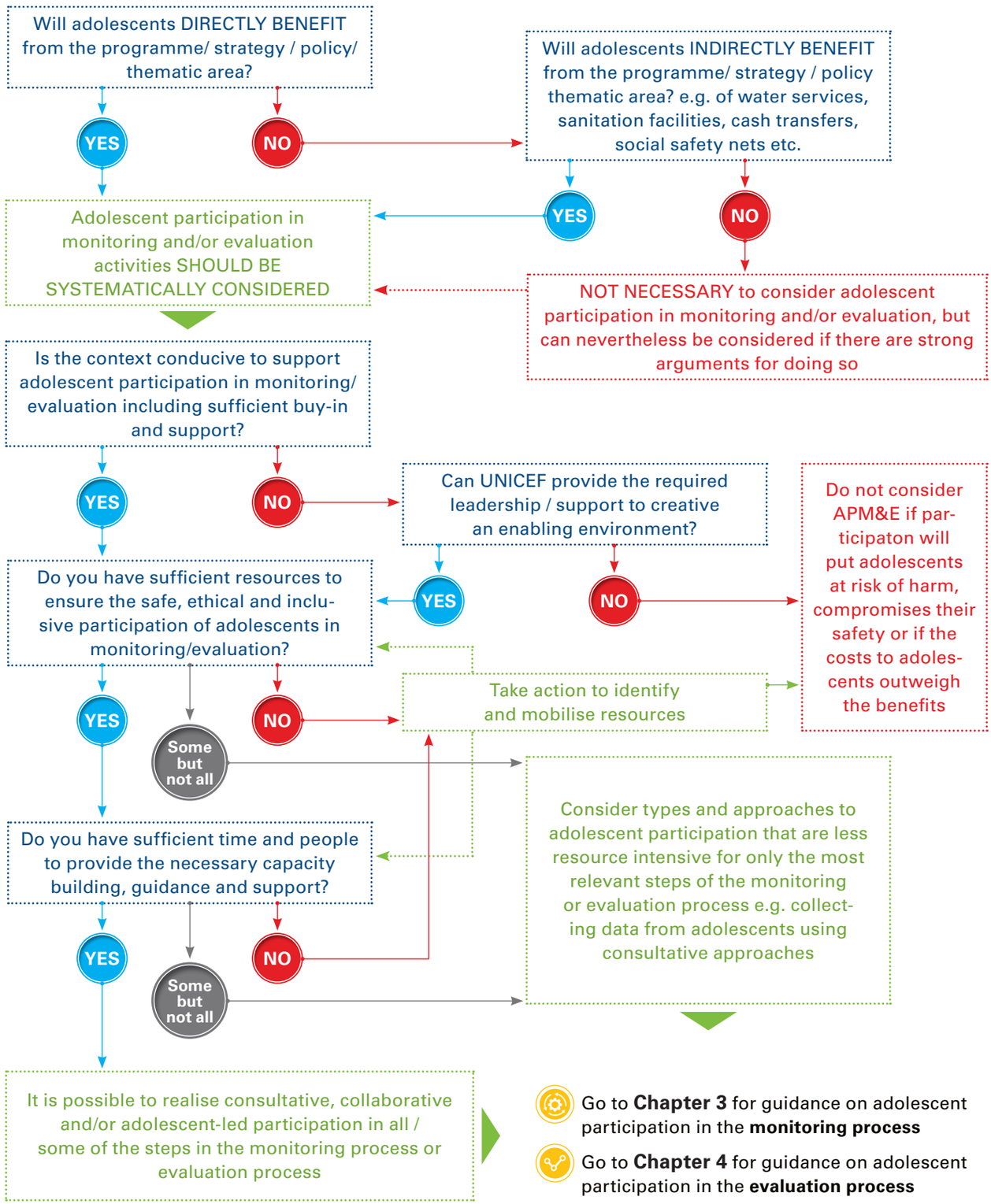
Figure 4 Decision tree for adolescent participation in M&E



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PREPARATORY ACTION 2: SAFE PARTICIPATION

In the planning phase, assess if the context is conducive and safe enough to support participation of adolescents in the monitoring and evaluation processes in line with **UNICEF guidance, situation analysis of the situation of children and women**, in particular to:

1. Determine if the context is conducive to support safe and meaningful APM&E.
2. Identify the systems, structures, partners, and resources to support APM&E.
3. Determine support needed to administer APM&E (e.g. leadership, capacity building, guidance).

Whether or not adolescents can participate meaningfully in monitoring activities or an evaluation, and what this participation looks like in practice will be highly dependent on the context in which the APM&E will take place.

e.g. in stable development contexts, consulting adolescents as part of M&E processes may be easily achievable and become standard practice over time. In such contexts, collaborative or adolescent-led approaches may be able to be systematically explored and considered (does not mean they will be automatically implemented). However, in highly politicized or humanitarian contexts, simply consulting adolescents in a meaningful way as part of monitoring or evaluation (one off or more routinely) may be very challenging.

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Preparatory Action Tool A can be used to help plan your context analysis. It outlines what topics to assess, why and how to assess them. All countries (except the USA) have ratified the CRC so technically, all adolescents "have the right" to participation. However, the translation of this international treaty into domestic legislation as well as law enforcement may be incomplete. Therefore, the following need to be assessed:

- Existing domestic regulations that protect adolescents' right to participate e.g. If adolescents are entitled to democratic structures in schools, local government, national government; if adolescents have the right to establish their own organisations; if laws exist that define parental responsibilities, including respect for the views of the child.
- Existence of safe spaces in relation to the physical environment.
- Existing efforts to promote awareness of and commitment to adolescent participation (local, regional, national levels).
- The extent to which spaces for adolescent participation have been created (local, regional and national levels).
- Prevalence and quality of existing APM&E practices at different levels and scales.
- Existing attitudes, behaviours and skills (both adults and adolescents) – see **Preparatory Action Tool B** for more details.
- Existing power relations between adults and adolescents and between different groups of adolescents.
- Existing youth networks, channels and mechanisms through which adolescents communicate, exchange information, socialise with each other and plan/organise their daily lives.
- Existing resources (people and money).

It may not be necessary to undertake context analysis of all of these issues if there is an existing situation analysis and/or base that cover the most important topics for your context.

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PREPARATORY ACTION 3: BUY-IN AND SUPPORT[5]

The evaluation culture and levels of buy-in and support will influence the realization of quality of participation of adolescents in the monitoring and evaluation process. Hence it is important to cultivate and gain interest, permission, support and commitment from the following groups of stakeholders and prospective participants:

1. **External stakeholders** including: parents and caregivers, teachers, community leaders, religious leaders, local or national authorities, civil society organisations and donors. The more these stakeholders are aware of exactly what APM&E is about and what it involves, the more likely they are to feel reassured about adolescents getting involved[6].
2. **Internally within UNICEF** it is important to have as much support and buy-in as possible from staff at all levels to ensure you can mobilise adequate human, financial and material resources for meaningful participation. People who have never worked with adolescents before may need to be persuaded of the value of involving them in M&E activities. You will need the support of senior management, who ideally should champion APM&E.
3. **Adolescents:** need to make informed decisions as to whether they want to be involved in this way. Hence it will be necessary to explain to them what participation in M&E actually means, what the likely outcomes or uses of the M&E are (without overstating impacts), what actions are expected of them, and what actions UNICEF/partners will take to support the process. Do not assume that all adolescents will be interested!

See **Preparatory Action Tool C** for more guidance on identifying, selecting and retaining adolescents.

[5] Informed by **PR2 Booklet 4**; **Putting Children at the Centre. A practical Guide to Children's participation, Save the Children, 2010 (PR3)**

[6] **UNICEF Child Friendly Cities and Communities, Toolkit for National Committees, 2017 (PR9)**

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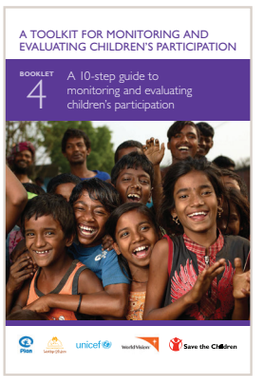
Steps to help you achieve buy in and support:

- Use the results of the context analysis to inform a plan for building buy-in and support at each step of designing, planning and implementing APM&E.
- Meetings/ discussions may need to be held more than once. Building buy-in and support takes time. This is particularly relevant in contexts where the turnover of staff is high or for populations on the move e.g. humanitarian contexts. A systematic and committed approach is required – this does not mean it has to be resource intensive process.
- Widely disseminate information (including adolescent-friendly material) explaining why APM&E is important and of the benefits of such participation (for adolescents, organisations, communities and civil society).
- Allow time to build up a "portfolio" of APM&E examples that can be used to showcase what can be achieved.
- Leverage existing champions and people who already have experience of APM&E (identified through the context analysis).

Additional guidance can be found in Step 2 in **Booklet 4 of the Toolkit for Monitoring and Evaluating Children's Participation**



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PREPARATORY ACTION 4: ETHICAL PARTICIPATION

Adolescent participation in monitoring and evaluation activities must be safe, ethical and inclusive. Key considerations and actions to achieve this are outlined below.

Identifying and Selecting Adolescents

Use the results of the situation analysis or context analysis to identify opportunities, challenges and barriers to ensuring inclusive and safe APM&E.

Use Preparatory Action Tool C to identify:

- strategies for selecting adolescents to participate in M&E activities
- typically marginalised groups of adolescents
- entry points for adolescent participation

Adopt an Ethical Approach to APM&E

All APM&E activities should aim to meet the 9 basic requirements for ethical participation with adolescents, all processes in which a child or children are heard and participate in must be: transparent and informative; voluntary; respectful; relevant; child-friendly; inclusive; supported by training; safe and sensitive to risk; accountable. These requirements have been elaborated in the **Committee on the Rights of the Child General Comment, No.12**, 'the right of the child to be heard'.[7]

Follow UNICEF's mandatory cross-organizational procedure for ethical standards in research, evaluation and data collection and analysis involving human subjects or sensitive secondary data. This procedure outlines explicit guidelines for data collection, which includes reflection on issues pertaining to assent and consent, data privacy, the rights of children to be consulted on issues which affect them, informed consent, security and confidentiality. For example:

- Adolescents are strictly bound into social norms and ways of behaving in some cultures. To avoid putting them at risk, ensure their parents, guardians, teachers, religious leaders, caregivers and community/village elders/leaders understand APM&E and how adolescents will be involved.
- Identify the most pertinent risks and ethical issues for APM&E from the perspective of UNICEF/partners/government and from the perspective of adolescents themselves. Directly involve adolescents in this process where possible. Undertake an APM&E risk assessment and gain adolescents' opinions on strategies for risk mitigation and management. The results will influence the roles and responsibilities that it is safe and possible for adolescents to play in M&E processes.

The detail of how to meet each requirement will vary according to context. https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

See section on parameters for agreements with adolescent participants for more guidance.

[7] **Booklet 1** of **PR2**

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- UNICEF should introduce and re-affirm the rights-based approach, highlighting issues of equity, non-discrimination and non-recrimination. Particularly in countries where it is common for politicians and governments to mobilise adolescents during political campaigns.
- Consider the most appropriate ethical review process to review APM&E plans to ensure they meet ethical standards.
- Point 8 of the basic requirements for ethical participation of adolescents states that "Children must be aware of their right to be protected from harm and must know where to go for help if needed". Accordingly, establish a whistleblowing procedure and ensure that adolescents involved in APM&E are aware of and have access to a complaints and feedback mechanism. Complaints at UNICEF can be received by designated local focal points, or can be transmitted to UNICEF's independent investigations office at **integrity1@unicef.org**.
- Minimise the risk of breaches of data confidentiality and of adolescents being put at risk by establishing clear protocols, roles and responsibilities for viewing, collecting, handling, transferring and storing data before data collection begins.

Be aware of power dynamics and address them in a proactive manner. Mitigate against coercion and manipulation of adolescents and the data they generate:

- Government representatives, community leaders and other adults in positions of power may be open to APM&E until adolescents contradict mainstream opinions or have something negative to say. It is at this point that problems can start and adolescents can be put at risk. This can be mitigated against by: [8]
  - » Analysing power dynamics before commencing APM&E. Identify and assess power related risks and incorporate them into risk mitigation and management plans e.g. determine the potential risks of exploitation, manipulation of data or backlash for critical expression in situations where adolescents interact directly with local politicians / government representatives. Develop a plan to mitigate against this and determine a threshold of risk that indicates when it is and is not safe to proceed with this approach to APM&E.
  - » Holding a series of preparatory participatory workshops involving community leaders, government representatives and adolescents to get everyone on the same page and to explore what happens if people have different opinions. Ensure all key stakeholders in APM&E are involved in determining the roles and responsibilities of the adults and adolescents involved. Where possible, invite a neutral, well-respected

[8] **SD15, SD16**

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body/organisation to advise/sign off on the process of identifying and selecting adolescents to participate. This can help mitigate against partners and governments only selecting their favourite adolescents to participate (including their own sons and daughters).

  - » Ensure all stakeholders involved are briefed on and sign up to service standards and behaviours they are expected to demonstrate whilst involved in APM&E e.g. a code of conduct for APM&E.
  - » Avoid recreating/re-affirming existing power structures. Consider how to actively give voice to those who face different forms of marginalization.

- When faced with difficult and new challenges, adults (and adolescents) can feel challenged and become defensive. Despite receiving training and support, they can fall back on familiar patterns of behaviour e.g. perceiving adolescents to be challenging to their authority, or reverse their behaviour e.g. relinquish all control and accountability to adolescents. Additionally, if the organization in which the APM&E activity is "taking place" is based on strict adherence to hierarchy, tradition, and established structures, there may be tension when the APM&E activity begins e.g. schools, child clubs, community organizations/groups, or local coalitions. Be aware of these dynamics and be prepared to deal with them. For example: [9]
  - » Specifically address these issues during formal trainings, hold regular "check ins" for adults and adolescents throughout the monitoring or evaluation activity;
  - » M&E managers/coordinators should be prepared for possible push back from these organisations/groups as the APM&E activity proceeds.
  - » Recognise the constraints placed upon teachers and that youth workers/volunteers within partner organisations who are supporting APM&E activities may not have significant institutional power within their own organizations.
  - » Adolescents' commitment and interest in monitoring activities may seem to fluctuate during the process. In some cases, what appears as lack of interest/commitment could in fact be adolescents not being well informed about the process, an indication that the process was not adolescent-friendly or feeling / facing pressure (from parents, caregivers, peers, teachers etc.) to disengage from APM&E. This may be particularly pertinent for adolescent girls if their involvement in APM&E challenges existing social norms about the role of girls and young women in society.

Creating "champions" grants legitimacy to APM&E and offers an institutional buffer and support when conflicts arise.

See **Tipsheet 2** for guidance on retaining the interest and enthusiasm of adolescents in longer-term monitoring processes.

[9] **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012) **(PR1)**

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Child Safeguarding

Child Safeguarding is the action taken to ensure that children are protected from harm. Child safeguarding in M&E settings applies to situations in which the M&E project manager thinks that children may be at risk and in need of protection; and affording children protection from potentially abusive, exploitative and incompetent evaluators and monitoring professionals (consultants, partners or staff).[10] It is the M&E project manager's role to think this through, drawing on other colleagues in the office for help: the research/ethics in evidence generation focal point (if any), child protection officers, PM&E officers.

- Use the results of the situation and/or context analysis to check if majority is attained earlier than age eighteen in the country/ies you are conducting your M&E activity in. Understand if any legislation is in place with regards to mandatory reporting to the authorities about child abuse and what the potential implications are for the safety of a child whose case is being reported.
- Apply UNICEF's "Policy on Conduct Promoting the Protection and Safeguarding of Children" (2016), and regulations under it along with **UNICEF Child Safeguarding Personnel Standards**.
- Promote national laws and policies with regard to the conduct of their own personnel, for the protection and safeguarding of children.
- Remember that M&E practitioners are obligated, in accordance with Article 5 of the UNCRC, to provide guidance and direction consistent with the evolving capacities of the child, in the exercise by the child of his or her rights.

UNICEF civil society partners are expected to have in place policies for the protection and safeguarding of children.

In addition to planning to meet the 9 basic requirements for ethical participation with adolescents, follow these steps to make sure adolescents and children involved in APM&E are kept safe:

- Never let adolescents work on M&E activities unsupervised. It is safer if they are supervised by two or more adults.
- Children and adolescents under 18 years old should never have unsupervised access or formal responsibility when working with children and vulnerable adults.
- Always obtain informed consent from the adolescents– see section below for more guidance on informed consent/assent.
- Make sure young people have a safe way of travelling to and getting home from locations where activities will take place.

[10] Adapted from: Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). Ethical Research Involving Children. Florence: UNICEF Office of Research – Innocenti.

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- Consider gender issues in working relationships between adults and children and among children themselves. Be aware of and create strategies to address any tensions and power dynamics among adolescents or between adolescents and adults.
- Any facilitator working with children or adolescents should undergo a background check, or at least an informal vetting process, before being selected.

Informed consent and assent

According to UNICEF's Ethics Procedure (2015), informed consent must be sought when asking adolescents (or any other human subject) to

- Be actively involved in evidence generation, e.g. take part in participatory M&E activities, and/or
- Act as interviewees, respondents to surveys (including online surveys) or as part of a focus group.

In countries where the legislation states that children cannot give consent, persons wishing to engage in participatory M&E with a child will need to get informed consent from a parent or guardian. In these instances, asking the child if they want to participate (in addition to asking for informed consent from the guardian) is legally called asking for 'assent' as the child cannot legally provide 'informed consent'.[11]

The nature of the consent should be determined in consultation with local communities to understand capacities/competencies (literacy skills etc) as well as local community attitudes to signing documents. Where concerns exist regarding written consent, alternate arrangements such as oral consent and/or proxy consent should be considered. The nature of the informed consent must be noted in any report of the activity.

> Informed consent is the voluntary agreement of an individual, or his or her authorized representative, who has the legal capacity to give consent, and who exercises free power of choice, without undue inducement or any other form of constraint or coercion to participate in research. The individual must have sufficient knowledge and understanding of the nature of the proposed evidence generating activity, the anticipated risks and potential benefits, and the requirements or demands of the activity to be able to make an informed decision.[12] Informed consent is a process that needs to be renewed regularly and can be withdrawn at any time.

[11] There may be exceptions where a child may provide informed consent. Some countries legally recognize 'independent minors' or have clear indications of when parental of guardian consent is **not** required. Examples include, cases where it may be in the best interest of the child for the parent not to know, for example when planning to interview children on experiences of violence (and concerns may exist relating to domestic violence) or, in some countries there is a blanket exception for children over a particular age participating in M&E activities related to sexual and reproductive health.

[12] Adapted from: UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition.

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> Assent is the willingness to participate in research, evaluations or data collection by persons who are by legal definition too young to give informed consent according to prevailing local law but who are old enough to understand the proposed research in general, its expected risks and possible benefits, and the activities expected of them as subjects. In most countries", if assent is given, informed consent must still be obtained from the subject's parents or guardian or a responsible adult.[13]

To give informed consent the adolescents (or their parent/guardian) must have sufficient knowledge and understanding of the nature of the proposed M&E activity, the anticipated risks and potential benefits, and the requirements or demands of the activity. This means that the person obtaining consent needs to give adolescents (and parents/guardians) the opportunity to ask questions and clarifications before agreeing to participate. Answers and explanations should be provided in clear language young people and their parents/guardians understand.

If using the assent form, you usually still need parental/guardian consent unless it is in the best interest of the child for the parent/guardian not to know: or in countries that recognize the capacity of (older) adolescents to consent.

Preparatory Action Tool D1 provides a template form to obtain informed consent from adolescents (or their parent/guardian).

Preparatory Action Tool D2 provides a template form to obtain assent to be used in countries where the legislation states that adolescents below the age of majority cannot give consent.

Consent forms or scripts (in both English and the local language) must be submitted to your ethical review board for approval. Consent scripts must be read by (or to) the participants or their parent/caregiver, verbatim, before beginning the activity in which they are participating. The participant's consent or refusal must be recorded on the consent form (with a signature, mark, or fingerprint). Even if only a verbal consent is being requested, a record of consent must be made.

Consent forms must contain the following elements:[14]

- An age-appropriate explanation of the purposes of the project / evaluation and adolescent participation in monitoring or evaluation activities.
- The expected timing and duration of the adolescent's participation – this includes listing all activities and procedures (including follow-up surveys) you are requesting the adolescent to participate in.
- Description of the procedures to be followed and identification of any procedures which are experimental (such as tests or games). Description of the topics or issues that the monitoring / evaluation will explore.
- A description of any reasonably foreseeable risks or discomforts to the adolescent participant.
- A description of any benefits to the adolescent participant or to others.

[13] Verbatim: UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis definition.

[14] International Rescue Committee (IRC) Consent From Guidance and Template, IRC Research Toolkit

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- A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained and statement about who may see the records.
- An explanation of the process / responsibility in case of injury (if the activity presents more than minimal risk of harm to subjects).
- An explanation of whom to contact with questions or to make a complaint. This should include local phone number (and often a physical location) – as opposed to an international number or email address.
- A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the adolescent is otherwise entitled, and that the adolescent may discontinue participation at any time without penalty.
- A statement that the adolescent does not give up any legal rights by signing the form.
- If adolescents will be required to travel in UNICEF vehicles, a vehicle indemnity form (waiver) must be included for the parents / primary caregivers to sign.

Parametres for agreements with adolecent participants

For adolescents who will be involved in longer-term M&E activities in collaborative or adolescent-led activities,[15] it may be useful to establish an agreement between each adolescent and the organization in charge (implementing partner or consultancy firm). It is essential to check and comply with any specific legal restrictions for volunteering by children under the age of 18. If no specific legal restrictions exist, it is still mandatory to follow the guidelines and/or by-laws for engaging children in activities that are stipulated in this guidance, where they exist.

Remember that adolescents will have other constraints on their time, including school/training/work responsibilities as well as family/household responsibilities that need to be taken into consideration when planning the depth and length of their participation in M&E activities. Be aware, also, that many adolescents may be parents themselves or heads of households and thus have considerable responsibilities and existing time commitments.

Preparatory Action Tool D3 provides an example of a template for entering into an agreement with an adolescent participant. It includes a description of the role or task and can help the participant know what is expected of them, and what support they can expect. It is particularly important to avoid jargon in a role/task description for young people. The agreement should also explicitly address issues of reimbursement of expenses, incentives and rewards so that adolescents are very clear how any out of pocket expenses will be reimbursed, and what recognition they will receive for their participation.

See **Preparatory Action Tool D3**.

See **Tipsheet 2** for additional guidance.

[15] e.g. as members of the monitoring core group, those leading or assisting periodically in data collection and data analysis, adolescent members of evaluation stakeholder groups or adolescent evaluation team members

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Additionally:

You will need to carry out a risk assessment when taking on adolescents as participants. Adolescents will have different levels of maturity and you will need to take this into account when assessing the risks to their health and safety. For each adolescent, follow these steps assessing risk in the volunteering placement area:

1. Identify hazards directly related to their participation in the monitoring or evaluation activities that could compromise the physical, mental or emotional health and wellbeing.
2. Identify hazards that could expose the adolescent or their family, friends or associated ethnic or religious group to verbal or physical retaliation or targeted abuse including bullying.
3. Evaluate the risks; think about who might be at risk and how and decide whether the existing precautions are adequate or should be amended.
4. Record your findings and keep them on file.
5. Review your assessment periodically and revise when necessary.
6. Ascertain whether your organization's insurance arrangements and/or policies would cover the adolescent participant and communicate the information to them clearly.

Reimbursement of expenses, incentives and Rewards[16]

It is essential to identify the benefits of the volunteering process. Volunteering is a two-way relationship that must have tangible benefits for the adolescent volunteering as well as for UNICEF / partner organisation. It is appropriate to compensate individual participants for the time and effort that they have put into the activity, for example by providing local refreshments and refunds for travel. However, such compensation should not be used as an incentive to influence participation, i.e. to coerce, pressure or bribe adolescents to participate or to influence the nature of their responses. You should be careful to only reimburse expenses incurred as part of their participation and should base this on your knowledge of local rates. You must also consider (even if there is only a gift in kind, capacity development opportunities or refreshments) what the implications will be of engaging some children and not others.

Follow the guidelines and recommendations of your ethical review board regarding reimbursements, incentives and rewards, take social and cultural contexts into account and consult locally about payment and other forms of reciprocity.

[16] informed by Young Volunteers, Guidance for organisations in Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources, Horizons Population Council, IMPACT Family Health International

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Avoid giving adolescents money that could be interpreted as incentives or payment, so that you do not:

- encroach on child employment laws.
- create monetized incentives that may unduly influence an individual's decision to participate.
- raise adolescents' expectations and later cause disappointment.
- leave adolescents vulnerable to pressure, coercion, exploitation, and bribery by family members or peers to receive the incentives or payment.

However, it is important to recognise adolescents' contribution and reward them for their efforts. Some ways to reward adolescents include:

- Provide letters of reference for them.
- Give the young person a certificate at the end of their participation (for adolescent involved in longer-term M&E activities) that details the skills they have learnt and used.
- Celebrate their achievements and efforts within the organisation.
- Organise awards with certificates or plaques or medals (for adolescent involved in longer-term M&E activities).

Keeping adolescents safe online and when using technology

The online and digital world is characterized by a non-linear relationship between data providers, collectors, analysts and users. As such, multiple approaches are required to help ensure that data collection involving adolescents and utilizing technologies is ethical. Understanding these issues at this stage can help ensure inclusivity in APM&E approaches, methods and tools and can avoid APM&E reinforcing existing role and power dynamics in relation to adolescents' access to and use of technology.

Many adolescents report being online as a real positive in their lives. So, in seeking to protect adolescents online, the focus should be less on restriction and more on open communication between children and their parents/caregivers and on developing adolescents' digital awareness, resilience and capacity to manage risks.[17] Issues to consider include:[18]

[17] The task of keeping adolescents safe online is not for any one sector or actor; collaboration and cooperation between caregivers, teachers, schools, governments, law enforcement, civil society and the private sector is essential.

[18] **SD6**; **SD12**, Critical Issues in Ethics in Evidence Generation: Note 4. Ethical Data Collection Involving Children and Utilizing Technologies (A basic guide)

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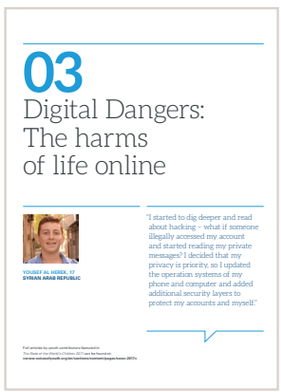
- *Traditional modes of ensuring consent and safeguarding child rights are neither possible nor feasible in an online environment.* Adolescents and adults need to be informed about issues including persistence of online data, third party sale of data, analytics and applications. Ask young people to inform their parents or guardians that they are participating in this activity. Provide a printed information sheet as well as information online or through digital communication about the nature of the M&E exercise, expectations, expected outcomes, etc. to both young people and parents/guardians. While you cannot guarantee that they will access or share this information, you must make an effort in this way.
- *Use the results of the context analysis to ensure you have a clear understanding of which adolescents are able to access technology and the internet and which may be excluded due to limited or no access.*
- *Make sure that any platform is secure (i.e. websites etc…).* Try to avoid utilizing common platforms such as Facebook where merely clicking on a link will provide data, which is then highly likely to be sold on to third parties. If you are using an internet portal, make sure that this portal is entirely secure. Maximum privacy protection should be included in the design of all new technology based M&E tools from the outset.
- *If using personal accounts such as twitter and email, ask young people not to use an account that is linked to a personal photo (which most twitter accounts are) or that clearly identifies them (i.e. a user name that is their real name).* Rather to create and use a separate account. *Be particularly careful with regards to GPS tracking.* Ask young people to turn off that function when they are responding or engaging with the program, if they are using mobile devices.
- *Make sure that any data that is collected is secure and only accessible to a few people.* Ensure that your data is password protected, and, if possible, ensure that the data is encrypted, with only a limited number of people who have access to the encryption key.[20]
- *Teach digital literacy to keep adolescents informed, engaged and safe online.*
- Consider providing feedback on input and outcomes of the M&E process back to adolescents either directly or indirectly though digital channels.

See **Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls** for more guidance.[20]


03
Digital Dangers: The harms of life online

For more guidance see **Chapter 3, Children in a Digital World, The State of the World's Children Report 2017.**

[19] Whereas the issues and guidance in the document are focused on adolescent girls, many of the lessons learned and recommendations can be extended to other groups of marginalised adolescents.

[20] If you have to identify people in some way when undertaking data collection, make sure that the data is cleaned and de-identified (this not only includes names but also locations provided explicitly, or, indirectly through geospatial data transmitted via GPS) and stored, and that only the cleaned, de-identified data is available for analysis.

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USEFUL RESOURCES

- UNICEF **procedure for ethical standards in research, evaluation and data collection and analysis**
- **Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls**
- **Chapter 3, Children in a Digital World, The State of the World's Children Report 2017**
- **Booklet 1** and Step 3 in **Booklet 4** of the Toolkit for Monitoring and Evaluating Children's Participation
- **Ethical Guidelines - for ethical, meaningful and inclusive children's participation practice**
- **Inclusion with Protection: Obtaining informed consent when conducting research with adolescents**
- **UNEG Ethical Guidelines for Evaluation**
- **Youth-Adult Partnerships in Evaluation** p21-22 for guidance and advice on how to affirmatively address issues of role and power in participatory M&E activities

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PREPARATORY ACTION 5: RESOURCE MOBILIZATION [21]

Designing, planning and implementing participatory monitoring and evaluation requires additional effort. It also requires people, time, money and other resources. Use the results of the context analysis to identify existing resources that can be leveraged. Don't set yourself up to fail by under-resourcing from the outset!

Different types and approaches to adolescent participation in monitoring or evaluation activities will require different types and volumes of resources.

The monetary investment required to involve adolescents in monitoring and evaluation activities may be relatively small compared to the time required for preparation as well as the process itself.[22]

It is essential to ensure that significant time commitments required of adolescents to participate in M&E does not interfere with their education, have health implications or adversely affect existing roles and responsibilities that adolescents have. Additionally, these time commitments must be factored in to budgets and the schedules of the project/programme and the staff members involved.

If adolescents participating as members of evaluation or monitoring teams can be considered as work, it is essential that national regulations around children (all those under 18 years old) working are complied with. Adolescents aged 18 and 19 are adults to whom different work regulations will apply, but care should be taken to treat them equitably with older members of the team in terms of reimbursements or travel and lodging.

See **Tipsheet 2** for more guidance on this issue.

[21] informed by **http://www.invo.org.uk/wp-content/uploads/2013/07/INVOLVEMHRNBudgeting09Jul2013.pdf**
[22] **MENA 2; ROSA 5**

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Time Requirements

- Establishing clear processes and protocols and policies for adolescent participation.
- Adopting an inclusive approach to participatory monitoring and evaluation.
- Gaining and maintaining adolescent interest.
- Building capacity of adolescents and adults involved (ongoing not one-off process).
- Building trust and working relationships between adult and adolescent members of monitoring / evaluation teams.
- Designing adolescent appropriate questions and data collection tools.
- Data collection and analysis processes supported or part-led by adolescents may take longer potentially increasing the number of days required for data collection and analysis. Conversely, if adolescents are more adept at using technology than adults, the data collection processes using technology could be faster than if adults alone were collecting data.
- Data collection that employs creative methodologies may be take longer than more traditional surveys of FGDs e.g. drawing, drama, photography etc.
- Background checks for those who will be working directly with adolescents e.g. enumerators.
- Ethical review of the monitoring / evaluation methodology including data collection plan and tools where necessary.
- Adolescent-friendly materials i.e. materials that are accessible and appropriate for typical levels of adolescent literacy.
- Processes to feed back the results of M&E activities to adolescents targeted by the programme/ policy/ strategy.
- Closing the feedback loop with adolescents directly involved in the monitoring or evaluation activities.

See **Preparatory Action Tool C** for more guidance

Human Resources

- You need to consider not just the number of dedicated people you require for APM&E but also the capacities and skills that these people need to have, particularly those who will work directly with adolescents. Use **Preparatory Action Tool B** and the results of the context analysis to:
  - » Identify the skills and knowledge required by partners and UNICEF staff to realise quality, meaningful APM&E.

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  - » Assess the capacity of existing staff and partners and identify gaps in capacity, skills and knowledge. Consider if the capacity of existing staff be built and whether they will be able to dedicate the required proportion of time to APM&E given their other responsibilities. Is it possible to recruit people with specialist skills and/or train additional people?
  - » People working directly with adolescents e.g. data collectors, consultant evaluators will need to already have the required skills to work with adolescents or have mandatory capacity building built into their contract /Terms of Reference. Build APM&E skills and experiences into job descriptions and skills profiles in job / consultancy advertisements.
  - » Ensure APM&E is reflected in performance objectives and the professional development plans of staff.
- You may need to bring in specialist trainers to build capacity of the evaluation /monitoring team. This could include adolescent trainers leading peer-to-peer approaches.
- APM&E Coordinator/Manager or percentage of ADAP Monitoring / Evaluation Specialists' and sectoral colleagues' time (Country Office / Regional / Global levels).
- Adult and adolescent data collectors and data analysts.
- Adult and adolescent members of monitoring core teams.

see **Chapter 4** for more details

- Adult and adolescent members of evaluation teams and/or stakeholder groups.

see **Chapter 4** for more details

- Backup psycho-social support in case of protection disclosures by adolescents or if they feel disturbed by the issues discussed through the monitoring / evaluation activity.
- Support / access worker costs for adolescents with disabilities and impairments.
- Additional data collectors and data analysts may be required to reach all adolescents in the data collection sample.
- Chaperones for particular adolescents / groups of adolescents (e.g. girls in some cultures or if adolescents need to travel beyond their local communities).
- Services of an ethical review board where necessary to review data collection plan and tools.
- Translators.
- Designer for adolescent friendly materials.
- ICT specialist e.g. App developer.

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Financial Resources

Consider the financial implications of the time requirements and human resources listed above. Consider that:

- As with any approach to M&E it is essential to leverage existing resources.
- Wherever possible, ensure required resources for APM&E are built into programme budgets from the outset;These resources can be built into M&E budget lines but also into stakeholder engagement /participation and accountability budget lines.
- If programmes/policies/strategies are already being implemented, make a judgement call about which types of adolescent participation are feasible, realistic and appropriate to incorporate given existing budgets and plans for monitoring or evaluation.

Additionally, consider budgeting for:

- Payment of Staff, Consultants and Adolescents
  - » Reimbursement and reward for adolescent evaluation or monitoring team members (particularly pertinent if compensation is being provided for adult members of these team).
  - » People involved in ethical review for evaluations including:
    - time for consultant to develop the ethical protocol, including adolescent consent and parental/guardian consent forms.
    - staff time to manage national or contracted review boards.
    - external Independent Review Body (if contracted).

See **Preparatory Action 4** for more guidance on reimbursement of expenses, incentives and rewards.

- APM&E Activity Related Expenses
  - » Development and production of adolescent friendly materials for information sharing, capacity building and skills development, final report / format to present key findings.
  - » Translation services.
  - » Tablets / smart phones / cameras / audio recorders / digital equipment for data collection with or from adolescents (may be considered general M&E cost rather than specific to APM&E).
  - » Laptops (may be considered general M&E cost rather than specific to APM&E).
  - » Software for data analysis (may be considered general M&E cost rather than specific to APM&E).
  - » Materials for creative activities with adolescents e.g. paper, pens, crayons, paint, scissors, glue etc.
  - » Refreshments.

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  - » Copying, mail/delivery costs, telephone use (may be considered general M&E cost rather than specific to APM&E).
  - » Venues and catering- for planning, data collection, data analysis (if need to workshop this) and dissemination of results e.g. meeting / workshop / adolescent forum.
  - » Background checks for all adults who will interact directly with adolescents.

- Expenses for the evaluation team members / M&E core group / data collectors and analysts / trainers
  - » Travel and accommodation (adolescents should receive the same as adult team members).
  - » Subsistence (adolescents should receive the same as adult team members).
  - » Childcare - Some people including adolescents may need support for childcare to get involved.
  - » Costs for chaperones if adolescents are expected to stay away from home.
  - » Carer for children with disabilities and special needs.

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PREPARATORY ACTION 6: BUILD CAPACITIES[23]

Provision of capacity building, support and guidance needs to be continued, flexible and progressive for both adults and adolescents involved in the M&E activities. Different levels and focus of capacity building will be required for those people involved directly and indirectly in participatory M&E processes.

Develop a plan for capacity building, ongoing support and guidance that details what needs to be done, when, how and by whom. Think about:

- The range of existing knowledge and skills amongst stakeholders who will be involved in APM&E may vary greatly between the adolescents themselves and between different adult stakeholders. They all need to be on the same page to be able to meaningfully contribute, but differences such as varying degrees of literacy must be acknowledged. The scale and depth of capacity building needs to be realistic and influenced by the amount of resources available:
  - » Use the results of the context analysis to develop a "baseline" of existing knowledge, skills and capacities across stakeholders to inform the capacity building plan and/or undertake a simple capacity assessment of the adults and adolescents who will be involved against the ranked topics.
- Pay attention to the ages of adolescents who will be participating. If engagement is long-term, older adolescents may pass the target age group for the project so you may need to plan how to transfer knowledge between groups of adolescents e.g. peer training.

Use **Preparatory Action Tool B** to help identify relevant capacity building topics, approaches and methods. Rank the topics in order of importance for both adults and adolescents who will be involved.

Additionally use the results of the points above plus **Table 1** and **Preparatory Action 5** to determine what types of participation and associated capacity building is feasible with the resources you have. Document this decision-making process.

[23] **GLOBAL 2; ESARO 1; LACRO ; ROSA 1; ROSA 2; MENA 1; ROSA 4; ECARO 2; GLOBAL 1; MENA 2; LACRO 2; ECARO 1; ROSA 1; EAPRO 4; UNICEF Child Friendly Cities and Communities, Toolkit for National Committees, 2017 (PR9)**

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- Do not always assume the dynamic of adults being the more informed "teachers" and adolescents being the less informed "students" in capacity building scenarios will hold true. Advances in technology and the online world mean adolescents may know a lot more than adults in regard to things like hackathons, pop ups, social media platforms and how they could be used creatively for M&E. Adolescents may be far more advanced in computer literacy and coding than adult stakeholders, and adults may not always speak their language. Take time to understand the adolescent world, their areas of expertise, and what they can teach adults that could contribute to a more "modern" approach to M&E.
- Adolescents trained in M&E skills can become attractive resources to other organisations. Consider incorporating training / awareness raising with adolescents on minimum requirements that should be in place with other organisations to avoid them being exploited e.g. payment, protection protocols and policies etc.

USEFUL RESOURCES[24]

- Step 4 **Booklet 4 of the Toolkit for Monitoring and Evaluating Children's Participation.**
- Activities that could be used with adolescents – **A Kit of-Tools for participatory research and evaluation**. In particular see tools: Human Knots and Diversity Game.
- **Participatory evaluation with young people work book (Checkoway & Richards-Schushter) –** useful if collaborative / adolescent led approach to evaluation is desired and could be adapted for monitoring activities.
- For use with adults: to explore the role of adults in evaluation **Facilitator's Guide for participatory evaluation with young people, (Checkoway & Richards-Schushter)** p21 and 28; self-assessment checklist to assess current ways of working with young people.

[24] These are suggestions, there are multiple other resources out there – too many to list here!

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CHAPTER 3

ADOLESCENT PARTICIPATION IN MONITORING[25]

48 3.1 Overview of the monitoring process

57 3.2 Examples of adolescent participation in UNICEF programme monitoring

[25] informed by UNICEF **Programme Policy and Procedure Manual (PPPM)**. This link is on the UNICEF intranet site.

3.1 OVERVIEW OF THE MONITORING PROCESS

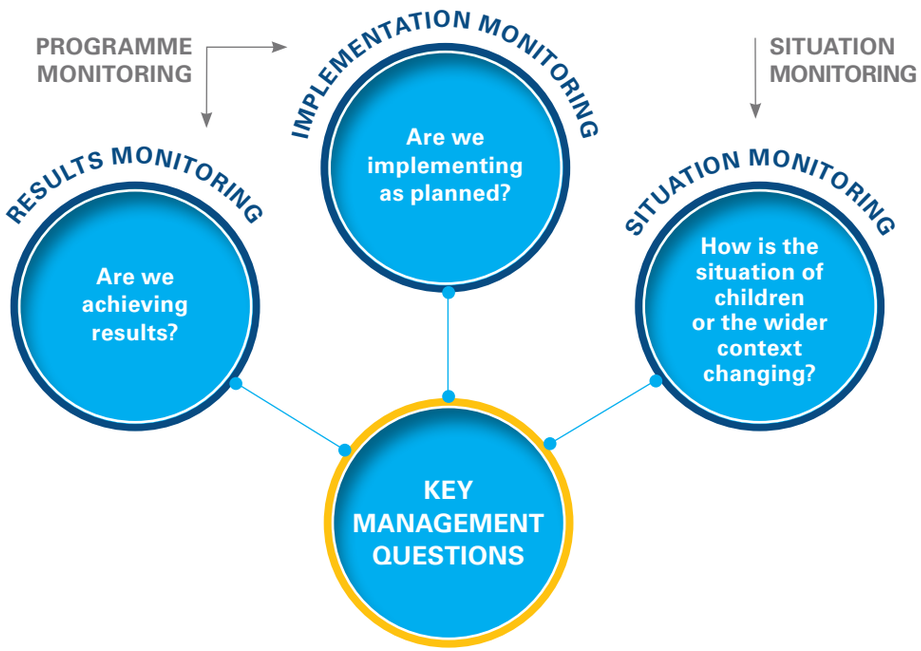
UNICEF defines monitoring as a process of routinely gathering information on critical aspects as well as unforeseen negative effects on a project or programme during implementation. Programme monitoring is a process that provides us with data needed to determine three things:

1. Whether we are implementing the programme as planned (implementation).
2. Whether we are achieving the expected results (based on the theory of change and planned outputs, outcomes and impact).
3. Whether adjustments need to be made to the programme activities and strategies in order to ensure that expected results are achieved.

UNICEF distinguishes between two major categories of monitoring: **situation monitoring** and **programme monitoring**, shown in Figure 5. Situation monitoring involves gathering data on the status of adolescents over time, such as through the Multiple Indicators Cluster Surveys (MICS) or national household censuses. Programme monitoring assesses whether UNICEF is achieving results, and whether an intervention is being implemented as planned.

Monitoring Tool E outlines the potential scope of APM for different types of monitoring and in different contexts.

Figure 5 Types of Monitoring within UNICEF



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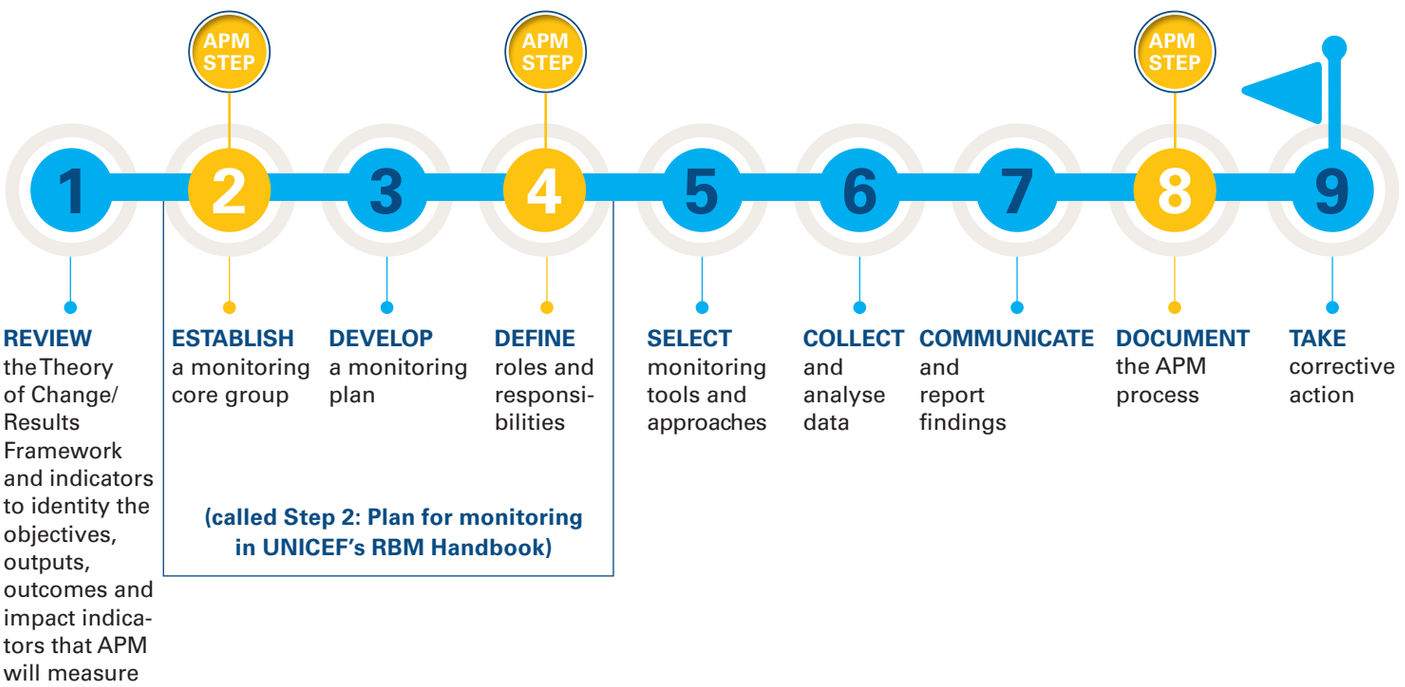
UNICEF's Results Based Management (RBM) Handbook and **Programme Policy and Procedure Manual (PPPM)** (these links are on the UNICEF intranet site) explain what monitoring means in practice for UNICEF and provide guidance for how to realise monitoring in programmes. **Both commit UNICEF programmes to promote participation of stakeholders, especially primary stakeholders including adolescents, in monitoring wherever possible.** **UNICEF's RBM Handbook** outlines 6 core steps in monitoring for results. Consideration of adolescent participation in monitoring (APM) requires the addition of 3 steps to this process to help ensure quality and meaningful APM (Steps 2, 4 and 8). This is shown in Figure 6.

Figure 6 Steps in the monitoring for results process considering adolescent participation



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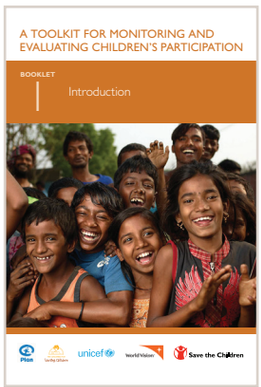
Adolescent Participation in the Monitoring Process

Table 2 can be used in conjunction with **UNICEF's RBM Handbook** and **Programme Policy and Procedure Manual (PPPM)** (these links are on the UNICEF intranet site) to guide implementation of the 9 steps. It is useful to consider the following when reviewing each monitoring step in Table 2:

Table 2 outlines the key considerations for adolescent participation in each step of the monitoring process.

- **Be clear and transparent about who determines the purpose of adolescent participation in monitoring activities** as this will influence the roles that adolescents will take in the activities. There is a fundamental difference between fitting adolescents into an existing monitoring plan and facilitating an opportunity for adolescents themselves to create their own spaces and processes to realise monitoring activities. Be realistic about which approach is feasible in the given context, discuss and communicate this clearly with all adults and adolescents involved[26].
- **In line with the 9 basic requirements for ethical participation with adolescents, it may not be relevant or appropriate for adolescents to be involved in measuring all indicators**. It is essential that the adolescents feel that the issues that they will be involved in monitoring are important to their day to day lives. Use **Monitoring Tool E** to guide these discussions.
- **Think about which stakeholders will need to be involved at which levels.** The focus and purpose of APM will have implications for the local government actors that need to be involved. If the focus is on monitoring quality of government services such as education services or facilities of a specific sector e.g. WASH or health, it may be necessary to involve the local government education or health departments or even the national level departments. If the M&E activities are focusing on local development planning and budgeting, interaction with the council or a council committee may be required.[27]

'A Toolkit for Monitoring and Evaluating Children's participation'



[26] **ECARO 2**
[27] informed by **SD16**

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Table 2. Possibilities for adolescent participation in the Monitoring Process

Monitoring Step	Considerations For Adolescent Participation
1. Review theory of change (ToC) / results framework to identify the results, output(s), outcome(s) and impact indicators that APM will measure*	Consider involving adolescents through either a: • **Consultative approach:** Adolescents can verify existing ToC / Results Framework and can provide further insight on what change would look like from their perspective as part of ToC/Results Framework review. • **Collaborative approach -** Adults and adolescents work together to review ToC / Results framework including output, outcome and impact indicators e.g. through a workshop. • An **adolescent-led approach** could be incorporated if: – adolescents are supported to consult with their peers then bring the results back to the workshop. – adolescents lead ToC/Results Framework / indicator verification sessions with their peers.
2. Establish a monitoring core group	**If adolescents will be involved in collaborative or adolescent-led approaches, establish a monitoring core group** comprising adolescents who are committed to the process (selected / elected by other adolescents where possible), UNICEF staff members and partner representatives. The group should have responsibility for leading the monitoring core steps including designing, planning, advising on, implementing and/or supporting APM activities. **If adolescents will be involved via consultative processes only**, it may not be necessary to establish a monitoring core group. Instead, monitoring questions and methods should be verified with a group of adolescents to check that the language and tone of the questions is appropriate i.e. that other adolescents will understand what the question is asking, and that the methods of collecting data are suitable for different groups of adolescents.

See **Preparatory Action Tool C** for more guidance.

* Step 1 is part of UNICEF strategic planning, however review of the ToC / results framework is a crucial first step in planning safe and appropriate APM. Where appropriate and feasible, it can be beneficial to engage adolescents in the strategic planning stage to inform development of the parts of the ToC/results framework that are relevant to them.

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Table 2. Possibilities for adolescent participation in the Monitoring Process (cont'd)

Monitoring Step	Considerations For Adolescent Participation
3. Develop a monitoring plan	A monitoring plan details *what* information will need to be collected, *how and when* data collection will occur and by *whom*, and *how* that information will be used. **If no monitoring plan exists,** the monitoring core group will need to work together to develop one. **If a monitoring plan for the programme / policy / strategy / thematic area already exists**, share it with the monitoring core group to help them understand how APM fits into the bigger picture. The monitoring core group will need to review it to see how you can effectively integrate adolescent participation in a systematic and inclusive way. **If a monitoring core group is not required**, existing members of monitoring and ADAP staff should develop or review the monitoring plan deciding how, where and when consultations with adolescents are appropriate and feasible. As per Step 2, a group of adolescents should then be engaged to check the language and tone of the monitoring questions. **Remain open to evolving structures and systems of organising and implementing monitoring activities which work for adolescents, and which may be different from traditional adult models.** Whereas it has traditionally been the norm to build the capacity of adolescents and connect them into NGO, UN and government spaces and platforms for monitoring or to replicate these models in adolescent structures (e.g. youth parliaments), this may not necessarily be the most useful or creative way for adolescents to engage with monitoring. It could be advantageous to let adolescents invite us into their spaces and platforms and to provide space for them give their ideas about approaches to monitoring from their perspective rather than just copying the adult models for monitoring. **When working with government processes, ensure alignment between the purpose of APM and established local government processes and their time-line.**

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

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Table 2. Possibilities for adolescent participation in the Monitoring Process (cont'd)

Monitoring Step	Considerations For Adolescent Participation
4. Define roles and responsibilities	**All members of the monitoring core group should be involved in discussing, negotiating and deciding the roles and responsibilities of adults and adolescents in APM&E.** Allow adolescents to express views about why and how they should be involved, including determining the extent and type of participation desired. To enable adolescents to meaningfully contribute to these discussions they must have knowledge of what M&E is and what it means for them to be involved. **Be open to considering more than one type of adolescent participation in a single monitoring activity or over time.** A monitoring plan could start with a relative modest scope of adolescent participation, which can be expanded upon as implementation progresses. Within the programme context consider what opportunities are there for direct vs indirect participatory platforms. **Assignment of roles and division of tasks and responsibilities should not be determined by age.** Rather, it should be based on the specific interests, time availability, skills, and networks that each individual brings to the table. **Nobody – adolescent or adult – will be able to participate in all aspects of the monitoring activities. Plan for this reality by having multiple persons take on key aspects of the activities, thus sharing responsibility.** When youth and adults are able to participate in ways consistent with their interests and availability, they are most likely to make substantial contributions to the process. **Be conscious of existing / limited resources.** Ensure that the planned activities will not increase costs for monitoring activities excessively, or shift responsibilities, or workload disproportionately on to the adolescents involved.

See **Preparatory Action 6** for more guidance on how to build the knowledge, skills and capacities of adolescents.

Use **Tipsheet 1** and **Tipsheet 3** to inform discussions.

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Table 2. Possibilities for adolescent participation in the Monitoring Process (cont'd)

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

Use **Tipsheet 3** to help guide the selection of data collection methods and tools.

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

See **Preparatory Action 4** and **Tipsheet 3** for more guidance.

* **UNICEF Child Friendly Cities and Communities, Toolkit for National Committees, 2017 (PR9); So you want to consult with children (Save the Children, 2009) (PR4); Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012) **(PR1)**

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Table 2. Possibilities for adolescent participation in the Monitoring Process (cont'd)

Monitoring Step	Considerations For Adolescent Participation
7. Communicate and Report Findings	**Consider children's capacity and willingness to communicate findings themselves. At a minimum, provide adolescents with the opportunity to verify, challenge and influence the analysis of the findings before the final report / products are produced.** This can be done with a representative group of adolescents who were involved in providing data via FGDs, surveys etc. and/ or those adolescents who were involved in data collection.
8. Document the APM Process	**In addition to documenting the findings of the monitoring activities it is also important to document the process of undertaking APM.** • Consider doing periodic **After Action Reviews** with the adolescent and adults involved in the monitoring activities to learn what worked well, what didn't, why and what could be done differently next time – use the results to adapt the monitoring plan. • Where collaborative and adolescent-led approaches to participation have been utilised, Save the Children Norway's 2008 publication, **A Kit of Tools – for participatory research and evaluation** contains tools that can be used to explore what impact participating in monitoring activities has had on the adolescents involved, specifically: – Body Map (before/ after) to explore individual impact of involvement in the monitoring activities. – Stories of Most Significant Change (final round): to explore through stories the most significant changes recognized and identified by adolescents from their involvement in the monitoring activities. – Circle Analysis: Analysis of which children / young people have been actively engaged in (or excluded from) the monitoring activities. – Time Line to explore key milestones, successes and challenges faced during the monitoring activities particularly in relation to supporting the active participation of children and young people.

See **Tipsheet 3** for tips on formats and ways of presenting findings.

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Table 2. Possibilities for adolescent participation in the Monitoring Process (cont'd)

Monitoring Step	Considerations For Adolescent Participation
9. Take corrective action & close the feedback loop	**Involve adolescent members of the monitoring core group in using the monitoring data to develop action plans of corrective action.** Ensure these adolescents are regularly updated about: which of the actions have and have not been realised, what changes have been made to the programme as a result, and any implications these changes have for ongoing monitoring activities.* **Example from Jordan Country Office:** Adolescents who collaborated and led on action research as part of monitoring processes completed pre and post assessments to get their feedback on how they found the process and whether they felt they really contributed to the results. As part of the action research process, adolescents were responsible for development of the action and advocacy plans using the data they had collected and analysed. These plans were then intended to be implemented by the adolescents who had developed them. This helped create a sense of ownership of these programmes amongst the adolescents who had been involved, and motivated them to continue partnering with UNICEF, mobilise resources and turn these plans into projects with the support of national partners and the UNICEF team. **Adolescents, both those who are part of the monitoring core group, and those targeted by the programme / strategy / policy / thematic area, must receive ongoing feedback about how the data provided / collected by adolescents has been used and how this fits into the bigger picture.** If the feedback loop is not closed, it can lead to adolescents feeling confused and dis-encouraged about participating in ongoing monitoring activities. Feedback can be provided through regular meeting of the monitoring core group, inviting adolescent members of the monitoring core group to attend programme team meetings or community meetings / meetings in schools, child clubs to enable a broader group of adolescents to be updated on progress.

See **Tipsheet 3** for tips for reporting and disseminating findings.

* **PR5**; **LACRO 1**; **LACRO 2**; **SD16**; **So you want to consult with children (Save the Children, 2009) (PR4)**; **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012) **(PR1)**; **ROSA 1**; **ESARO 3**

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3.2 Examples of Adolescent Participation in UNICEF Programme Monitoring[28]

1. In **Morocco**, 10,000 children who were trained in census techniques by teachers were able to identify a further 80,000 children not enrolled in school as part of situation monitoring. Results of that survey were used to identify the obstacles to and solutions for enrolment, seen from the perspective of children themselves.

2. In **Nepal**, children undertook a mapping exercise of their community in Kathmandu. The Panchayat now uses them as a source of information for situation monitoring regarding who needs access to government subsidised housing and to help them determine beneficiaries for other schemes for low income families.

3. In **Zambia**, adolescent health centre peer educators collected programme monitoring data (provided with training, supervision and support) including undertaking 'exit surveys' at the health centres with adolescent clients to help the health centre assess perceptions of the quality of their services. Adolescent peer educators also monitored the activities of their peers e.g. activities of school based AIDS Action Clubs. They were trained in simple statistical analysis techniques e.g. generating simple percentages, so that they could undertake analysis and assess trends in the use of the services. Analysis of more complicated data was achieved through joint workshops with programme partners where space was also created to identify what action needs to be taken based on what the data revealed.

4. In the **Maldives** a group of 30 adolescent volunteers (age 15-18) of both sexes were invited to participate in a situation monitoring survey process in schools that aimed to assess awareness levels about the UNCRC amongst school children. The volunteers were given basic training in research skills and survey methods and specific tasks and responsibilities on different aspects of the survey. They helped to prepare some of the questions; translate the whole questionnaire to Dhivehi; design the layout and the drawings of the questionnaire; undertake data collection and data entry; assisted in identifying the primary indicators to examine in the data analysis, assisted in writing the report in and performed group presentations on results.

[28] informed by KIIs, **EAPRO 1; EAPRO 2; ESARO 1; ESARO 2; EAPRO 3; ESARO 3; GLOBAL 2; GLOBAL 3; MENA 2; ROSA 1; ROSA 3**.

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3.2 Examples of Adolescent Participation in UNICEF Programme Monitoring (cont'd)

5. In **Jordan**, adolescents have been involved in programme monitoring data collection for cash transfer PDM. Adolescents also support child protection monitoring through pre and post behaviour change surveys focusing on education and school.

6. In **Syria**, 25 young Palestinians led situation monitoring action research to identify critical issues for adolescents. They then designed and led initiatives based on their findings. Adolescent-led activities included research on the causes of school drop-outs, computer training and training on how to create and run student parliaments at child rights clubs.

7. Through UNICEF's partners in **Uganda**, 300 Ugandan Boy Scouts were trained on U-Report and as social monitors. They were given the task to report via SMS directly from their communities on issues important to their region (situation monitoring). They receive weekly polls for gathering data at the community level and report back. They also receive information on how to address the reported issues and advocacy tips on how to raise awareness.

8. In **Indonesia**, UNICEF's Adolescent Kit for Expression and Innovation was used to train and empower adolescents to research, monitor and advocate for adolescents' and community needs. In one village adolescents led situation monitoring, interviewing people and analysing data to find suggestions and solutions to reduce the number of hours each day spent by community members (mostly adolescents) fetching water. Installation of a water pump at the centre of the village was deemed to be the best solution from the adolescent's research and perspective. The rigour in their research and monitoring convinced the village leadership to install a water pump and commit additional funds for two more water pumps that year.

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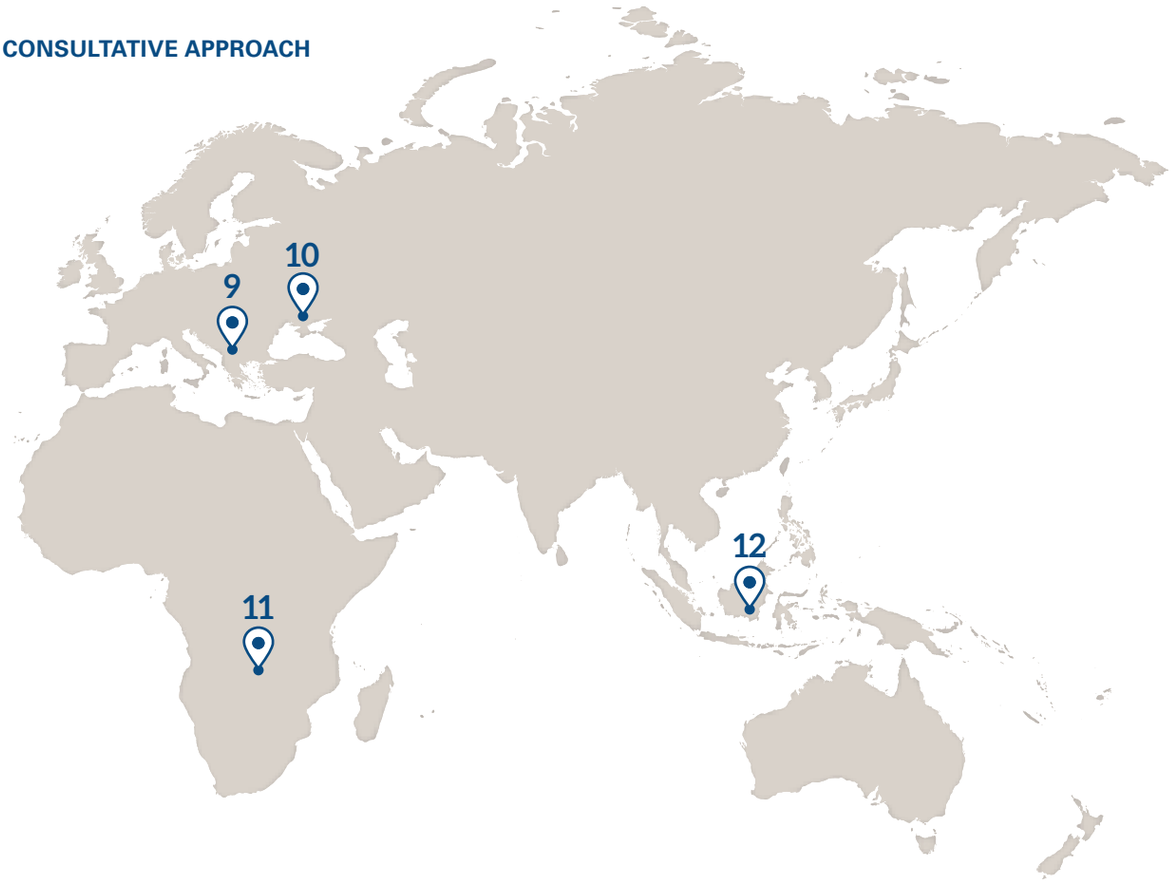
3.2 Examples of Adolescent Participation in UNICEF Programme Monitoring (cont'd)

CONSULTATIVE APPROACH



9. In **Kosovo**, adolescents participated in programme monitoring via quarterly FGDs with reference groups comprising representatives of the youth target group. They discusses what was working well in the programme, what was not working well, what adolescents wish they had seen that they haven't seen in the programme. Different adolescents participated in these FGDs each quarter to ensure as broad a range of voices, views and opinions as possible could be heard.

10. As part of programme monitoring of the humanitarian response in the East of **Ukraine**, U-Report polls were used to undertake post distribution monitoring (PDM) of the coverage and quality of kits distributed to children and adolescents. U-Report depends on voluntary subscription so it is not representative but a youth engagement campaign was conducted to raise the profile of U-Report to encourage more adolescents to respond to the PDM survey.

11. Zambia used the national U-Report SMS system to routinely poll adolescents to inform programme monitoring - to see if the interventions UNICEF supports were reaching them, and ask them about quality issues.

12. In a situation monitoring study to understand the position of working children in **Indonesia**, data was collected from adolescents using the following data collection processes/activities: FGD, storytelling, body mapping, children's essay, pie chart method, cause and consequence diagram, venn diagram, drawing photo essay, seasonal calenders, daily schedule diagram, area mapping, observations, recalling sheet, role play, visual stimuli, transect.

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CHAPTER 4

ADOLESCENT PARTICIPATION IN EVALUATION

62 4.1 Adolescent Participation in the Evaluation Process

70 4.2 Examples of adolescent participation in UNICEF evaluations

As shown in Figure 1, evaluation is defined as an assessment, conducted as systematically and impartially as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance. It analyses the level of achievement of both expected and unexpected results by examining the results chain, processes, contextual factors and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability. An evaluation should provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders.[29]

The Guiding Principles in UNICEF's Revised Evaluation Policy, UNICEF's Plan for Global Evaluations 2018–2021 and **UNICEF's Results Based Management (RBM) Handbook** (this link is on the UNICEF intranet site) **commit UNICEF to consider the participation of all key stakeholders, including children and adolescents, to inform evaluations.** Figure 7 outlines the 7 steps of the UNICEF's RBM evaluation process and highlights how UNEG Norms and Standards relevant to adolescent participation in evaluation (APE) relate to the different steps.

See Figure 7 on page 137

[29] UNEG Norms & Standards, 2017 **(SD7)**

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4.1. ADOLESCENTS PARTICIPATION IN THE 7 STEPS OF THE EVALUATION PROCESS

Table 3 builds on Figure 7 and outlines the key considerations for adolescent participation in the evaluation process within the context of the UNEG Norms and Standards. The table can be used in conjunction with **UNICEF's RBM Handbook** (this link is on the UNICEF intranet site) and **UNEG Norms and Standards** to guide implementation of the 7 steps.

Standard 4.6 of the UNEG Norms and Standards focuses on stakeholder engagement and reference groups. It promotes three distinct groups that stakeholders can participate in throughout the evaluation process:

1. **Reference groups:** composed of representatives of key stakeholders, who serve as a sounding board to the evaluation process. The reference group provides inputs to key milestones, including the terms of reference (ToR), the inception report and the draft report.
2. **Advisory groups:** composed of experts on evaluation or the subject matter. They can enhance the relevance, quality and credibility of evaluation processes through guidance, advice, validation of evaluation criteria, evaluation questions, findings and use of the knowledge.
3. **Learning groups:** composed of a variety of stakeholders with a focus on the use of evaluation. Learning groups generally have a smaller role in quality enhancement or validation of findings than reference groups.

    - **Adolescents should be considered for inclusion at least in groups 1 and 3.** Particularly where adolescents are the primary target audience ("beneficiary") of the services / programme / strategies / policies / thematic areas being evaluated, it is key to include them in M&E activities relating to that intervention.

Where possible, adolescents involved in an evaluation should be different from adolescent members of the monitoring core group (where in existence) in order to avoid conflict of interest.

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If adolescents indirectly benefit from the services / programme/ strategies / policies / thematic areas being evaluated, it will suffice to ensure they are consulted as a key stakeholder group during data collection and feature as distinct categories of disaggregation (10-14 year olds and 15-19 year olds) in data collection, analysis and presentation of results.

In addition, in some situations **adolescents can be included as members of the evaluation team**. The appropriateness and feasibility of this needs to take into consideration:

- The level of independence and impartiality required of the evaluation. If this is high, then only adolescents who have no connection to or previous engagement with the programme should be considered to avoid conflict of interest.
- The time available to conduct the evaluation. Adolescent participation in evaluation takes time and should not be rushed. There also need to be other adequate resources in place: reimbursement of expenses and rewards for the adolescent team members; capacity building; recruiting lead evaluator with the necessary knowledge and skills; translators etc.

Tipsheet 3 can be used to identify strategies to ensure validity and objectivity in the process.

See **Preparatory Action 4** for more guidance.

See **Preparatory Actions 5** and **6** in Chapter 2 for more guidance.

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Table 3. Possibilities for adolescent participation in the Evaluation Process

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 1: Assess utility, necessity, evaluability, and timeliness	**Standard 4.1:** Timeliness and intentionality **Standard 4.2:** Evaluability assessment	*Assess the **utility, necessity, evaluability and timeliness*** to ascertain the demand for the evaluation and commitment to use its findings. As part of the first step, **assessing evaluability** should take the form of gauging the understanding of the theory of change, and determine whether adolescents deem it to be meaningful. Also, while adolescent may indicate a demand for the evaluation, **getting the timing right** will increase the likelihood of receiving the findings well and using them. ***Actions to consider:*** 1.1 Consider what is feasible and realistic in terms of adolescent participation with the resources available for this step. 1.2 Involve adolescent as a stakeholder group, and depending on whether they are a primary or secondary target of the policy, intervention or activity for which the utility, necessity, evaluability and timeliness is being assessed, decide on the mode of their involvement (i.e., consultative, collaborative, or adolescent-led). 1.3 Facilitate a discussion of the theory of change. Find a creative, non-jargon manner to engage adolescents about "the change" that is already articulated in the theory of change, ask if this change is meaningful and useful for them and the likelihood of achieving it with planned activities, and whether they "buy in" into that vision. 1.4 Assess the time commitment that is required for the evaluation; confirm the timing of the evaluation, and the availability of individual adolescent participants.

Evaluation Tool F presents ideas how adolescents could participate in the process for the specific evaluation process.

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Table 3. Possibilities for adolescent participation in the Evaluation Process (cont'd)

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 2: Plan and commission the evaluation	**Standard 4.1:** Terms of reference **Standard 4.4:** Evaluation scope and objectives **Standard 4.5:** Methodology	Managers should always consider adolescents as a distinct stakeholder group to be consulted in developing the evaluation plan, as part of adolescent members of the reference and/or learning groups. However, all parties need to be *clear, transparent and realistic* about the feasibility of involving adolescent in the evaluation. ***Actions to consider:*** 2.1 In planning and commissioning the evaluation, decide, in a systematic manner: - Whether it is safe and ethical to involve adolescents in the evaluation. - What the specific added value of their participation will be for the evaluation and for them. - How the adolescents will be identified and selected, and their availability. - The mode of participation that is most appropriate and feasible given the resources available for the evaluation i.e. consultation, collaboration, or under the right conditions, adolescent-led. 2.2 Communicate the decision clearly with adolescents involved and with adults*, and keep a record of all communications, consent, assent or dissent decisions. 2.3 Include adolescent stakeholders in the development of the terms of reference. 2.4 Facilitate a discussion on the purpose of the evaluation and its objectives; engage adolescent participants each in contributing evaluation questions and have them indicate how the proposed questions are tailored to their own needs, and how they contribute to measuring the desired change.

See **Preparatory Action 1** and **Preparatory Action 4** for more guidance.

* **ECARO 2**

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Table 3. Possibilities for adolescent participation in the Evaluation Process (cont'd)

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 2 cont'd	**Standard 4.1:** Terms of reference **Standard 4.4:** Evaluation scope and objectives **Standard 4.5:** Methodology	2.5 Facilitate a discussion on OECD/DAC evaluation criteria, using Evaluation Tool G and have adolescent revise the question based on the evaluation criteria they are targeting. 2.6 With the final set of questions, determine the methodology of the evaluation, paying particular attention to the following: a. The design/approach of the evaluation. b. Data sources for each question. c. How the data will be collected (interviews, focus groups, etc.) and by whom. d. Data analysis plan addressing how data from each question will be analysed. 2.7 Discuss the ethical considerations for involving adolescent in the different stages of the evaluations, and the value to be derived from their participation.

See **Evaluation Tool G**.

Use **Evaluation Tool H** to consider if evaluation approaches that lend themselves to adolescent participation can be promoted

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Table 3. Possibilities for adolescent participation in the Evaluation Process (cont'd)

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 2 cont'd	**Standard 4.8:** Selection and composition of the evaluation team	This section concerns the participation of adolescents as technical experts. Adolescents have the requisite competencies and capacity to compete and qualify as team members of evaluation teams, even where they are not expected to possess requisite experiences. ***Actions to consider:*** 2.7 Communicate the decision to have adolescents be involved as part of the evaluation team* and discuss the terms of their participation (stipend, contracted, etc.). Obtain the necessary consent, assent or dissent, and keep a record of all communications. 2.8 Ensure that the adolescent members of the team have the requisite competencies and capacities, and a voice as team members. UNICEF managers should play their part in preparing adolescents for the roles they will play (under the National Evaluation Capacity Development [NECD] initiative). Building evaluation capacities requires systematic and prolonged capacity building, guidance and support before and during the evaluation. 2.9 Determine sufficient resources to support the process (the adolescent themselves, time and money) should be mobilized. Which adolescents to include will depend on the level of impartiality and independence required of the evaluation.
STEP 3: Provide support for the execution of the evaluation	**Standard 5.2:** Quality control of the evaluation: design ***and process***	Quality should be controlled and/or assured throughout the evaluation. Many decisions will be taken **during the design and inception stages** that cannot be reversed easily once the evaluation team begins its work, or due to contractual obligations. For instance, the budget of the evaluation will dictate most elements of the design (scope, sample size, methods, etc.). Altering any of these elements midway through execution may require additional resources (e.g., fees for evaluators).

→ Use the guidance in **Preparatory Action 6** in Chapter 2.

→ Use the guidance in **Preparatory Action 5**.

→ For more guidance see **Preparatory Action 4** and **Preparatory Action 6** in Chapter 2, as well as **Preparatory Action Tool B** and **Preparatory Action Tool C**.

→ For that reason, the advice provided in **Evaluation Tool D** should followed closely. For guidance see **Preparatory Action 4** in Chapter 2 plus **Tipsheet 2** and **Tipsheet 3**.

* **ECARO 2**

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Table 3. Possibilities for adolescent participation in the Evaluation Process (cont'd)

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 4: Assure quality of the evaluation deliverables	4.9 Evaluation reports and products 5.3 Quality control of the evaluation: final ***(reporting)*** stage	The Global Evaluation Reports Oversight System (GEROS) is the system for assuring the quality of all UNICEF evaluation reports. Involving adolescents in data analysis and report writing and /or consulting with adolescents on evaluation findings before reports are finalized could increase the utility of evaluation reports. ***Actions to consider:*** 4.1 Facilitate feedback sessions with adolescent participants to provide them with an opportunity to verify, challenge and/or influence the analysis of the findings before reports are finalized. 4.2 Using the GEROS checklist, divide adolescents into working groups and have them work on different sections of the evaluation report to assess it for compliance with outlined quality standards. 4.3 Make evaluation reports available to adolescents in a format that is accessible to them.
STEP 5: Validate findings and recom-mendations	**Standard 4.10:** Recom-mendations	Evaluation recommendations are typically validated with the members of the reference group. In this case one group of adolescents would participate as members of the evaluation team or reference group. However, if adolescent were a key beneficiary group of the programme/ intervention that is being evaluated (and from which data was collected), separate arrangements should be made to validate evaluation recommendations with them.

Evaluation Tool D provides a checklist summary of the elements of the report that are assessed through the GEROS.

For additional guidance see **Preparatory Action 4** in Chapter 2 plus **Tipsheet 3**.

Sections D and **E** of **Evaluation Tool D** provides guidance on validating recommendations.

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Table 3. Possibilities for adolescent participation in the Evaluation Process (cont'd)

Evaluation Process Step	Relevant UNEG Standards	Considerations For Adolescent Participation
STEP 6: Facilitate management response and track its implementation	**Standard 1.4:** Management response and follow-up	The role of the evaluation manager is to facilitate the development of the management response, and to track the implementation of the actions that are indicated in the UNICEF management response tracking system. To the extent possible, managers should ensure that the views of adolescent participants are taken into consideration in the management response. When executing STEP 5 above on validating the recommendations, managers should consider the following: ***Actions for consideration:*** 6.1 Discuss adolescents' expectations on the management response and provide feedback on adolescents' views and expectations to the entity that is responsible for developing the management response. 6.2. Produce an adolescent-friendly version of the management response and disseminate it to the adolescent constituency.
STEP 7: Disseminate, and facilitate use of evaluation lessons		Adolescents can be powerful advocates for issues that affect them, provided they assume ownership of those issues. In addition to incorporating their views in the management response, the following actions are required: ***Actions for consideration:*** 7.1 Facilitate an adolescent-led process to develop indicators to monitor the implementation of the management response and use of evaluation lessons; and, 7.2 Facilitate an adolescent-led process for reporting on the management response and use of evaluation lessons. 7.3 Consider facilitating an 'adolescent response' in addition to the official management response and sharing this widely. Careful consideration would need to be given to issues of representation among those drafting the 'adolescent response'.

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4.2 Examples of Adolescent Participation in UNICEF Evaluations[30]

CONSULTATIVE APPROACH

1. In **Kosovo**, adolescents are consulted as part of internal mid-term evaluations/review of progrmames focusing on adolescents. Adolescents evaluate the different aspects of the programme through pre and post evaluation surveys and debriefs. The debriefs involve meeting with a group of young people to go over and discuss key aspects of what happened in that particular programme cycle. The results fed back into the system for inclusion / adaption in the next planning cycle.

2. In **Zambia** HIV and Health programmes, adolescents have been involved in evaluation design and pre-testing – but often it is young adults (20-24) who are enumerators rather than adolescents.

3. In an evaluation of Youth Parliaments in **East Timor**, time and resources to consult and get feedback from adolescents has been built in to the evaluation plan. So far, adolescents have been consulted as part of the Terms of Reference development process; they were provided with an adolescent friendly summary of the inception report on which they could provide comments and feedback, and speak directly with the lead consultant. Adolescents will also be consulted as part of the methodology development process before data collection begins.

[30] informed by KIIs; **EAPRO 1; EAPRO 2; ESARO 1; ESARO 2; ESARO 3; Global 2; GLOBAL 2; GLOBAL 3; MENA 2; ROSA 1**

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4.2 Examples of Adolescent Participation in UNICEF Evaluations (cont'd)

COLLABORATIVE APPROACH

1. In **Cambodia**, an evaluation focused on disability, engaged child volunteers in the process who shared their views and advice on how to put together the questionnaire; what questions to include and how to make it interesting to children. Child volunteers organised most of the logistics of conducting the Survey including visiting schools. They were encouraged to find ways to enable children to think about what rights they have as children instead of assuming they were "passive recipients" of what the adults provide.

2. In **Egypt**, young evaluators facilitated a series of FGDs to identify the most significant changes FGD participants had either experienced directly or observed among programme participants. This enabled data to be collected from 233 programme beneficiaries and facilitated the more active participation in the evaluation process of a small group of programme beneficiaries.

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LIST OF REFERENCES

UNICEF's Research and Evaluation Database

Footnote Code	Commissioning Agencies	Year	Title	Evidence Type
ECARO 1	UNICEF and Azerbaijan Youth Union, NGO	2003	Children and Youth Assessment of Youth Resource Centers (YRCs)	Study
ECARO 2	UNICEF	2014	Independent Assessment of the Mechanism for Child Participation, developed and tested under UNICEF supported pilot programme "Promoting Children's Participation through Enhancing the Role of Student Councils at School, Municipal, District, and National Level"	Review
EAPRO 1	UNICEF	2010	Survey to Assess Awareness Among Maldivian School Children on the United Nations Convention on the Rights of the Child	Survey
EAPRO 2	UNICEF Indonesia	2004	Condition and Position of Working Children in a Number of Sectors in Tulungagung and Probolinggo, EAST JAVA	Study
EAPRO 3	UNICEF	2010	**Summary Report and Evaluation: Child Injury Prevention Project (2005-2010)**	Evaluation
EAPRO 4	Ministry of Education and Training / UNICEF	2011	**Adolescent-Friendly Lower Secondary Schools Evaluation Report**	Evaluation
ESARO 1	UNICEF	2004	The Assessment on Children and Youth Participation	Study
ESARO 2	UNICEF	2011	**U-Report: United Nations Children's Fund Uganda**	Evaluation
ESARO 3	UNICEF	2015	**Protecting Children from Violence (VAC): A Comprehensive Evaluation of UNICEF's Strategies and Programme Performance, Tanzania Country Case Study**	Evaluation
GLOBAL 1	UNICEF	2004	**Adolescent Programming in Conflict and Post-Conflict Situations**	Study
GLOBAL 2	UNICEF	2009	**The Participation of Children and Young People in UNICEF Country Programme and National Committee Activities**	Study
GLOBAL 3	UNICEF	2015	**Global Violence Against Children (VAC) Evaluation - Protecting children from violence: a comprehensive evaluation of UNICEF strategies and programme performance**	Evaluation

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UNICEF's Research and Evaluation Database (cont'd)

Footnote Code	Commissioning Agencies	Year	Title	Evidence Type
LACRO 1	UNICEF and UNFPA	2001	**Factors that Shape the Initiation of Early Sexual Activity Among Adolescent Boys and Girls: A Study in Three Communities in Jamaica**	Study
LACRO 2	UNFPA, UNICEF, UNFIP	2001	Promoting Adolescent Participation in Jamaica	Study
MENA 1	WHO/CAH and UNICEF Jordan	2005	Adolescent Services Providers in Jordan Survey (ASPS) Project	Survey
MENA 2	UNICEF	2011	**"Adolescents: Agents of Positive Change" – the Right to Participation**	Evaluation
ROSA 1	UNICEF	2004	Wheel of Change: Children and Young People's Participation in South Asia	Study
ROSA 2	UNICEF	2009	**Keeping Children in Focus (Strategic Evaluation of DACAW UNICEF Nepal)**	Evaluation
ROSA 3	Liz Pick, UNICEF		Adolescents take action; adults listen	Case Study
ROSA 4		2015	**Adolescent Participation in Decisions Affecting their Lives**	Study
ROSA 5	UNICEF	2015	**Formative Regional Evaluation of UNICEF's Contribution to the Empowerment and Rights Fulfilment of Adolescents in South Asia**	Evaluation

Practitioner Resources

Footnote Code	Publisher / Organisation	Author, Year	Title
PR1	Cornell University	Zeldin, S., et al, 2012	**Youth-Adult Partnerships in Evaluation**: a resource guide for translating research into practice
PR2	Save the Children	Lansdown, G., and O'Kane, C., 2014	**A Toolkit for Monitoring and Evaluating Children's Participation Booklets 1-6**
PR3	Save the Children	Lyford Jones, H., 2010	**Putting Children at the Centre: a practical guide to children's participation**
PR4	Save the Children	2003	**So, you want to consult with children?** A toolkit of good practice
PR5		Karkara, R., et al,	**Tool Kit on Inclusive Youth Participation: Strengthening Participation of Young Women and Young men in the Implementation of Agenda 2030**
PR6	Olivia McEvoy	Department of Children and Youth Affairs (Ireland) & Barnados;	**A practical guide to including seldom-heard children and young people in decision making**

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Practitioner Resources (cont'd)

Footnote Code	Publisher / Organisation	Author, Year	Title
PR7	SAGE Publishing	Preskill & Catsambas, 2006	**Reframing Evaluation through Appreciate Enquiry**
PR8	UNICEF	Lansdown, G., Berman Bieler, R., & Mitra, G., 2013	**Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives**
PR9	UNICEF	Lansdown et al., 2017	**Child Friendly Cities and Communities Initiative: Toolkit for National Committees**
	Enfield Council, UK		Young Volunteers, Guidance for organisations in Enfield Children's Trust taking on young volunteers,
	Horizons Population Council	IMPACT Family Health International	Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources
	International Rescue Committee (IRC)	IRC	Consent Form Guidance and Template, IRC Research Toolkit

UNICEF Strategic Documents

Footnote Code	Organisation / Author	Year	Title
UNICEF's Adolescent Development and Participation Programming			
SD1	UNICEF	2017d	**Adolescent and Youth Engagement Strategic Framework**
SD2	UNICEF	2017	**Programming with and for Adolescents, UNICEF Programme Guidance for the Second Decade, Programme Division, June 2018**
SD3	UNICEF	SD12 2016	Social Accountability with and for Children: A preliminary mapping of UNICEF HQ inputs and support
Programme Monitoring			
SD4	UNICEF	2017	**UNICEF's Results Based Management (RBM) Handbook** (this link is in the UNICEF Intranet)
SD5			**UNICEF Programme Policy and Procedure Manual (PPPM)**,
UNICEF's Evaluation Function			
SD6	United Nations Evaluation Group (UNEG)	2008	**UNEG Ethical Guidelines for Evaluation**
SD7	UNEG	2016	**UNEG Norms and Standards for Evaluation**

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UNICEF Strategic Documents (cont'd)

Footnote Code	Organisation / Author	Year	Title
SD8	UNICEF Office of Research – Innocenti; Irene Guijt	2014	**Participatory Approaches, Methodological Briefs: Impact Evaluation 5**
SD9	Peersman, G. UNICEF Office of Research, Florence.	2014	**Evaluative Criteria, Methodological Briefs: Impact Evaluation 3**
Humanitarian & Emergency programming			
SD10	UNICEF	2007	**The Participation of Children and Young People in Emergencies**
	UNICEF	2010	**Core Commitments for Children in Humanitarian Action**
Information Communication Technology			
SD11	UNICEF	2013	**Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls**
SD12	UNICEF	2017	**Children in a Digital World, The State of the World's Children Report**
SD13	UNICEF	Berman, G & Albright, K, 2017	**Children and the Data Cycle: Rights and Ethics in a Big Data World**
Children's Participation			
SD14	UNICEF	Division of Research and Policy, 2011	Guidance Note on Promoting Meaningful and Inclusive Participation of Children and Young People
SD15	UNICEF	Ozer, E., & Piatt, A., 2017	**Innocenti Research: Brief Adolescent Participation in Research: Innovation, rationale and next steps**
SD16	UNICEF	de Wijn, M., 2017	Child Participation in Local Governance DRAFT 7
Other relevant literature			
SD17	UNICEF; Bellamy C	2003	**The State of the World's Children**
SD18	Save the Children UK	2005	**Practice Standards in Children's Participation**
SD19	UNICEF	2017a	**Strategic Plan, 2018-2021**
SD20	UNICEF	2017	**Final results framework of the UNICEF Strategic Plan, 2018-2021**

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SUPPORTING TOOLS AND TIPSHEETS

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108 **Evaluation Tool H:** Approaches to Evaluation that lend themselves to Adolescent Participation Evaluation Tool D. Checklist to rate the quality of UNICEF evaluation reports

116 **Tipsheet 1:** The Role of Adults in APM&E

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PREPARATORY ACTION TOOL A:
APM&E CONTEXT ANALYSIS TOPICS[31]

N.B. for some of these issues it may be more common to find answers relating to children in general rather than adolescents. However, it is important to probe further to see if/how these topics affect/are accessible / are influenced by younger (10-14 years old) and older (15-19 years old) adolescents. It is important to considers adolescents in these two distinct age groups because adolescents of different ages may face different issues / have access to / be denied access to different services and arenas and be perceived differently by society in regard to their attitudes and place in society. A **SWOT analysis table** can be used to analyse / structure the findings. **Preparatory Action Tool B** may be useful to support analysis of context analysis findings.

WHAT TO ASSESS		WHY TO ASSESS IT - HOW THESE TOPICS CAN SUPPORT SAFE AND MEANINGFUL ADOLESCENT PARTICIPATION IN M&E ACTIVITIES	HOW TO ASSESS IT – METHODS & TOOLS
TOPIC	**WHAT TO ASSESS**		
Existing domestic regulations that protect adolescents' right to participate	If adolescents are entitled to democratic structures in schools, local government, national government	• Potential entry point for participation • Adolescents may already be involved in M&E activities within existing structures/ organisations – leverage point	These are points have been taken from **p5-13 Booklet 1 of the Toolkit to Monitor and Evaluate Children's Participation**. The table in this booklet can be used to assist measurement of these topics with adolescents. Guidance and tools included on p14-26 of this booklet can be used to assess these topics. Secondary data review e.g. existing situation analysis
	If adolescents have the right to establish their own organisations		
	If laws exist that define parental responsibilities, including respect for the views of the child	Leverage point to help engage and support from parents/caregivers for adolescent participation in M&E	
Existing efforts to promote awareness of and commitment to adolescent participation (local, regional and national levels)	Do adolescents have access to independent information from a wide range of sources	These sources of information could provide channels through which to: inform adolescents about opportunities for participation in M&E activities, engage adolescents in data/information exchange and dialogue and/or provide channels and mechanisms to close the feedback loop	
	Is government information available in adolescent-friendly and appropriate formats	This information could help adolescents see and understand the bigger picture into which their participation in M&E activities fits	
	Human rights education is included in the curriculum	Helps gain an understanding of what knowledge adolescents and adults should / do already have which can help inform what topics should be the focus of capacity building and training for these different stakeholders who may be involved in APM&E	
	Adolescents' rights training is provided for professionals and policymakers working with adolescents		
	Programmes for parent education on adolescents' rights are available		
	Has research / assessment already been undertaken to assess the extent to which adolescent participation in decisions that affect their lives is respected	Provides an insight into attitudes and behaviours towards adolescents and their participation in issues and decisions that affect their lives i.e. how enabling the current environment is for APM&E	

[31] **Booklet 1 PR2; LACRO 2; MENA 2; ROSA 1**

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Preparatory Action Tool A (cont'd)

WHAT TO ASSESS		WHY TO ASSESS IT - HOW THESE TOPICS CAN SUPPORT SAFE AND MEANINGFUL ADOLESCENT PARTICIPATION IN M&E ACTIVITIES	HOW TO ASSESS IT – METHODS & TOOLS
TOPIC	**WHAT TO ASSESS**		
The extent to which spaces for adolescent participation have been created (local, regional and national levels)	Are mechanisms in place to consult adolescents on legislation, public policies, services and resource allocation	These mechanisms could be leveraged and/or built upon to enable more systematic monitoring or evaluation activities Monitoring or evaluation activities could be scheduled to align with these mechanism and processes where already in existence	
	Are mechanisms in place for adolescents to provide feedback on the quality, accessibility and appropriateness of public services and policies		
	Are adolescents represented in governance bodies at local and national levels, including through their own organisations		
	Are democratic adolescent-led organisations established at local and national levels	Potential entry points for participation and partners to support capacity building, awareness raising about adolescent participation in M&E activities and identify and select adolescents to participate	
	Do adolescents have access to the media to communicate their views	Potential data source and/or channels through which to disseminate and exchange information and/or data with adolescents in a safe and meaningful way.	
	Are schools providing mechanisms for the participation of adolescents (e.g. student councils)	Potential entry point for safe participation	
Prevalence and quality of existing participatory M&E practices with adolescents at different levels	At which levels are adolescents currently participating in M&E activities (school, youth groups, community, national level etc.)	To enable current good and emerging practice to be built on and learned from To avoid duplication of efforts To identify what is and is not working well	**Guidance, methods and tools in Booklet 3 of the Toolkit to Monitor and Evaluate Children's Participation**
	What types of M&E activities adolescents are participating in		
	How adolescents are participating in these M&E activities – their roles and responsibilities		
Existing attitudes, behaviours and skills (both adults and adolescents)	What are the attitudes and behaviours of: • adults towards adolescents • adolescents towards: – adults, younger and older children – existing governance structures – engagement in social issues and issues/decisions that affect their lives at different levels (family, school, community, regional, national level) What skills do adults and adolescents in the structures, mechanisms and organisations listed above already have. See **Preparatory Action Tool B** for more information.	To gauge and map existing skills and capacities amongst adults and adolescents that could be leveraged to support APM&E either directly or through peer-to-peer capacity building and coaching. The attitudes and behaviours of adults and adolescents involved in APM&E are as important as skills and techniques It cannot be assumed that adolescents will be interested and want to participate in M&E so it is useful to gauge current attitudes and behaviours that could support / hinder adolescent engagement The findings can help inform if and what awareness raising activities and/or capacity building is required	Secondary data review of existing situation analysis, KAP surveys / U-Report data / case studies / pieces of research And/or see above (Booklets 1 and 3)

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Preparatory Action Tool A (cont'd)

WHAT TO ASSESS		WHY TO ASSESS IT - HOW THESE TOPICS CAN SUPPORT SAFE AND MEANINGFUL ADOLESCENT PARTICIPATION IN M&E ACTIVITIES	HOW TO ASSESS IT – METHODS & TOOLS
TOPIC	**WHAT TO ASSESS**		
Existing power relations between adults and adolescents	If adults have a lot more power than adolescents – how this manifests in day to day life Existing power relations between different ages and groups of adolescents	Participatory M&E is a social process. It involves understanding and negotiating complex social dynamics and power relations. It is necessary to recognise and negotiate these power relations if all adolescents, particularly the most disadvantaged, are to be afforded a genuine opportunity to voice their views and influence outcomes. Assessing power relations can help inform development of a plan for mitigating risks when implementing APM&E.	
Existing youth networks, channels and mechanisms through which adolescents communicate, exchange information, socialise with each other and plan/organise their daily lives	Formal and informal channels and mechanisms for communication that adolescents use to communicate with each other and plan/organise their daily lives Which groups of adolescents have access to technology and online platforms and for which groups access presents challenges and barriers. According to adolescents, what are the best channels/ mechanisms for adolescents to communicate with policy makers, officials, and organizations (including UNICEF) According to adolescents what are the most accessible and appropriate fora / platforms / structures / organisations through which to engage them. This should include a review of access to and ability to use digital and online channels. Amongst their peer group, who do adolescents feel is best to represent their views	Effective participation relies on the ability to communicate. It is how adolescents obtain, share and discuss information to help them make decisions and choices. Adolescents are increasingly engaging in digital and online platforms / apps to socialise, find out information, plan and organise their lives. UNICEF and partners need to have a good understanding of these less traditional channels and mechanisms in order for adolescents to: • Consider UNICEF as relevant and in touch with "their world" • Adopt methods and approaches to participatory M&E that have the broadest reach possible Additionally UNICEF needs to have a clear understanding of social norms regarding adolescents' use of technology and the internet, who can and cannot access/use digital technology and online platforms and the reasons behind this e.g. adolescent girls, vulnerable groups and those living in urban vs rural areas i.e. This will help ensure methods and tools selected for APM&E are appropriate and inclusive. Challenges and barriers to access could include: • low rates of schooling and literacy levels, early pregnancy, sexual violence, availability of ICTs in schools and communities, lack of ICT available in local languages, poverty, discrimination and the heavy burden of household chores; • intimidation or violence when attempting to access computers in schools which may be seen as the privilege of powerful groups • Finding the money for airtime can be a critical difficulty for many girls and other vulnerable and marginalised groups of adolescents.	Undertake a specific U-Report survey on this topic Add questions from this topic to the guidance and tools included on p14-26 of **Booklet 1 of the Toolkit to Monitor and Evaluate Children's Participation**. See **Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls** for information about what questions to include.
Existing resources	This means trained personnel, champions and allies of APM&E able and willing to work with adolescents. It includes financial resources to cover the costs of, for example, meetings, transport, communications, refreshments and accommodation for meetings. See **Preparatory Action Tool B** for more information.	Meaningful participation must build opportunities for adolescents to act for themselves. Central to this process must be a commitment on the part of UNICEF, partners, local and national authorities to mobilise the resources to facilitate, guide and support APM&E.	Existing Partner Capacity Assessments / key informant interviews or develop a short online survey for partners to complete e.g. with **SurveyMonkey**.

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PREPARATORY ACTION TOOL B:
ATTITUDES, BEHAVIOURS, SKILLS AND CAPACITIES REQUIRED FOR QUALITY APM&E[32]

	ATTITUDES	BEHAVIOURS	SKILLS AND CAPACITIES
BOTH ADULTS AND ADOLESCENTS	A genuine belief that adolescent participation in M&E activities is a necessary and/or beneficial process that will produce enhanced outcomes for adolescents or for the project/program. Can do attitude Adolescents need to be respected as knowledge leaders, innovators, inventors and contributors of knowledge base for youth participation from their perspective and experience.	Lead, support and promote the creation of sustainable physical spaces in which adolescents can participate that provide a safe and enabling environment for participation in M&E activities. Establish and maintain trust between adolescent and adults involved in any monitoring or evaluation activity through clear and regular dialogue and communication between adolescents and adults.	The basics of child participation and children's right to participate: What, why, how. The fundamental concepts of, and UNICEF approach to, monitoring, evaluation and accountability. Interpersonal and communication skills e.g. learning to actively listen (to their fellow team members; to the individuals whom they interview), to appreciate others' perspectives and ideas and build consensus. Ethics and protection issues relating to APM&E activities including: – How to keep adolescents safe. – Confidentiality and the protection of human subjects. It is likely that adolescents and adults involved in the participatory M&E team will know some of the people they are interviewing or observing. Participants need to understand the rationale for human protections and learn that what they see, hear and learn in the research must remain confidential. This also holds true with photography. Team members must learn not only how to frame a photo, but also how to shoot images in an ethical manner. Depending on the M&E activity adolescent and adults will be involved in, training and capacity building may be required on the following topics. These skills are important if adolescents will be collaborating or leading on selection of methods/tools, data collection and data analysis*: • leadership skills • facilitation skills • management skills • group work • creative thinking • critical thinking • how to establish relationships with the target group • data collection methods and tools • interview skills • data analysis methods and tools • conflict resolution and other relevant skills

* informed by the skills for learning, personal empowerment, employability, and active citizenship outlined in UNICEF Programme Guidance for the **Second Decade**, 2017 **(SD2)**

[32] informed by: **ECARO 1; ECARO 2; EAPRO 4; ESARO 1; GLOBAL 1; GLOBAL 2**; **LACRO 2; MENA 1; MENA 2; ROSA 1; ROSA 2; ROSA 4; PR1; PR2 Booklet 1; PR5**; key informants

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Preparatory Action Tool B (cont'd)

	ATTITUDES	BEHAVIOURS	SKILLS AND CAPACITIES
ADULTS	Positive attitude towards adolescents and their capacities and abilities to objectively contribute to monitoring and evaluation processes. Adults believe that adolescents can be consulted (and have things to contribute) on matters that do not affect them directly as well as on matters that do affected them directly /that they control. Commitment to take data generated from or with adolescents seriously.	Actively and repeatedly challenging traditional customs / attitudes that may make it inappropriate or disrespectful for an adolescent to challenge the position taken by an adult or even to voice an opinion. Be respectful of the view of adolescents. Encourage and support adolescents to criticise without fear of retribution. Adults involved in these initiatives also need to be supported to accept criticism and respond constructively. Exercise confidence in adolescents' ability to make sensible choices.	How to work effectively with adolescents including how to communicate with them. How to build the capacity of adolescents to participate in M&E activities.
ADOLESCENTS	Believe in their own abilities, skills and related confidence to meaningfully contribute to M&E activities. Believe that adults will take them seriously. Positive attitude towards adults – trust etc.	Be champions of adolescent participation and encouraging other adolescents to participate. Be respectful of the views of adults and learn how to disagree without being disrespectful.	How to communicate and work with adults effectively. If peer-to-peer training is adopted with adolescents, then adolescents responsible for the peer-to-peer training will also need training on how to build the capacity of adolescents to participate in M&E activities. The skills to hold adults to account regarding taking being taken seriously.

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CAPACITY BUILING APPROACHES AND METHODS

- Training, support and guidance can be provided by adults but could also be provided by older adolescents or youth who have previous experience and ideally training in participatory research, monitoring or evaluation practices. Older adolescents who are leaving programmes may be able to provide training and support on monitoring and evaluation activities to other adolescents and children. Building adolescents' capacities as trainers could be a key strategy for building, strengthening and extending participatory M&E activities / initiatives.
- Use different interactive methods (brainstorming, role playing) to achieve the training objectives. It is useful to role play. Role playing all types of situation adolescents may face when, for example, they are out collecting data in communities, can be useful to ensure they are able to cope with different situations that may arise.
- Ensure adults and adolescents are trained and comfortable using any technology that is required e.g. if photography is to be used as an evaluation tool, participants need to become familiar with the equipment. But it may be more important that the team members receive training on how to interpret the resulting images. They also need training in troubleshooting and solving common problems they may encounter with technology including tablets and smart phones and cameras etc.

SUPPORTING TOOLS AND RESOURCES

N.B. these are suggestions, there are multiple other tools and resources out there – too many to list here!

- UNICEF's **Adolescent Kit for Expression and Innovation**
- **Step 4 in Booklet 4 of the Toolkit to Monitor and Evaluate Children's Participation**
- For use with adolescents **A Kit of-Tools for participatory research and evaluation e.g.** Human Knots and Diversity Game
- **Participatory evaluation with young people work book (Checkoway & Richards-Schushter)–** useful if collaborative / adolescent led approach to evaluation is desired and could be adapted for monitoring activities.
- For use with adults: to explore the role of adults in evaluation **Facilitator's Guide for participatory evaluation with young people, (Checkoway & Richards-Schushter)** p21 and 28; self-assessment checklist to assess current ways of working with young people

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PREPARATORY ACTION TOOL C: ENTRY POINTS, IDENTIFYING AND SELECTING ADOLESCENTS INCLUSIVELY

C.1. Selecting adolescents to participate in APM&E[33]

The approach taken to finding, selecting and retaining adolescents to participate in M&E activities will depend on the purpose of the M&E activity, levels of interest amongst adolescents, the role(s) the adolescents will play, the frequency and duration required of their involvement e.g. a one-off evaluation activity or for the duration of the project timeframe.

1. **It may be useful to develop selection criteria to guide the identification and selection of adolescents to participate in M&E activities**. This can help minimise the potential of putting adolescents at risk of harm (through their participation) and can minimise the risk of conflict between adolescents themselves. Important issues to take into consideration include:
   - *Remember participation is a right not an obligation.* Not all adolescents will want to participate, in the same way that not all adults want to get involved in local politics or community activities. It is a choice that adolescents must be free to make.
   - *Be realistic - find a compromise between the ideal and realistic selection criteria.*
   - *The adolescents selected should be able to represent to a wider constituency or groups of adolescents.* Depending on the focus of the programme / policy / strategy / theme, engaging adolescents who can collectively represent wide and diverse groups of adolescents requires consideration of: gender; age (both younger and older adolescents); religion; rural versus urban place of residence; regional balance (within country or region); in- and out of school; socio-economic background; abled and with disabilities. Consider adolescents who:
     - » have been / can be selected by their peer group to represent them or whose who can apply to participate in APM&E processes through and open and accessible recruitment process.

[33] informed by **UNICEF Child Friendly Cities and Communities, Toolkit for National Committees, 2017**, **So you want to consult with children (Save the Children, 2009)**, **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012)

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  - » represent a more formal peer group network (children's organisations, associations and movements) and therefore legitimately represent a much larger group of children.
  - » able to speak on behalf of a broad cross-section of children.
  - » have contacts, networks, or an insider perspective to the community or issues relating to children and adolescents in their country. Appropriate consideration will need to be given to the fact that frequently the time and resources to participate and the selection for representation may be built on privilege. The table in section C2 below could be used as a reference to ensure appropriate representation and that vulnerable adolescents are not excluded.
- *Target adolescents with an interest, direct experience or expertise in issues relating to the subject of the monitoring or evaluation activity.* Adolescents are more likely to want to get involved if they have:
  - » a personal interest in the subject / issues the M&E activity will explore – adolescents have to be excited about the goals, intrigued by purposes of APM&E and see participation as fun and worthwhile;
  - » willingness to work in teams, the ability to listen and show respect to others, a commitment to confidentiality;
    - particular knowledge or skill set that they can apply to the activity e.g. prior experience designing surveys, conducting interviews, or using a camera;
    - enthusiasm, capacity and willingness to learn new skills;
    - an understanding of how their participation can make a genuine difference and that they are being respected and taken seriously.

2. **Analyse existing and potential entry points for adolescent participation**. Use the results of the context analysis and Section C.1 above to support this process. In line with UNICEF's mandate, **ensure opportunities are created to engage the most vulnerable, marginalised and difficult to reach adolescents.** The mobility and possible distrust of institutions can make these adolescents difficult to reach and sustain engagement in APM&E. Section C.2 above summaries some activities/ approaches that can be considered to help these adolescents get and stay involved.
3. **Planning of M&E activities need to accommodate existing demands on adolescents' time including school, work, sports, extra-curricular classes, as well as a social life** e.g. adolescents who work may only be available to participate in M&E activities at weekends; girls taking part in APM&E and related capacity building may need a chaperone to attend workshops / activities and it may be inappropriate for adolescent girls and boys to stay overnight.

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C.2. Definitions of vulnerable and marginalised adolescents and activities/approaches to maintain their engagement[34]

Vulnerable marginalized, seldom-heard & harder to reach adolescents	Activities/approaches to help these adolescents get and stay involved in M&E activities
Girls Adolescents living with disabilities (physical or intellectual); In the care system or institutions; Refugees and asylum seekers; Migrants; Nomadic adolescents; Out-of-school adolescents; Those bullied at school; Ethnic minorities and Roma; In the criminal justice system; From poorer communities; Adolescents experiencing domestic violence Those at risk of losing their home / living in temporary / unsuitable accommodation In hospital (including those with mental health issues); Lesbian, gay, bisexual, transgender (LGBT); Living in rural isolation; Living with mental health issues; Living with parental addiction; Living with strained family relationships; Young carers Unemployed Dedicated to domestic labour	• Use the results of the context analysis to identify channels and mechanisms that adolescents use to communicate use between themselves that UNICEF can tap in to, to break down the "their world – our world" divide. • The use of peer educators and 'recruiters' may be one method to facilitate inclusion of the marginalized. • Use role-model approaches to bring marginalized adolescents into participatory processes through peers they can trust and feel safe with. • While speech is considered the primary form of communication, body language, facial expression, and tone of voice are also powerful means of communication. This obviously has implications for adolescents with different impairments. One of the main barriers is that people without disabilities often lack a commitment to communicate with children or adults with disabilities. But it is possible to overcome these barriers. Linking to existing fora and platforms for specific groups of adolescents is an option. For example, working with local organizations of people with disabilities to get advice on communicating with adolescents with different impairments. • Ensuring all communications and materials produced are culturally sensitive to all communities and ages of adolescents and are available in languages of minority communities, as well as disability friendly/ visual materials. • Using local interpreters. • Using electronic communication as well as direct person to person meetings. • Ensuring that all activities and meetings are held in spaces that are accessible to all adolescents. • Providing transport to help adolescents attend meetings or ensuring that meetings are held near their homes. • Promoting a culture in all meetings, activities and processes that is inclusive and respectful of all adolescents. • It is often possible to use local structures, institutions or governance bodies to invite increased participation of vulnerable and marginalised adolescents.

[34] informed by **PR6; PR8; PR9; SD16; SD14;**

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C.3. Potential entry points for APM&E and their comparative advantages and limitations

Entry Point	Advantages	Limitations
Schools and school-based clubs	Useful in countries where enrolment and attendance in primary and lower secondary education is high (to capture the 10-15-year-old age group). School-based clubs are popular mechanisms for extra-curricular activities. School counsellors or mentors are often willing to facilitate.	There is a risk of excluding out-of-school adolescents. May not be so useful for finding 15-19 year olds.
Out of school clubs e.g. Child Clubs, Adolescent Friendly Spaces	Attended/ available to both in and out of school adolescents. These structures may already have a mandate to monitor and report on child-rights issues. **Experience from Nepal, Indonesia, Bangladesh:** Child and Adolescent Clubs that are organised out of school provide a good platform to identify and engage adolescents in APM&E because they provide established and more formalised platforms and spaces in which adolescent girls and boys can meet. They also have formalised procedures for raising adolescent voices and opinions with local officials and within local governance structures e.g. monitoring and reporting incidences of early marriage. Adolescent facilitators in these clubs are able to reach out to peers and other groups of adolescents in the community to identify and include more vulnerable and marginalised adolescents.	
Student unions	These organisations have been at the forefront of political change in some countries. Most frequently, they open the way for participation in school governance. These structures may already have a mandate to monitor and report on child-rights issues.	There is a risk of excluding out-of-school adolescents.
Youth organisations, juvenile justice and youth-serving organisations	In humanitarian contexts it is extremely beneficial to work with and use children's and young people's organizations to mobilize and reach other children rapidly in emergencies.* Can be important for involving out-of-school and distinct marginalised groups of adolescents.	Adolescents engaged with these structures may be older than 19 themselves, but may be able to reach adolescents in their local communities more effectively than adults.
NGOs, CBOs, Faith-based organisations, or associations	May be able to reach adolescents in large numbers, including out-of-school adolescents.	

* informed by The Participation of Children and Young People in Emergencies, UNICEF, 2007 **(SD10)**

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C.3. Potential entry points for APM&E and their comparative advantages and limitations (cont'd)

Entry Point	Advantages	Limitations
Children's/Youth Parliaments and Councils	Often closely organized with schools and have an educational character. In few cases they have formal consultative status with Governments. These structures may already have a mandate to monitor and report on child-rights issues.	Risk of excluding out-of-school adolescents and limiting engagement to privileged/ advantaged adolescents.
Statutory Committees such as school boards, health and village development committees	May have adolescent members who could be representatives for and/or assist identifying different groups of adolescents in the broader community.	
Sports clubs, girls and boy scouts, theatre, dance or music-groups or other organised groups of adolescents	Often well established in the community, have good outreach, and appreciate the introduction of new themes for discussion and engagement **UNICEF Indonesia** have found the Scout Association to be a good entry point for APM&E and has developed a close relationship with them. Many Scouts are U-Report members through which they engaged in Disaster Risk Reduction activities using UNICEF's Adolescent Kit for Expression and Innovation. Whereas there are issues with U-Report self-selection bias, the Scout Association itself provides an entry point to engage out of school children.	
Advisory Councils (Children's Councils)	Have been formally established as a reference group in some local development processes. May have adolescent members who could be representatives for / assist identifying different groups of adolescents in the broader community.	
Social media / Digital Platforms / Local and National Newspapers	Open calls for participation / Terms of Reference for roles in APM&E can be posted to reach a large and diverse audience of adolescents. Self-selecting process - only adolescents who have a genuine interest will apply.	Relies of a level of literacy and digital knowledge/access to apply. Potential for self-selection bias

USEFUL RESOURCES

- **TAKE US SERIOUSLY! Engaging Children with Disabilities in Decisions Affecting their Lives**, UNICEF, 2013
- **A practical guide to including seldom-heard children and young people in decision making**
- **So, you want to consult with children (Save the Children, 2009)** p54-55 guidance on identifying selecting youth delegates for national level initiatives
- **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012)

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PREPARATORY ACTION TOOL D: CONSENT AND ADOLESCENT ASSENT FORM TEMPLATES

The informed consent form template should be used with all adolescent participants involved in participatory M&E activities, e.g. adolescents being consulted as part of FGDs or responding to surveys, adolescents assisting or leading data collection, data analysis and reporting of findings, adolescent members of the monitoring core group, evaluation team or evaluation stakeholder groups.

In countries where the legislation states that children cannot give consent, this form should be used with the parents / guardians of adolescents below the legal age of maturity, while the "assent" form should be used with the adolescents themselves.

For both forms, use language emphasising free will to participate in the M&E activities. For instance, language such as "you are invited to participate" rather than "you have been selected to participate".

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D.1. Informed Consent form[35]

[INSERT PROJECT OR EVALUATION TITLE HERE]

Hello, my name is _____ with [organization name] a [description of organization]. I am working with [UNICEF / partner organisation or specify other] to learn about [topic(s) of inquiry] in [location]. You / your child is being invited to take part in these activities. First, I will describe the activities and your / your child's part in it. If anything does not make sense, please ask me to stop and I will better explain. Please listen carefully, feel free to ask any questions, and take as much time as you need. When you feel like you understand all of the information given and if you agree to take part in the study, then I will ask you to sign or mark this form. You will get to keep a copy of the form for yourself.

Purpose
We are undertaking this activity / these activities to [describe purpose and goals of the monitoring or evaluation activities]

Procedures
You / your child is being invited to [describe their role in the M&E activities – e.g., become a member of the monitoring core group] over the next [duration of the period of their participation]. If you agree to participate / agree that your child can participate in this / these activities, you/ your child will be asked questions about [topic(s)] and/or be involved in [designing, planning, collecting and analysing data] focusing on [monitoring / evaluation issues and/or questions that will be explored]. You may choose to withdraw your / your child's involvement at any time by informing [name of designated focal point for APM&E].

Risks
If you / your child take part in these activities, you may [description of risks – e.g., feel upset or uncomfortable talking about X].

For studies which involve more than minimal risk of harm to subjects include: If you are hurt because of your participation in these activities, [indicate whether treatment will be made available, and who will be responsible for its cost].

Benefits
While you / your child's participation in these activities will not benefit you / them directly, we hope your / their participation will [describe public good – e.g., help us learn more about X; if there is a benefit to participants, state so].

[35] adapted from International Rescue Committee (IRC) Consent From Guidance and Template, IRC Research Toolkit

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Compensation
You / your child will not be given any financial or other incentive to take part in these activities. We will however compensate individual participants for the time and effort you put into the activity, for example by providing local refreshments and refunds for travel.

Confidentiality
(if applicable) For adolescents that will be consulted e.g. taking part in a focus group discussion or responding to a survey: All of the information you / your child shares with us will be [*kept confidential / anonymous if appropriate for the project]. Your / your child's name will not be linked with anything you say in our records (if applicable). Only the [inset job titles] will have access to the information you share with us (if applicable). Your answers will only be used by [organization name] for monitoring / evaluation purposes.

Choose one of the two following options depending on which mode of participation the adolescents are engaging in:

- For consultative participation: Your name / the name of your child and any other personal information about you / your child will never appear in any reports or publications about this study.
- For collaborative / adolescent-led participation: you / your child will contribute to the collection, analysis and reporting of information related to the [topics of enquiry]. You / your child's contribution will be recognised by including their name in the final report that will be published [insert where e.g. online] and will be able to be viewed by [insert audience]. If you do not want your / your child's name to be included in this way please let us know.

The answers you / your child share with us will be stored in [location – e.g., a locked cabinet at UNICEF's offices or a password-protected computer, etc.]. At the end of the activities, information that could identify you as a person will be [describe whether personally identifiable information will be destroyed or kept for a period of time].

Voluntary Participation
Participation in these activities is completely voluntary. This means you are free not to participate in this project, you may end your / your child's participation at any time for any reason, and you / your child may choose not to answer any questions without anything bad happening [elaborate, if applicable – e.g., this will not affect you receiving XX services].

Vehicle Indemnity
[If relevant, attach here UNICEF's vehicle indemnity form Part B: Passenger with no Travel Authorisation]

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Questions or Complaints
If you have any complaints, problems or questions about these activities, you may call [local contact name] at [local phone number] or go to [physical location – if applicable].

Agreement to Participate
Just so that I know that I have been clear enough, can I ask you what do you understand about:

- the activities you will be participating in and how you / your child can withdraw from the activities?
- your privacy?

Do you have any questions about what I have read?

IF YES: Answer all questions

IF NO: Proceed

If I have answered all of your questions, do you agree to participate in this study?

☐ YES

☐ NO

I have read the above information, or it has been read to me. I understand that I am not giving up any rights by signing this form (if illiterate: by agreeing to participate in this study). All of my questions have been answered and I agree to participate in this study.

_____

Printed Name of Respondent (Young person or Parent/ Legal Guardian)

_____ _____

Signature of Respondent (if literate) Date

_____ _____

Printed Name of person obtaining consent

_____

Signature of person obtaining consent

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D.2. Adolescent Oral Assent Form Template[36]

Hello, my name is _____ with [organization name] a [description of organization]. I would like to talk with you about some monitoring / evaluation activities we are doing. Monitoring / evaluation activities are ways to learn about [name and brief description of project / policy / evaluation that is the focus of the participatory M&E].

[INSERT PROJECT OR EVALUATION TITLE HERE]

Purpose
We want to learn more about [topic(s) of inquiry] in [location]. You are being asked to join the [activity] because you might be able to help us learn more about [topic(s) of inquiry].

I will talk about the [activity] now and if you don't understand something, please tell me and I will better explain.

Procedures
If you would like to join the [activity], I will ask you some questions about [topic(s) of inquiry]. This will take about [length of time].

Risks
If you join the [activity], you may [description of risks – e.g., feel upset talking about X].

Benefits
We hope the answers you give us will [describe public good – e.g., help us learn more about X; if there is a benefit to participants, state so]. But neither you nor your family will receive any benefits or rewards because you join the study (if applicable).

Compensation
You will not be given anything, like gifts (if applicable).

Confidentiality
When we talk, I will write down what you say so I don't forget it (if applicable). I will not share your answers with anyone outside my team. I will not show your answers to your parent / caregiver, or anyone else. When we finish this study, we will write about what we learned. But this will not say your name.

Voluntary Participation
You do not have to be in this [activity] if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too.

You may say "No" to answering any questions. You may stop talking with me at any time. If you say "No" to answering any questions, nothing bad will happen to you or your family, and no one will be mad at you.

[36] adapted from International Rescue Committee (IRC) Consent From Guidance and Template, IRC Research Toolkit

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Questions or Complaints
If you have any complaints, problems or questions about this [activity], you may call [local contact name] at [local phone number] or go to [physical location – if applicable].

Agreement to Participate
Do you have any questions about what I have read?

IF YES: Answer all questions

IF NO: Proceed

Do you want to be in this study?

☐ YES, subject agrees to participate

☐ NO, subject does not agree to participate

_____

Printed Name of Respondent

_____

Printed Name of Interviewer

_____ _____

Signature of Interviewer Date

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D.3. Adolescent Participant Agreement Template

This agreement tells you what you can expect from us and what we expect from you.

The template should be adapted to comply with the child engagement by-laws and policies of the organization that commissions the participation of the adolescent.

Part 1 Partner Organisation

We, [insert the name of the organisation], accept the voluntary service of [name of volunteer] beginning [date].

Your role as a volunteer is as follows:

- [state nature and components of the placement including the role, responsibilities, and outputs expected of the adolescent volunteer here].

You can expect the following from us:

1. Induction and training
- We will [state the nature of the training].
- We'll give you training to help you do well.

2. Supervision and support
- Your main contact during your placement will be [state name]. You can discuss your expectations or any problems with her/him, and he/she will make sure you have a meaningful learning experience.

3. Expenses

We will repay any money you spend during the placement as follows:

- Any travel to and from the placement venue or during your placement
- Money for meals up to [insert amount] if you volunteer for longer than [insert hours] a day or [insert amount] if you volunteer during mealtimes.
- Special clothing and/or other materials that were required for this assignment.

4. Health and safety

We will do everything in our power to keep you safe, in line with our health and safety policy for engaging with persons that are not employed by [insert the name of the organization].

6. Equal opportunities

We will treat you fairly and in line with our equal opportunities policy.

7. Problems

We will do our best to solve any problems you have in your placement in a timely manner.

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Part 2 The Participant

I, [insert full name of the participant in capital letters], agree to be a volunteer with [insert the name of the organisation]. I agree to execute the following:

1. To help [insert the name of the organisation] to [commissioning organization to specify the role, responsibilities, and outputs expected of the adolescent volunteer here].
2. My agreed voluntary time commitment is [insert number] hours per week, over [insert number] weeks.
3. To perform my role and duties as well as I can
4. To follow any rules of the organisation
5. To treat people around me fairly and equally
6. To look after my own safety as much as I can
7. To arrive at the venue of my assignment on time, unless there are very unusual circumstances that inhibit me from doing so. In that case, will give notice, as soon as feasible.

I have provided [insert names] as my referees. I understand and agree that you might contact them for information about me.

This agreement was explained to me by [insert name in capital letters] as a representative of [insert name of the organization]. Neither of us intends any employment relationship to be created now or at any time in the future. Hence **this agreement is binding in honour only**, and may be cancelled at any time by either of us.

I agree to the contents of this agreement,
made on the [insert day] of [insert month], [insert year]

_____

[Participant's signature]

On behalf of [insert name of the organization], I agree to the contents of the agreement: I entered into the agreement on the [insert day] of [insert month], [insert year]

_____

[Signature of representative of the commissioning organization]

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MONITORING TOOL E:
POTENTIAL SCOPE OF APM IN DIFFERENT TYPES OF MONITORING AND IN DIFFERENT CONTEXTS[37]

Implementation Monitoring (Output Indicators)

Consultative Approach - consulting adolescent about services, products, capacity building activities or awareness raising initiatives, focusing on:

- Coverage e.g. ability of different groups of adolescents to access the programme activities;
- Perceptions of quality
- Demand for services, products and activities amongst the target adolescent population

Collaborative approach: adolescents working with adults to develop the monitoring questions, support or lead data collection, analysis and reporting.

In upper-middle-income, high-capacity contexts, outputs will typically focus on strengthening national institutions for child-sensitive action. It may not be relevant for adolescents to be involved in such output monitoring. Instead they could be involved in monitoring the outcomes for adolescents resulting from these outputs.

In rapid- or slow-onset crises as well as protracted crises and fragile situations, programmes may be more focused on life-saving and protection results as set out in the **Core Commitments for Children in Humanitarian Action**. Output monitoring primarily focuses on tracking coverage and quality of services. Monitoring and programme adjustments will be of higher frequency evolving with the pace of the response. Proxy high frequency output-level indicators should be considered that align with inter-agency level indicators agreed by sectors/ clusters. The feasibility and appropriateness of involving adolescents in monitoring these indicators needs to be systematically assessed at different points in time as the response changes phase and pace. Consider the following:[38]

- Reach out to your mapped local youth organisations and discuss the possibility of adolescents being involved in monitoring and the safety implications. It should not be automatically assumed that it is not possible to realise APM&E in humanitarian contexts. Being part of the response can help adolescents feel valued and it can be antidote to depression, frustration and boredom and give them something useful to do. Children's participation in relief, recovery and rehabilitation is considered one of the best therapies for dealing with traumatic events.

[37] informed by UNICEF RBM Handbook, UNICEF's PPPM Programme Monitoring Chapter for definitions and more information about these types of monitoring and indicators

[38] informed by The Participation of Children and Young People in Emergencies, UNICEF, 2007 (SD10)

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- Youth organisations can provide and disseminate information, organize and coordinate monitoring processes. They may be able to reach adolescents more easily than adults, and they can provide psychosocial support to peers.
  - » Adolescents can engage with monitoring processes by:
  - » finding out and monitoring who among their peers is not receiving aid;
  - » sharing perspectives on where agencies are missing people and issues;
  - » commenting of the efficiency and effectiveness of distributions and protection;
  - » analysing vulnerabilities and overall assessments.
- If real-time technology-assisted systems (such as RapidPro, including U-Report) are well established in terms of both the technology platform and the network of users/participants, they should be systematically considered to consult adolescents as part of coverage and quality monitoring.
- Ensure complaints and feedback mechanisms (CFM) are accessible by adolescents. CFM can provide a very useful source of monitoring data, particularly in contexts where it is not possible to undertake more structured or systematic monitoring with adolescents (consultative or collaborative). CFM need to have points or methods for collecting verbal and written communications wherever adolescents are. This requires that collection points be set up in schools, orphanages, neighbourhoods, in or near workplaces and anywhere adolescents gather. These points must be available and accessible but maintain the balance between visibility and confidentiality.

Results Monitoring (Outcome and Impact Indicators)

Consultative Approach - consulting adolescents about:

- Changes (positive or negative) that they have experienced themselves and observed amongst other people / areas of community and society e.g.
  - » changes in knowledge, skills, behaviour relating to specific issues and practices over time; population level changes
  - » changes in service delivery systems, implementation of national plans to improve particular aspects of adolescents' lives e.g. health and wellbeing
- Changes that they expected to experience / observe but that haven't occurred
- **In upper-middle-income, high-capacity contexts**, outcomes usually involve shifts in the performance of government at all levels – for example, in national budgeting and planning, legislation, policy and programming. Outputs will typically focus on strengthening national institutions for child-sensitive action. Adolescents could be consulted on any changes they have seen or experienced related to this child-sensitive action.

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- **Collaborative approach:** adolescents working with adults to develop the monitoring questions, support or lead data collection, analysis and reporting.

N.B. It may be possible to adapt some of the evaluation approaches outlined in **Evaluation Tool H** to support the monitoring of outcome and impact level changes.

Situation Monitoring

Situation Monitoring is the systematic tracking of a condition or set of conditions, such as the health or economic situation of children and women.

Consultative Approach - consulting adolescents to understand:

- which conditions or set of conditions adolescents are most important to monitor from the perspective of adolescents.
- changes against the Sustainable Development Goals (SDGs)
- how changes in the wider context including socio-economic trends and national level policies are affecting different groups of adolescents

Collaborative approach: adolescents working with adults to develop the monitoring questions, support or lead data collection, analysis and reporting.

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EVALUATION TOOL F:
HOW ADOLESCENTS COULD PARTICIPATE IN UNICEF'S DIFFERENT EVALUATION PRODUCTS

Global evaluation products

	Product	Description	Purpose/Key users	Key process features and timeline*	How adolescents could participate
1	*Evaluability Assessment* • Strategic intent/ public good • Institutional effectiveness • Programme performance	Systematic assessment to determine whether programme approach is coherent and whether the programme is evaluable (evaluation ready)	Formative; primarily for learning, but also strengthening the results chain to increase the likelihood of meeting accountabilities and/or CPD commitments	• Scoping, including articulation of theory of change and utilization and/or stakeholder assessment • Completion of evaluative self-assessment • Clear process to validate of findings and recommendations Timeline estimate: **4 months**	**Consultative approach** – adolescents as sources of data can: • articulate what change would look like from their perspective – this is then build into the theory or change (ToC) or considered as part of ToC review • verify the theory of change that has been articulated by adults **Collaborative approach -** adults and adolescents work together to: • review or articulate a theory or change e.g. through a workshop. • An **adolescent-led approach** could be incorporated if: – adolescents are supported to consult with their peers then bring the results back the workshop – adolescents lead ToC verification sessions with their peers

* From the onset of the execution phase, when scoping of evaluation and contracting of evaluation teams are completed.

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Global evaluation products (cont'd)

	Product	Description	Purpose/Key users	Key process features and timeline*	How adolescents could participate
2	*Thematic Evaluation* • Strategic intent/ public good • Institutional effectiveness • Programme performance	Evaluation of key themes and/ or programming strategies, within or across sectors, across offices, and across levels, featuring case study based lessons	Summative; primarily for accountability, but also for institutional learning	• Scoping…. • Completion of evaluative self-assessment • Desk-based review of documents from all levels; countries case study • Clear process to validate of findings and recommendations • Reporting features case studies reports and evaluation synthesis Timeline estimate: **12 - 16 months**	**Consultative approach** – adolescents as sources of data can: • be consulted to inform the evaluation Terms of Reference e.g. on evaluation focus, scope, questions and approach. • be consulted on the evaluation questions that are relevant to them e.g. responding to a survey, taking part in FGD, workshops, undertaking a creative exercise (drawing, poetry, drama etc.) • be the focus of case studies with data being collected from them as appropriate **Collaborative approach** – adolescents are members of: • different stakeholder groups as articulated in UNEG Standards and Norms, Standard 4.6 • the evaluation team with clear roles and responsibilities for development of evaluation methodology, case study focus and selection, data collection strategy, data collection, data analysis, reporting findings, closing the feedback loop and dissemination of findings (some of which may incorporate **adolescent-led** components)
3	*Impact Evaluation* • Public good • Programme performance	Single (could be multi-country) evaluation of an intervention, which articulates a clear evaluation framework and/or criteria**	Serves both formative (proof of concept) and summative purposes; contributes to global knowledge	• Scoping, including articulation of theory of change and utilization and/or stakeholder assessment • Clear process to validate of findings and recommendations Timeline estimate: **12 - 24 months**	

** An evaluative framework of enquiry is necessary to differentiate impact studies from impact evaluations.

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Global evaluation products (cont'd)

	Product	Description	Purpose/Key users	Key process features and timeline*	How adolescents could participate
4	*Country Programme Results Evaluation* • Public good • Programme performance	Single country evaluation assessing all components of the CPD	Summative; primarily for accountability, but also for 'in-context' learning, and for improving future programme outcomes	• Scoping, including articulation of theory of change and utilization and/or stakeholder assessment • Completion of evaluative self-assessment • Desk-based review of all country documents • Key informant interviews • Clear process to validate of findings and recommendations Timeline estimate: **6 months**	**Consultative approach** – adolescents as sources of data can: • Verify the findings of the desk review that are directly relevant to them • Adolescent representatives could be considered as key informants If the methodology also includes primary data collection – see box above for suggestions.
5	*Meta-Evaluation* • Strategic intent/ public good • Programme performance	Synthesis of evidence from several evaluations on key themes and/ or programming strategies; may include non-UNICEF evaluations	Summative; synthesis of evaluation evidence, contributing to global knowledge and drawing lessons for programme improvement	• Scoping, including evaluation inclusion/exclusion criteria Timeline estimate: **8 months**	Least likely to be appropriate for adolescent participation, unless adolescents lead or are supported to undertake parts of the synthesis of evidence. However, the results of meta-evaluations should be shared with those adolescents to whom the findings are relevant in a format most suitable for them.

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Other evaluation products (cross-cutting activities throughout the decentralized evaluation function)

N.B. protection issues, ethics and the realities of the context will influence to what extent collaborative approaches are realistic and appropriate.

	Product	Description	Purpose/Uses	Key process features and timeline*	How adolescents could be involved
1	Evaluative Self-Assessment	A participatory and evaluative self-assessment of the entity that is being evaluated, providing views, perception and evidence about	To set out the context by answering the descriptive questions and provide judgements about the effectiveness of the about the programme that is being evaluated	• Confirming the scope; articulating the theory of change and utilization assessment • Formulating findings, (or validating findings it the exercise was a component of a larger evaluation)	**Consultative approach** – if adolescents are part of the entity being evaluated: • Adolescents are sources of data and are consulted on what change would look like from their perspective as part of ToC articulation • and/or verification of ToC / findings that have been determined by adults **Collaborative approach** • adults and adolescents work together to articulate a theory or change and/or formulate findings e.g. through a workshop. • An **adolescent-led approach** could be incorporated if: – adolescents are supported to consult with their peers then bring the results back the workshop – adolescents lead ToC/finding verification sessions with their peers
2	Developmental (embedded) evaluation	Evaluative activities systematically executed by an evaluator who is embedded in the programming environment	Both formative and summative; for use in complex environments (such as situations of conflict or emergency) to generate data for reflection and course correction	• Cultivating relationships to facilitate embedding of an evaluator • Developing learning framework, including learning goals/questions and methodology. • Collecting and assessing the evidence, reflecting/sense-making, and intervening	**Consultative approach:** Adolescents can be consulted on: • the learning goals / questions that are relevant to them e.g. responding to survey, taking part in FGD, workshops, undertaking a creative exercise (drawing, poetry, drama etc.) • the action plan developed from evaluation findings i.e. on the 'what needs to happen next' **Collaborative approach** • Adolescents are members of different stakeholder groups as articulated in UNEG Standards and Norms, Standard 4.6 • Adolescents are members of the evaluation team with clear roles and responsibilities for development of evaluation methodology, case study focus and selection, data collection strategy, data collection, data analysis, reporting findings, closing the feedback loop and dissemination of findings (some of which may incorporate **adolescent-led** components) • Adolescents can support /lead action planning using the evaluation findings
3	Project Evaluation	Evaluation of self-contained projects;	Formative or summative assessments of specific projects, typically pilot programmes that are innovative in nature and not yet operating at scale	• Focus is solely on the results of the project • Usually highly contextualised and concrete and of relatively small scale	

* From the onset of the execution phase, when scoping of evaluation and contracting of evaluation teams are completed.

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Other evaluation products (cont'd)

	Product	Description	Purpose/Uses	Key process features and timeline*	How adolescents could be involved
4	Value for Money assessments (VFM)	Evaluative work focusing development assistance on VFM, typically using the evaluation criteria economy, efficiency, cost-effectiveness, sustainability and equity.	A programme management providing quantitative assessment of results in relation to costs and investigate programme design, management and M&E/learning to seek areas that should be adjusted to maximize VFM; a Donor-driven accountability tool	• Quantitative analysis linking budget consumption with results, calculating KPIs, unit costs, and estimating indirect support costs in relation to direct programme costs. • Qualitative component investigating the key costs and results drivers, and identifying areas of VFM improvements	**Consultative approach:** Adolescents can be consulted on the achievement of: • outputs to contribute towards qualitative narrative component of efficiency and cost-efficiency; • outcomes to contribute towards the qualitative narrative component of cost-effectiveness, sustainability and equity
5	Adolescent-led evaluation	Designed through a partnering with adolescents, covering all phases of the evaluation process, and situating adolescent as co-leaders in the evaluation	Opportunities for the most marginalized young people to realize their right to participation through strategic M&E of UNICEF programming	• Scoping, including articulation of theory of change • Completion of evaluative self-assessment • Clear process to validate of findings and recommendations	• May be commissioned and managed at any level; • Co-managed with young people through a process involving an evaluator and a mentor; • Managing entity provides the mentor

A wholly adolescent-led evaluation is quite rare in occurrence as it would require adolescents to identify the need for an evaluative process to be undertaken; organise and manage resources themselves and lead the whole evaluation process with UNICEF/partners only playing supporting / facilitation role. However, **elements of adolescent-led processes can be realised as part of a broader collaborative approach to evaluation. For example,**

- adolescents can advocate for an evaluative process to be undertaken (adolescent-led process), they then partner with UNICEF/partners in a collaborative way to undertake the evaluation
- the evaluation requirement has been determined by adults with the decision to include adolescents as evaluation team members. Adolescent team members are recruited and work collaboratively with adults who support building of their capacity to for fill this function. Adolescents may also build the capacity of adult team members on specific topics e.g. use of technology. Adolescent team members can then lead parts/all of the data collection, data analysis and reporting/presentation of findings.

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EVALUATION TOOL G: APE CONSIDERATIONS IN COMMON CRITERIA FOR EVALUATION

The following tables outline common evaluation criteria promoted in **UNICEF's Methodological Briefs Impact Evaluation No. 3 Evaluative Criteria**[39] accompanied by potential adolescent specific evaluation questions for each criteria. The questions in the tables could be used in the following ways:

1. **if a consultative approach to adolescent participation in evaluations is being considered** where adolescents will be sources of data to inform evaluation findings, the questions could be used to collect data from adolescents about their experiences:
   - as rights holders and recipients of services / programmes / policies/ strategies /themes;
   - as programme partners in contexts where adolescents were provided opportunities to participate in programme design, implementation, management and/or monitoring;
2. **if a collaborative and/or adolescent-led approach to adolescent participation in evaluations is being considered**, these are questions that adolescents could verify and ensure their relevance, support or lead the collection of data against.

- Adolescents are a distinct target group consisting of two subgroups: 10-14 year olds and 15-19 year olds. These should be categories of disaggregation for any data collected and reflected in the approach to sampling in all evaluations.
- The questions in these tables are suggestions only. They may not be relevant for all contexts. The questions are designed to be starting points for discussion by the evaluation team to identify the most relevant questions for their particular context.

[39] Peersman, G. (2014). Evaluative Criteria, Methodological Briefs: Impact Evaluation 3, UNICEF Office of Research, Florence.

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OECD-DAC evaluation criteria	Question on which adolescents could be consulted. If adolescents are evaluation team members, they could also support or lead collection of data for these questions
RELEVANCE: The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partner' and donor's policies.	To what extent were the needs of different groups of adolescents assessed? How were the needs of different groups of adolescents reflected in programme/strategy/policy/service design? Were adolescents provided opportunities to influence the design process?
	How important is the programme/strategy/policy/service to different groups adolescents? Do they understand what the programme/ strategy/ policy/ service was trying to achieve? To what extent do they think it address their needs and interests?
	Were participatory approaches, accessible by adolescents, built into the design process?
EFFECTIVENESS: The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance Also relevant for measurements of COVERAGE in humanitarian contexts	Were there any major factors, specific to adolescents that influenced the achievement or non-achievement of objectives and results?
	If adolescents were provided opportunities to participate in the implementation, management and/ or monitoring of the programme/ strategy/ policy/ service, how did this influence effectiveness? How effective do adolescents think these opportunities were in terms of what they did and who was involved?
	Were adolescents able to access complaints and feedback mechanisms?
	If adolescents were a specific target group, to what extent were they reached?
EFFICIENCY: A measure of how economically resources/ inputs (funds, expertise, time, etc.) are converted to results.	If the programme/strategy/policy/service involved networks of structures / organisations attended by or run by adolescents, has the programme facilitated inter-network collaboration and learning? What did this achieve?
	If adolescents were provided opportunities to participate in the implementation, management and/or monitoring of the programme/ strategy/ policy/ service, how did this influence programme efficiency?
	Were adolescents provided opportunities to participate in monitoring activities (in a consultative, collaborative and adolescent-led approach) and hence to influence any amendments that were needed / occurred throughout the implementation period?
	Were the opinions of adolescents regarding the most appropriate way to implement the programme/strategy/policy/service sought and considered?

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OECD-DAC evaluation criteria	Question on which adolescents could be consulted. If adolescents are evaluation team members, they could also support or lead collection of data for these questions
IMPACT: Positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended.	What changes have different groups of adolescents seen (positive or negative)? At what levels and areas have they seen changes take place? Are there any changes that they were expecting to see that didn't happen?
	Did the intervention promote equal access by different groups of adolescents to the benefits of the programme/ strategy /policy /service, and more broadly to resources, services and skills?
	If adolescents participated in the implementation, management and/or monitoring of the programme/strategy/policy/service, what impact did these opportunities have on adolescents themselves and their capacity to relate differently to other groups of people including UNICEF and partners?
	What role did the local and national context play in either supporting or hindering change experienced by adolescents?
	What role did the local and national context play in either supporting or hindering opportunities for adolescents to participate in programme/ strategy/ policy/ service design, implementation, management and monitoring?
SUSTAINABILITY: The continuation of benefits from the intervention after major development assistance has ceased.	To what extent do adolescents have ownership, capacity and resources to maintain the activity results after external funding ceases?
	To what extent do adolescents perceive they have ownership, capacity and resources to maintain the activity results after external funding ceases?

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Equity, gender and human rights based approach to programming (HRBAP) evaluation criteria	Question on which adolescents could be consulted. If adolescents are evaluation team members, they could also support or lead collection of data for these questions
EQUITY: The basic fairness of the processes and outcomes of decision making. For UNICEF, this implies that all children have an opportunity to survive, develop and reach their full potential, without being subjected to discrimination, bias or favouritism. **GENDER EQUALITY:** For UNICEF, this means promoting the equal rights of women and girls, and supporting their full participation in the political, social and economic development of their communities. **HRBAP Guiding Principles of: Participation and Non-discrimination**	To what extent were the needs and requirements of different groups of adolescents built into the design and implementation plan for the programme/ strategy/ policy/ service?
	Were the effects different activities had on different groups of adolescents adequately monitored?
	Were opportunities to participate in the design, implementation, management and/or monitoring of the programme/ strategy/ policy/ service accessible to vulnerable, marginalised and hard to reach groups of adolescents?
	Was adequate support provided by UNICEF/partners to ensure marginalised, vulnerable and discriminated against groups of adolescents could participate in the design and implementation plan for the programme/ strategy/ policy/ service?
Transparency (HRBAP Guiding Principle)	Was information about the programme/ strategy/ policy/ service and opportunities to participate in it systematically shared with adolescents in a format(s) they could access and understand throughout design and implementation periods?
Accountability (HRBAP Guiding Principle)	Were complaints and feedback mechanisms available to and accessed by adolescents in the target areas for the programme/ strategy/ policy/ service implementation?

Humanitarian assistance evaluation criteria	Question on which adolescents could be consulted. If adolescents are evaluation team members, they could also support or lead collection of data for these questions
COVERAGE: The need "to reach major population groups facing life-threatening suffering wherever they are, providing them with assistance and protection proportionate to their need and devoid of extraneous political agendas".	Were adolescents considered as a major population group in the programme/response?
	Were adolescents provided with assistance and protection proportionate to their need?
	Did the programme reach the number of adolescents it intended to (i.e. it targeted)?
COORDINATION: The need for different actors involved in an emergency response to coordinate; the intervention of a single agency cannot be evaluated separately as what may seem appropriate from one actor's point of view may be inappropriate from the point of view of the overall system.	To what extent was expertise and local knowledge of groups / organisations / networks of adolescents (or focused on adolescetns) sought and included in response assessment, design, implementation and monitoring?
	Were groups / organisations / networks of adolescents (or focused on adolescenys) supported to mobilise and assist / lead in response and recovery interventions?
PROTECTION: The provision of security and protection of the target population (such as protection from armed elements operating within the project area, or providing security within a displaced persons/refugee camp) is critical to the effectiveness of humanitarian action/relief assistance.	Were adequate adolescent specific protection mechanisms established and implemented in a timely way?

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EVALUATION TOOL H:
APPROACHES TO EVALUATION THAT LEND THEMSELVES TO ADOLESCENT PARTICIPATION[40]

APPROACH	DEFINITION	POTENTIAL USES	FURTHER READING
Appreciative Inquiry	Appreciative Inquiry is a group process that inquires into, identifies and further develops the best of "what is" in organizations in order to create a better future. Often used in the organization development field as an approach to large-scale change, it is a means for addressing issues, challenges, changes and concerns of an organization in ways that builds on the successful, effective and energizing experiences of its members. It is underpinned by a belief that "the questions we ask are critical to the world we create."*	Formative and summative evaluations of particular strategies / policies /themes	**http://www.betterevaluation.org/plan/approach/appreciative_inquiry**
Beneficiary Assessment	An approach that assesses the value of an intervention as perceived by the (intended) beneficiaries, thereby aiming to give voice to their priorities and concerns.	Programmes / services / strategies / themes / policies of which adolescents are the intended beneficiaries / recipients	**http://www.betterevaluation.org/plan/approach/beneficiary_assessment**
Case Study	A case study focuses on a particular unit - a person, a site, a project. It often uses a combination of quantitative and qualitative data. Useful for understanding how different elements fit together and how different elements (implementation, context and other factors) have produced the observed impacts.	Adolescents or groups of adolescents could: • be the focus of case studies • use peer-to-peer approaches to produce case studies • Photography and video can be great ways for adolescents to capture evidence to inform case studies.	**http://www.betterevaluation.org/plan/approach/case_study**

* (Preskill & Catsambas 2006 p2)

[40] informed by **http://www.betterevaluation.org/en/approaches**

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APPROACH	DEFINITION	POTENTIAL USES	FURTHER READING
Collaborative Outcomes Reporting	A participatory approach to impact evaluation based around a performance story that presents evidence of how a program has contributed to outcomes and impacts, that is then reviewed by both technical experts and program stakeholders, which may include community members.	For programmes / themes/ strategies where adolescents are key stakeholders.	**www.betterevaluation.org/plan/approach/cort**
Developmental Evaluation	Can assist social innovators develop social change initiatives in complex or uncertain environments. May be likened to the role of research & development in the private sector product development process because it facilitates real-time, or close to real-time, feedback to program staff thus facilitating a continuous development loop.	Particularly suited to innovation, radical program re-design, replication, complex issues, crises e.g. projects/ programme that adolescents have led (or are leading) the development and implementation of. Can help with framing concepts, test quick iterations, tracking developments, surfacing issues.	**www.betterevaluation.org/plan/approach/developmental_evaluation**
Empowerment Evaluation	Provides communities with the tools and knowledge that allows them to monitor and evaluate their own performance. First developed by David Fetterman who describe it as "the use of evaluation concepts, techniques, and findings to foster improvement and self-determination."	Programmes / themes / strategies within which adolescents interact in groups or networks.	**www.betterevaluation.org/plan/approach/empowerment_evaluation**
The Most Significant Change	Involves generating and analysing personal accounts of change and deciding which of these accounts is the most significant – and why. Works best in combination with other options for gathering, analysing and reporting data. It doesn't provide comprehensive information about the impacts produced by an intervention.	Can approach can be adapted / simplified so that adolescents can support / lead story collection from peers and data analysis.	**http://www.betterevaluation.org/plan/approach/most_significant_change**
Participatory evaluation	Involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study.	Can be considered in contexts where adolescents are the intended beneficiaries or a programme or policy.	**http://www.betterevaluation.org/plan/approach/participatory_evaluation**

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EVALUATION TOOL D:
CHECKLIST TO RATE THE QUALITY OF UNICEF EVALUATION REPORTS

SECTION A: BACKGROUND	Yes	No	Comments
Is the object of the evaluation clearly described?			
Clear and relevant description of the intervention, including: location(s), timelines, cost/budget, and implementation status			
Clear and relevant description of intended beneficiaries by type (i.e., institutions/ organizations; communities; individuals…), by geographic location(s) (i.e., urban, rural, particular neighbourhoods, town/cites, sub-regions…) and in terms of numbers reached (as appropriate to the purpose of the evaluation)			
Description of the relative importance of the object to UNICEF (e.g. in terms of size, influence, or positioning)			
Is the context of the intervention clearly described?			
Clear and relevant description of the context of the intervention (policy, socio-economic, political, institutional, international factors relevant to the implementation of the intervention)			
Clear and relevant description (where appropriate) of the status and needs of the target groups for the intervention			
Explanation of how the context relates to the implementation of the intervention			
Is the results chain or logic articulated clearly?			
Clear and complete description of the intervention's intended results			
Intervention logic presented as a coherent theory of change, logic chain or logic framework			
Are key stakeholders and their contributions clearly identified?			
Identification of implementing agency(ies), development partners, primary duty bearers, secondary duty bearers, and rights holders			
Identification of the specific contributions and roles of key stakeholders (financial or otherwise), including UNICEF			

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SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE	Yes	No	Comments
Is the purpose of the evaluation clearly described?			
Specific identification of how the evaluation is intended to be used and to what this use is expected to achieve			
Identification of appropriate primary intended users of the evaluation			
Are the objectives and scope of the evaluation clear and realistic?			
Clear and complete description of what the evaluation seeks to achieve by the end of the process with reference to any changes made to the objectives included in the ToR			
Clear and relevant description of the scope of the evaluation: what will and will not be covered (thematically, chronologically, geographically with key terms defined), as well as the reasons for this scope (e.g., specifications by the ToRs, lack of access to particular geographic areas for political or safety reasons at the time of the evaluation, lack of data/evidence on particular elements of the intervention)			

SECTION C: EVALUATION METHODOLOGY	Yes	No	Comments
Does the evaluation provide a relevant list of evaluation criteria that are explicitly justified as appropriate for the purpose of the evaluation? *Note: UNICEF evaluation standards refer to the OECD/DAC criteria. Not all OECD/DAC criteria are relevant to all evaluation objectives and scopes. Standard OECD DAC Criteria include: Relevance; Effectiveness; Efficiency; Sustainability; Impact. Evaluations should also consider equity, gender and human rights (these can be mainstreamed into other criteria). Humanitarian evaluations should consider Coverage; Connectedness; Coordination; Protection; Security.*			
Clear and relevant presentation of the evaluation framework including clear evaluation questions used to guide the evaluation			
If the framework is OTHER than UNICEF standard criteria, or if not all standard criteria of the chosen framework are included, the reasons for this are clearly explained and the chosen framework is clearly described			
Does the report specify methods for data collection, analysis, and sampling?			
Clear and complete description of a relevant design and set of methods that are suitable for the evaluation's purpose, objectives and scope			

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SECTION C: EVALUATION METHODOLOGY (cont'd)

Clear and complete description 0f the data sources, rationale for their selection and sampling strategy. This should include a description of how diverse perspectives are captured (or if not, provide reasons for this), how accuracy is ensured, and the extent to which data limitations are mitigated			
Clear and complete description of the methods of analysis, including triangulation of multiple lines and levels of evidence (if relevant)?			
Clear and complete description of limitations and constraints faced by the evaluation, including gaps in the evidence that was generated and mitigation of bias?			
Are ethical issues and considerations described? (The evaluation should be guided by the UNEG ethical standards for evaluation described below).			
Explicit reference to the obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability)			
Description of ethical safeguards for participants appropriate for the issues described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm)			
ONLY FOR THOSE CASES WHERE THE EVALUATION INVOLVES INTERVIEWING CHILDREN: explicit reference is made to the UNICEF procedures for Ethical Research Involving Children			

SECTION D: EVALUATION FINDINGS	Yes	No	Comments
Do the findings clearly address all evaluation objectives and scope?			
Findings marshal sufficient levels of evidence to systematically address all of the evaluation's questions and criteria			
Reference to the intervention's results framework in the formulation of the findings			
Are evaluation findings derived from the conscientious, explicit and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence.			
The evaluation clearly presents multiple lines (including multiple time series) and levels (output, outcome, and appropriate disaggregation) of credible evidence.			
Findings are clearly supported by and respond to the evidence presented, including both positive and negative. Findings are based on clear performance indicators, standards, benchmarks, or other means of comparison.			
Unexpected effects (positive and negative) are identified and analysed			

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SECTION D: EVALUATION FINDINGS (cont'd)

The causal factors (contextual, organizational, managerial, etc.) leading to achievement or non-achievement of results are clearly identified. For theory-based evaluations, findings analyse the logical chain (progression -or not- from implementation to results).			
Does the evaluation assess and use the intervention's Results Based Management elements?			
Clear and comprehensive assessment of the intervention's monitoring system (including completeness and appropriateness of results/performance framework -including vertical and horizontal logic; M&E tools and their usage)			
Clear and complete assessment of the use of monitoring data in decision making			

SECTION E: EVALUATION CONCLUSIONS & LESSONS LEARNED	Yes	No	Comments
Do the conclusions present an objective overall assessment of the intervention?			
Clear and complete description of the strengths and weaknesses of the intervention that adds insight and analysis beyond the findings			
Description of the foreseeable implications of the findings for the future of the intervention (if formative evaluation or if the implementation is expected to continue or have additional phase)			
The conclusions are derived appropriately from findings			
Are lessons learned correctly identified?			
Correctly identified lessons that stem logically from the findings, presents an analysis of how they can be applied to different contexts and/or different sectors, and takes into account evidential limitations such as generalizing from single point observations.			

SECTION F: RECOMMENDATIONS	Yes	No	Comments
Are recommendations grounded in the evaluation?			
Recommendations are logically derived from the findings and/or conclusions			
Recommendations are useful to primary intended users and uses (relevant to the intervention and provide realistic description of how they can be made operational in the context of the evaluation)			
Clear description of the process for developing recommendations, including a relevant explanation if the level of participation of stakeholders at this stage is not in proportion with the level of participation in the intervention and/or in the conduct of the evaluation			

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SECTION F: RECOMMENDATIONS (cont'd)

Are recommendations clearly presented?			
Clear identification of target group for action for each recommendation (or clearly clustered group of recommendations)			
Clear prioritization and/or classification of recommendations to support use			

SECTION H: EVALUATION PRINCIPLES	Yes	No	Comments
Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming, to gender equality, and to equity?			
Reference and use of rights-based framework, and/or CRC, and/or CCC, and/or CEDAW and/or other rights related benchmarks in the design of the evaluation			
Clear description of the level of participation of key stakeholders in the conduct of the evaluation, and description of the rationale for the chosen level of participation (for example, a reference group is established, stakeholders are involved as informants or in data gathering)			
Stylistic evidence of the inclusion of these considerations can include: using human-rights language; gender-sensitive and child-sensitive writing; disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups.			
Does the evaluation assess the extent to which the implementation of the intervention addressed gender, equity & child rights?			
Identification and assessment of the presence or absence of equity considerations in the design and implementation of the intervention			
Identification and assessment of the presence or absence of gender in the design and implementation of the intervention			
Explicit analysis of the involvement in the object of right holders, duty bearers, and socially marginalized groups, and the differential benefits received by different groups of children			
Clear proportionality between the level of participation in the intervention and in the evaluation, or clear explanation of deviation from this principle (this may be related to specifications of the ToRs, inaccessibility of stakeholders at the time of the evaluation, budgetary constraints, etc.)			

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SECTION H: EVALUATION PRINCIPLES (cont'd)

Does the evaluation meet UN SWAP evaluation performance indicators? (Note: this question will be rated according to UN SWAP standards)			
GEEW is integrated in the Evaluation Scope of analysis and Indicators are designed in a way that ensures GEEW-related data will be collected			
Evaluation Criteria and Evaluation Questions specifically address how GEEW has been integrated into the design, planning, implementation of the intervention and the results achieved.			
A gender-responsive Evaluation Methodology, Methods and tools, and Data Analysis Techniques are selected.			
The evaluation Findings, Conclusions and Recommendation reflect a gender analysis			

SECTION G: EVALUATION STRUCTURE/PRESENTATION	Yes	No	Comments
Does the evaluation report include all relevant information?			
Opening pages include: Name of evaluated object, timeframe of the evaluation, date of report, location of evaluated object, names and/or organization(s) of the evaluator(s), name of organization commissioning the evaluation, table of contents -including, as relevant, tables, graphs, figures, annexes-; list of acronyms/abbreviations, page numbers			
Provided that they are not present in the body of the report, annexes should include the following: Terms of Reference, Evaluation matrix, list of interviewees, list of site visits, data collection instruments (such as survey or interview questionnaires), list of documentary evidence Other appropriate annexes could include: additional details on methodology, copy of the results chain, information about the evaluator(s)			
Is the report logically structured?			
The structure is easy to identify and navigate (for instance, with numbered sections, clear titles and sub-titles)			
Context, purpose and methodology would normally precede findings, which would normally be followed by conclusions, lessons learned and recommendations			

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TIPSHEET 1:
THE ROLE OF ADULTS IN APM&E[41]

Consistent adult support is vital component of effective APM&E and there will be a continuing need for adult involvement in any and all APM&E activities, even those led by adolescents. The role of adults may fluctuate and change during the course of the activity, for example from guidance in the early stages to that of facilitators and advisers as adolescents gain confidence, skills and experience. In general, adult contribution is needed in a number of ways, including:

The documents listed in the **Useful Resources section**, provide more detailed and specific guidance on how adults can support adolescent participation.

1. **Provision of support, supervision, training and guidance** to enable adolescents to:
   - Gain skills including develop creative thinking around designing, planning and undertaking monitoring and evaluation activities as well as the ability and capacity to manage the activities.
   - Adolescents 'getting the facts' and being properly guided when attempting to make important decisions.
2. **As facilitators:**
   - To support adolescents to accomplish their APM&E goals and tasks. To facilitate is to make something easier; thus, when done properly, the adult facilitator can ease a group of adolescents or a mixed group of adolescents and adults through the process of solving a problem, making a decision, redefining its goals, or restating expectations and responsibilities.
   - Adolescent engagement in monitoring or evaluation activities may require them to acquire the skills to organise collectively, access and use information and access and utilise human and material resources. Adults have a role to play in facilitating that process by providing adolescents with: the knowledge and skills to organise themselves, access to information and resources and knowledge of structures, be they political, socio-cultural or economic.
   - Sharing their own accumulated experience being involved in monitoring and evaluation with adolescents.
   - Facilitating participation by using adolescent-friendly forms of communication in meetings e.g. use of drawings if needed to ensure that issues, concepts and ideas are understood by the adolescents.

[41] informed by **GLOBAL 1; LACRO 2; ROSA 1**; **Tool Kit on Inclusive Youth Participation** (Karkara et al, Draft).

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3. **Leading administration tasks** to support the monitoring / evaluation activity including: liaising with government officials, logistical and travel arrangements, printing, photocopying, telephone and skype calls, obtaining informed consent to support APM&E.

USEFUL RESOURCES

- **Tool Kit on Inclusive Youth Participation** (Karkara et al, Draft).)
  p96 – 103 the A to Z of facilitating youth, adolescent and young people
- **Tool Kit on Inclusive Youth Participation** (Karkara et al, Draft)
  p105 - 109– youth friendly facilitator tips

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TIPSHEET 2:
MANAGING EXPECTATIONS AND RETAINING ADOLESCENT INTEREST IN THE MONITORING OR EVALUATION PROCESS

Managing Expectations

Ensure adolescents members of the monitoring core group, evaluation team, or evaluation stakeholder groups have a clear understanding of what they can expect from you, from the monitoring/evaluation activities they/peers will be participating in, and what you expect from them in return. Build in time during the planning process to manage expectations by:[42]

Adolescents' ideas about what they hope their participation will achieve may be very different from those of adult stakeholders.

- *Clearly and honestly explaining the scope and boundaries of the programme and the monitoring/evaluation activities,* how you see things working and what you expect it to achieve. Take time to give adolescents all the information they need and the opportunity to ask questions and raise concerns. Allow them to voice their own views on issues and to discuss their expectations.
- *Discuss with adolescents what spheres of influence they are aware of, audiences they think should be targeted with monitoring data / evaluation results, and their ideas for how influence can be achieved.* This can help diminish unrealistic expectations about the influence and impact adolescents expect the data to have, whilst helping to clarify what that data can or cannot do in regard to making changes and programmatic decision making. If it is not possible to engage adolescents in this way i.e. if monitoring or evaluation activities will/have been designed and planned by adults, these adults can undertake a sphere of influence mapping on behalf of the adolescents.

[42] **ESARO 3**; **ROSA 1**; **Putting Children at the Centre. A practical Guide to Children's participation, Save the Children, 2010 Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012).

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Retaining interest and enthusiasm

Recognize that adolescent interest, engagement and productivity in M&E activities will vary between adolescents and over time. Accept this as "normal" and make a plan to retain their interest and involvement. Core strategies include:[43]

- Work with adolescents' schedules. Many adolescents are very busy. What looks like a lack of interest or follow through is often a symptom of something else: a lack of transportation, the need to care for siblings or their own children, conflicts with work, or competing schedules with school, extracurricular, or service commitments. Adolescents constantly have to prioritize their activities since they have multiple commitments and distractions. Adult managers / coordinators / facilitators always have to be cognizant of this. Attempts should be made to help adolescents work around their busy schedules. This may even require arrangements being made to provide childcare. Adolescents may not be able to attend all meetings/activities so there need to be ways to keep youth up to speed and to communicate assignments.
- Plan in advance for periods of adolescent disinterest. At times, the M&E process might feel like a never-ending homework assignment. For example, almost all adolescents like collecting data, but many (like adults) will lose patience if the data analysis is prolonged. Mitigate against this by planning how tasks can be divided when not everyone has the same ability or motivation.
- Use active learning: Adolescents want to be doing things. They will also bring varying developmental capacities, skill levels and learning styles to M&E activities. Throughout their engagement in M&E activities, adolescents must have multiple opportunities to obtain feedback on the process of their engagement and their data. Ongoing reflection with peers and key stakeholders reinforces the fact that APM&E is connected to something larger than themselves and is important to a larger community.
- Ensure meetings/activities incorporate energisers and opportunities to learn and engage through entertainment techniques including role play. Entertainment as well as space to discuss of controversial events or have a snack can help keep the interest and engagement of adolescents high.
- Have good functional technology and equipment: When this doesn't work adolescents will be frustrated / lose interest.

[43] section informed by **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012)

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- Rewarding adolescents for their participation and engagement: This can help improve motivation, quality of their efforts, quality of the partnership between UNICEF and adolescents, accountability and sustainability of their engagement. For example, a potential reward/ compensation for adolescents engaged in long-term M&E is to pay for the costs of training / learning opportunities adolescents are interested in and/or explore options for ensuring their work is acknowledged by a government-accredited training scheme or similar.

See **Preparatory Action 4** for more guidance.

Example from Zambia Country Office: adolescent Health Centre Peer Educators are volunteer programme partners. This role includes some responsibility for monitoring activities. However, there is no clear career path aligned with this volunteering and adolescents are often unaware of the longer-term gains of their continued volunteering i.e. there is no system to earn credits for volunteering to assist with entrance to a community health worker course which could lead to paid employment. This leads to high turnover of adolescents.

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TIPSHEET 3: ENSURING VALIDITY AND OBJECTIVITY IN APM&E

Selecting data collection methods and tools

Information and communication technology (ICT) tools will not be appropriate in all contexts and should not be always be prioritised over more traditional face-to-face methodologies and tools.

Select inclusive and accessible methodologies and tools. The decision to use ICT must be guided by issues of simplicity and access e.g. using toll free calling, short codes, and voice-based channels such as interactive voice response, digital mapping, video and web discussions, can enable marginalised groups of adolescents including girls and those with low literacy levels to play a lead role in monitoring issues and actions at the community level.[44]

Ensure adolescents can influence and co-shape the selection of data collection methods and tools. This can help facilitate excitement about participation and will help ensure the selection of appropriate methods and tools, maximising the chance for collection of valid and robust data:

- Some methods appeal to and energize adolescents, and these should be used when possible.
- Discuss the strengths and limitations of the methods and tools adolescents are choosing and how this will influence the validity of their findings. For example, access to ICT including the internet can be a challenge, especially for adolescent girls. These challenges and barriers should be taken into consideration before selecting an ICT tool for APM&E.

> **UNICEF East Timor** found Facebook to be a useful data collection tool. The team had originally wanted to use **Survey Monkey** to collect data from current youth parliament members but found it was expensive for youth to have internet access. A local telephone company had a plan that enabled access to Facebook for a much cheaper sum of $1. As many youth parliamentarians had Facebook pages this helped support more representative data collection.

Keep methods and tools as simple as possible that can be learned by adolescents and adults who have not previously conducted data collection. Adolescents in particular need to feel comfortable and able to join in easily and on an equal footing with the others in the group. Reflect on the **4 essential features of meaningful participation (space, voice, influence and audience)**[45] to assist in selection of methods and tools. **Complaints and feedback mechanisms are useful sources of monitoring data.** Ensure younger (10-14 years) and older (15-19 years) adolescents are distinct categories of disaggregation when recording and analysing complaints and feedback received.

[44] **Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls**

[45] **http://ec.europa.eu/justice/fundamental-rights/files/lundy_model_child_participation.pdf**

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Example: Interactive Voice Response, SMS and radio as part of the Rural Voices of Youth Program in Nepal[46]

UNICEF and the Nepali radio program Saathi Sanga Man Ka Kura (SSMK), run by the non-governmental organization Equal Access Nepal, joined forces to help children and adolescents to engage in UNICEF's Voices of Youth (VOY) initiative via SMS. The project goal was to increase children's voices on issues that impact their lives. SSMK responded to low levels of Internet connectivity by allowing responses from listeners via mobile phone and making the service free. Every week, the radio team frames a topic or a question and invites listeners to respond via a free text message to an established short code. The responses are then posted in a forum on the UNICEF Voices of Youth (VOY) website, or the "Freedom Express" debate platform. Listeners can text "VOYQ" to a simple number to receive a text message with that week's topic, in English. A key to success in the program was engaging FOCUSONE an intermediary company that was well acquainted with local context and ICT use patterns.

Equal Access also uses Interactive Voice Response (IVR) which allows listeners to call a number and navigate a menu of options, leave comments, questions and responses or get information. IVR is available through basic phones, and is helpful for those who are not literate or who do not feel comfortable using SMS. IVR can encourage direct feedback from participants or the general public, allowing community input to shape content in "real time," e.g., almost immediately. Input collected from the audience results in modifications to the programming so that radio hosts can be responsive to what the audience wants and address questions or confusion about the information that was presented. Recognizing that the cost of texting or calling can reduce response rates for those with little disposable income, Equal Access offered a toll-free number to Nepalese listeners and saw use rates rise to over 20,000 messages in just one day.

Although the primary purpose of these activities was broader than programme monitoring, it is a useful example of how multi-channel feedback options and providing ICT services free of charge can exponentially increase the levels of participation by populations who cannot normally participate due to cost or literacy barriers, such as marginalized adolescent girls. These activities could be easily tailored to include monitoring issues and questions.

[46] Integrating Information and Communication Technologies into Communication for Development Strategies to Support and Empower Marginalized Adolescent Girls, UNICEF, 2013

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Choose methods that can be collected and analysed quickly because M&E data is time sensitive. Always consider if secondary data is available (and hence methods and tools to collate secondary data). Consider to what extent mobile technology and digital applications can be used e.g. using apps to collect data using smart phones / tablets; using Facebook, U-Report polls, digital mapping and other internet / social media-based platforms. This minimises paper reporting/ consolidation processes, can help automate data analysis and facilitate the use dashboards to display the results and trend in real-time, accessible by adolescents. For digital data collection and dissemination of results – the development and use of online material creates a permanent digital footprint – the impact of which must also be understood before collecting data and posting materials.

Refer to **Preparatory Action 4** for more guidance.

Experience from UNICEF MENA region:

- Adolescents from ethically discriminated against groups felt more confident to express their views and contribute to M&E activities if they worked in smaller groups. Previously they had been reluctant to share their views when working with adolescents from different backgrounds
- Adolescents who had limited reading and writing ability were reticent to get involved in M&E activities until we started to used tablets – this gave them more confidence and they flourished!

UNICEF Zambia shifted from open ended to closed polling in U-Report as the volume of data generated through open ended polls was too high to manage and analyse effectively.

Pilot test the methods and tools before they are fully implemented to verify their appropriateness and that the questions the tools ask are easily understood by adolescents. Reassess who might need further and ongoing capacity building, support and guidance in regard to specific methods and tools and to undertake any further training required before data collection begins.

USEFUL RESOURCES

- **Booklet 5 of the Toolkit for Monitoring and Evaluating Children's Participation**
- Key Principles and Methods of using social media for Youth Engagement including data collection tools, data exchange– **Tool Kit on Inclusive Youth Participation** (Karkara et al, Draft)
- Overview of creative and visual methods including digital methods, **Participatory methods: engaging children's voices and experiences in research** (Kleine et al, LSE, 2016)
- **A Kit of-Tools for participatory research and evaluation** (SC Norway, 2008). – tools could be adapted for monitoring
- **Participatory evaluation with young people work book (Checkoway & Richards-Schushter)**
- Instruments and tools in UNICEF's Adolescent Kit for Expression and Innovation

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Data collection

The quality of data generated depends on who is asking the questions, the language used, the gender of the data collectors and respondents, how sensitive the issue is, and how much supervision is being provided by adults.

1. **All adolescents involved (being consulted or collecting data) must understand that they are not expected to have (or find) all of the 'correct' answers.** Data collection is not a test and they shouldn't feel like they have to prove what they know. Stress the importance of documenting what they see and hear rather than an interpretation of what they expected / wanted to hear. Also stress the importance of being open to any and all trends that might occur during data analysis rather than the trends they think UNICEF / partners are most interested in.

Experience from UNICEF Zambia: Adolescents often have much higher expectation on standards, especially when they are asked to define an ideal service. Unless this issue is identified and mitigated against, this can lead to problems monitoring or evaluating services against ideal models rather than real world models.

2. **Do not expect APM or APE activities to generate perfect, high quality findings instantly.** Ability to collect quality data and undertake proficient data analysis is a learning process that takes time. UNICEF and partners must ensure systematic capacity building to achieve this. As adolescents gain skills and confidence, the quality of data and findings will improve. Mitigate concerns from partners about sub-standard data collected by adolescents reflecting badly on them.
3. **If adolescents are leading data collection, develop a detailed data collection plan** including where, from whom and how many surveys/ exercises to do and approaches to randomisation to minimise bias in the results (i.e. the sampling method). Ensure this is available in language and formats adolescents can understand.
4. **Give adolescents appropriate time and space to familiarise themselves with the monitoring/evaluation activity and to develop opinions and views** – both those being consulted and those collaborating or leading on data collection. Not affording them the space to do this risks unresponsiveness to the activity or reluctance to engage with it – potentially affecting the quality of data collected. Make monitoring plans and timeframes available to adolescents who may be involved in any monitoring activities.[47]

[47] **ESARO 3**

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5. **Mitigate against social desirability bias.**
   - Ensure the environment and physical space in which data collection occurs will elicit honest answers e.g. asking adolescents about condom use in a family planning clinic with posters promoting condom use on the walls is likely to influence the type of responses you get;
   - When collecting data about sensitive issues, encourage adolescents taking part in FGDs or responding to surveys to talk/think about the behaviour of their peers rather than their own individual behaviour. This can elicit more accurate answers. For example, if adolescent girls are not supposed to be sexually active, if asked about this directly they are likely to significantly under-report this behaviour. Whereas they might answer differently if asked to think about the behaviour of their peers as a group.
   - Think about who should be asking the questions. Adolescents can be very perceptive and responsive. If someone conservative or in a position of authority e.g. school teacher is facilitating the FGD / interview, adolescents will respond accordingly. This can be positive, or it can be negative with adolescents giving responses that they feel are culturally and age appropriate. Do not always assume that someone closer in age (e.g. an adolescent data collector) will be able to illicit more honest responses from children and adolescents. In the East and Southern Africa Region and some cultures in the Middle East and North Africa context, a much older person is seen to have authority and expertise and perceived as more able to take forward the adolescents' issues more effectively. Hence adolescents may respond more honestly and fully than if they were asked the same questions by a peer in whom they have limited / little faith or respect.

6. **Follow well-established guidelines and standards when planning and organising consultations, meetings and activities** e.g. **So you want to consult with children (2009)**; **Toolkit for Monitoring and Evaluating Children's Participation (2014).**

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Data analysis

REMINDER: As the adolescent and adult team members begin to collect data and then work to collectively analyse them, they will need to hone their communication skills. Learning to actively listen to their fellow team members, to appreciate others' perspectives and ideas, and build consensus are not skills that come naturally to most people. It is important that systematic and refresher training for these skills in addition to specific data analysis techniques is provided before data analysis begins[48].

Make data analysis a creative, engaging and fun process involving adolescents directly whenever possible. The most appropriate data analysis strategies and tools will vary depending on the context and should be determined by the monitoring core team / evaluation team. Take into consideration that:

- Adolescents in upper secondary education may have knowledge and experience of simple and more complex statistical methods for data analysis and ability to use software such as Microsoft Excel for this purpose.
- More complicated analysis including qualitative analysis can be workshopped in groups.
- Where necessary opportunities for manipulation of data and findings can be minimised by outsourcing data analysis to independent third parties. But this should only be considered as a last resort.

Ensure triangulation of data collected via different methods and tools. Be realistic about the extent to which it is possible to verify and triangulate data on specific age groups if representative baselines have not been undertaken/ do not exist.

Example from Zambia Country Office: Adolescent health centre peer educators not only collect monitoring data (with necessary training, supervision and support) but they are also trained in simple statistical analysis techniques e.g. generating simple percentages, so that they can undertake analysis and assess trends in the use of the services. Analysis of more complicated data is achieved through joint workshops with programme partners where space is also created to identify what action needs to be taken based on what the data reveals. Experience has shown that the adolescents involved in these processes are often very serious about getting the figures right, sometimes more so than the adults involved!

[48] **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012)

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USEFUL RESOURCES

- **A Kit of-Tools for participatory research and evaluation** (SC Norway, 2008), in particular:
  - Analysis Game: to introduce the idea of categorizing data into areas or themes to support the analysis of research
  - p101 – 104 - Checklist for children and young people for analysing and documenting the information collected
- **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012) p30 32 - practical and engaging data analysis strategies and methods
- **Booklet 4 of the Toolkit for Monitoring and Evaluating Children's Participation** Steps 8 and 9

Reporting and disseminating findings

1. **Decide which formats are most appropriate for presenting the findings. Production of adolescent-friendly versions of the findings should be considered as important as reports intended for an adult audience.** Adolescent members of the monitoring core group, evaluation team or evaluation refence or advisory groups should advise on the most appropriate formats that will appeal to an adolescent audience. Think creatively beyond written formats. For example:
   - Verbal presentations that could be recorded and disseminated as a video or podcast – recognising that adolescents may be inexperienced at presenting findings and require training and support to do this.
   - A short animation using open source software for example **Powtoon.**
   - Uploading content /blogs onto social media sites and websites frequently used by adolescents.
   - Reporting findings in school / student newspapers or communication materials produced by child clubs and youth parliaments etc.
   - Creating posters of key findings to be displayed in places that are visible to adolescents.
   - Regularly scheduled learning and listening sessions in schools, child clubs, adolescent friendly spaces etc.

Example from Zambia Country Office – the results of U-Report polls were not being fed-back in a timely manner so plans have been made to: publish the results in one national newspaper monthly; send the results out to all U-Reporters, and post the results of relevant website and Facebook page. However, the role of UNICEF in this process is supportive as the responsibility to provide feedback lies with the government partners.

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2. **Take preparatory steps to facilitate dissemination of results**:[49]
   - Reach out to allies who can support dissemination of key findings e.g. youth groups, organizations, or associations that are willing to publicize and advocate for the monitoring/ evaluation findings and recommendations. As the coalition grows around the findings, the potential for utilization grows accordingly;
   - Provide assistance to key stakeholders (civil society, governmental authorities etc.) in order to encourage and enable them to involve children in follow up actions. Adults whom comprise this audience need to be briefed on what to expect and how they are expected to behave in regard to interacting with adolescents, listening to the findings and considering the findings in their decisions making processes;
   - Provide practical support to ensure that adolescents can feedback to and follow up on actions with their peer group back home / in their own communities. Meeting with other groups of adolescents provides stimulation and encouragement. It can also create opportunities for peer training, information exchange and strengthened advocacy around key monitoring / evaluation topics;

USEFUL RESOURCES

- **Booklet 4 of the Toolkit for Monitoring and Evaluating Children's Participation** Step 9
- **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012) p33 and p44 – recommended reading lists

[49] **Tool Kit on Inclusive Youth Participation** (Karkara et al, Draft); **SD16**; **So you want to consult with children (Save the Children, 2009)**, **Youth-Adult Partnerships in Evaluation** (Zeldin et al, 2012); **ESARO 3**; **LACRO 1; LACRO 2; ROSA 1**

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FEEDBACK FORM: GUIDANCE NOTE FOR ADOLESCENT PARTICIPATION IN PROGRAMME MONITORING AND EVALUATION

This is the pilot version of the guidance note on adolescent participation in programme monitoring and evaluation. Please take a few minutes to fill in the questionnaire to provide us with feedback that will assist us to improve and finalize the guidance. Your feedback is very important to us, whether you used the guidance in an evaluation or review, or even if you just read through it and didn't apply it in practice. Your feedback will be kept confidential.

Feedback should be provided online via:
https://www.surveymonkey.com/r/ADAP-Guidance.

A. Use of the Guidance Note

1. Please indicate the type of evaluation for which you used the guidance note (check all that is applicable):

UNICEF Global/Regional/Multi-country

Joint (UNICEF and another agency)

UNICEF CPD Component

Used in an evaluation, but non-UNICEF

I did not use the guidance note in an evaluation; I just reviewed it

Other (please specify)

2. Indicate the type of context:

Development

Humanitarian

Both Development and humanitarian

Other (please specify)

3. Indicate the type of intervention/programme being evaluated in relation to adolescents:

Mainly targeting adolescents, or on adolescent participation/engagement/empowerment, etc.

Adolescents not targeted specifically, but acknowledged as one of the beneficiary groups

Adolescents not considered, or mentioned at all

Other (please specify)

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4. What was the role of adolescents in the evaluation?

They were consulted as one of many stakeholder groups

They were consulted as the primary stakeholder group

They were part of the technical or advisory reference group

The evaluation was adolescent-led

I did not use the guidance note in an evaluation; I just reviewed it.

Other (please specify)

B. Format and Content of the Guidance Note

5. The language used in the guidance and instructions/directions are easy to understand:

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please offer suggestions for improvement.

6. The format and design makes of the guidance easy to access and navigate:

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please offer suggestions on how the format can be improved.

7. The pop-up windows worked well; the enhanced the utility of the guidance

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

Please offer suggestions on how pop-up windows can be improved.

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C. Chapter 1: Introduction and Overview

8. Which of the sections in this chapter was least helpful:

Section 1.1: Purpose of the guidance note

Section 1.2: Intended audience

Section 1.3: Definition of key terms and types of adolescent participation

Section 1.4: Added value of adolescent participation in monitoring and evaluation

What are the reason(s) for your selection in Question 8? Also, please provide suggestions for improvement.

9. Have the key terms (adolescents, monitoring and evaluation) defined accurately? If not, offer suggestions for improvement.

10. Is there conceptual clarity for the different types of adolescent participation? If not, offer suggestions for improvement.

D. Chapter 2: Participatory Actions

11. Which of the preparatory actions was least helpful:

Preparatory Action 1

Preparatory Action 2

Preparatory Action 3

Preparatory Action 4

Preparatory Action 5

Preparatory Action 6

What are the reason(s) for your selection in Question 11? Also, please and provide suggestions for improvement.

12. What is your assessment on the adequacy of the rest of content provided under the preparatory actions?

No opinion

It is succinct; preparatory actions are easy to follow, and provide the right amount of details

It covers most important details, but some critical content was left out

It is way too long; preparatory actions are difficult to follow, and covered unnecessary details

Elaborate on your selection in Question 12 and provide suggestions for improvement.

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E. Chapter 3: Adolescent Participation in Monitoring

13. Which of the preparatory actions was least helpful:

Overview of the monitoring process

Adolescent participation in UNICEF programme monitoring

Examples of adolescent participation in UNICEF programme monitoring

All three sections of the chapter are equally helpful; they each provide enough content and detail

Elaborate on your selection in Question 13 and provide suggestions for improvement.

14. What is your assessment on the adequacy of the rest of content provided under the preparatory actions?

No opinion

It is succinct; preparatory actions are easy to follow, and provide the right amount of details

It covers most important details, but some critical content was left out

It is way too long; preparatory actions are difficult to follow, and covered unnecessary details

Elaborate on your selection in Question 14 and provide suggestions for improvement.

F. Chapter 4: Adolescent Participation in Evaluation

15. Which of the preparatory actions was least helpful:

Overview of the evaluation process

Adolescent participation in the evaluation process

Examples of adolescent participation in UNICEF evaluations

All three sections of the chapter are equally helpful; they each provide enough content and detail

Elaborate on your selection in Question 15 and provide suggestions for improvement.

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16. What is your assessment on the adequacy of the rest of content provided under the preparatory actions?

No opinion

It is succinct; preparatory actions are easy to follow, and provide the right amount of details

It covers most important details, but some critical content was left out

It is way too long; preparatory actions are difficult to follow, and covered unnecessary details

Elaborate on your selection in Question 16 and provide suggestions for improvement.

17. Please provide feedback on any other element of the guidance note.

G. Opportunity for follow-up…

18. How did you hear of the guidance note?

Colleague

UNICEF website

Evaluation Network

Popped-up during while searching the internet for similar resources

Other (please specify)

19. What is the option that best describes your organization? (Select all that applies)

UNICEF

UNICEF implementing partner

UN sister organization

International NGO

Local NGO or CBO

Public sector (government or parastatal entity)

Private sector organization

Other (please specify)

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20. What is the option that best describes your role/position? (Select all that applies)

Monitoring and/or results management

Evaluation

Programme manager

Office head/leader

Other (please specify)

21. Please enter your duty station:

22. Can we contact you for any clarification or follow up?

Yes

No

Item 23 is OPTIONAL. It is meant for those who answered yes to Item 22.

23. Enter your email if you are open to the possibility of being contacted for follow-up or additional inputs.

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Figure 1

How this guidance note can be used across the programme cycle (informed by UNICEF's Results Based Management (RBM) Handbook)

- Use it to ensure APM&E is considered and built in from the outset

- Use it to:
  - inform the development of theories of change, results frameworks, indicators and monitoring plans
  - assess the feasibility of incorporating APM&E into programmes for which the context analysis, assessment and initial project design has already taken place

- For programmes that are already being implemented, use it to:
  - support integration of adolescent participation into existing monitoring plans/processes
  - assess if there is scope to enhance existing monitoring plans with complementary monitoring activities involving adolescents

- Use it to inform the evaluation process to support the design and conduct of evaluations where the involvement of adolescents in the evaluation process would be beneficial (as sources of data, members of reference groups or as part of the evaluation team).

- Use it at all stages of the programme cycle to:
  - assess if the context and environment are conducive for safe APM&E;
  - think through the resources (people, time, money) required to realise meaningful, quality APM&E;
  - identify what knowledge, skills and capacities are required of both adolescents and adults who will be involved in participatory M&E

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Figure 3

Benefits of APM&E*

* informed by PR1, PR 2 Booklet 1

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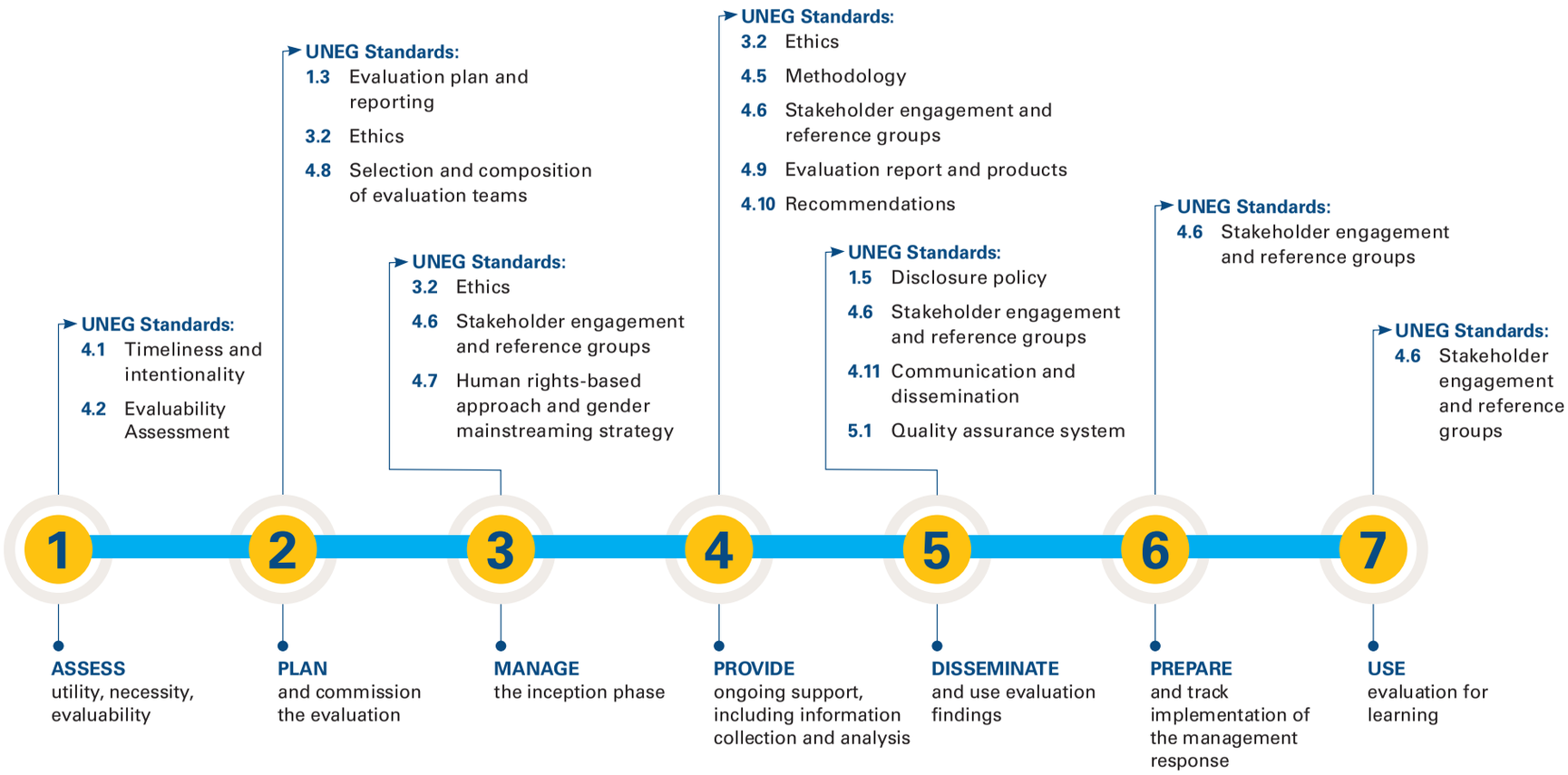
Figure 7

Steps in the evaluation process with United Nations Evaluation Group (UNEG) Standards that are relevant for adolescent participation



Unicef Guidance Note: Adolescent Participation in UNICEF Programme Monitoring and Evaluation

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unicef

for every child

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