



Photo by M. Samper

# ENGAGING YOUNG PEOPLE IN HUMANITARIAN SETTINGS

## From Compact to Guidelines to Action in Nepal

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# Acknowledgements

## Engaging Young People in Humanitarian Settings: From Compact to Guidelines to Action in Nepal

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Water Aid

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Youth Innovation Lab

YUWA

## Acronyms

AAP	Accountability to Affected Populations
AYON	Association of Youth Organizations Nepal
BYAN	Blind Youth Association Nepal
CCDRR	Child-Centered Disaster Risk Reduction
CCT	Conditional Cash Transfer
CFP	Common Feedback Project
CWIN	Child Workers in Nepal
DPNet Nepal	Disaster Preparedness Network Nepal
DRR	Disaster Risk Reduction
EPP	Emergency Preparedness Plan
ERP	Emergency Response Preparedness
GATE	Girls Access to Education
GBV	Gender Based Violence
HI	Humanity & Inclusion
HPC	Humanitarian Programme Cycle
HR	Human Resources
IASC	Inter-Agency Standing Committee
INGO	International Non-Governmental Organization
M&E	Monitoring and Evaluation
MoUs	Memorandums of Understanding
NFI	Non-Food Items
NRC	Norwegian Refugee Council
NGO	Non-Governmental Organization
NRCS	Nepal Red Cross Society
NSPoA	National Strategic Plan of Action
NYF	Nepal Youth Foundation
PSEA	Protection Against Sexual Exploitation and Abuse
PSS	Psycho-social Support
STEM	Supporting the Education of Marginalised Girls in Kailali
TLC	Temporary Learning Centers
TPO Nepal	Transcultural Psychosocial Organization Nepal
UCT	Unconditional Cash Transfer
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
VECC	Vocational Education and Career Counseling Program
VSO	Voluntary Services Overseas
YI-Lab	Youth Innovation Lab

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# Executive Summary

As part of the [Compact for Young People in Humanitarian Action](#) (“Compact”) drafted at the 2016 World Humanitarian Summit, over 50 member organizations are working to create a guiding document to operationalize the Compact titled, *Guidelines for Programming with and for Young People in Humanitarian Settings* (“Guidelines”). As a member of the Compact, Mercy Corps is dedicated to addressing the needs of young people in humanitarian settings and ensuring that young people are engaged in the design and leadership of humanitarian action.

As with other global recommendations, the Guidelines are only so helpful until they are practically translated into the specific context of the humanitarian setting at hand. Mercy Corps is one of the first to implement the Guidelines in the field and has chosen Nepal as its test case for their application. Nepal’s geography and climate make it vulnerable to natural hazards such as floods, landslides, fires, droughts, avalanches, and earthquakes. The Nepali government’s National Youth Strategy 2015 and the Disaster Risk Reduction National Strategic Plan of Action 2018-2030 are indicative of a movement in legislation towards formally incorporating young people in disaster policies. However, there is still very little formal youth representation within the government.

To apply these Guidelines to the context of Nepal, Mercy Corps enlisted the help of a Capstone team from Columbia University’s School of International and Public Affairs. This report contextualizes the implementation of the Guidelines in Nepal, provides recommendations, and, where available, shares resources on how to better engage young people.

## Key Findings and Recommendations

**1 - Humanitarian organizations do not engage young people systematically.** Organizations should develop a youth strategy with policies that support young people’s engagement at the programmatic and support function levels as well as indicators to track progress.

**2 - Inter-agency coordination mechanisms fail to meaningfully involve young people.** Organizations should advocate for the systematic inclusion of young people in inter-agency structures.

**3 - Efforts to include young people in humanitarian response fail to recognize diversity.** Organizations should map different sub-groups of young people and engage them, including through partnerships.

**4 - Social hierarchies in Nepali culture make it difficult for young people to lead.** Organizations should certify young people’s skills and create formal leadership opportunities while also relaying the importance of involving young people in decision-making to community members.

**5 - Young people are leaving the rural areas that need them most.** Organizations should measure and anticipate the impact of migration on their response plans while also focusing on livelihoods interventions in rural areas.

**6 - Local actors play a key role in linking international organizations to local young people.** International organizations should expand and formalize partnerships with different local actors.


**7 - Young people may experience additional risks by taking part in humanitarian responses.** Humanitarian organizations should build young people’s capacities while also protecting them.

**8 - Cash transfer programming overlooks young people’s needs.** Humanitarian organizations should plan their cash interventions with young people well in advance.

**9 - The time to act is now.** Organizations should support the prioritization of young people in governmental policies and ensure they are also prioritized within their own structures and across the humanitarian system. .

# Introduction

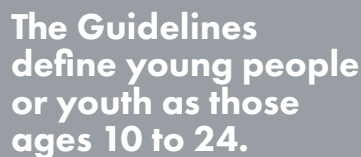
Despite being at “peak youth,” with about one in five individuals worldwide aged 10 to 24, current humanitarian tools tend to overlook the needs and capabilities of young people - a broad, yet specific demographic.<sup>1</sup> Young people are often at the forefront of humanitarian action, yet they are rarely listened to, and even more rarely treated as positive agents of change within communities. As part of the [Compact for Young People in Humanitarian Action](#) (“Compact”) drafted at the 2016 World Humanitarian Summit, over 50 member organizations are working to create a guiding document to operationalize the Compact titled, *Guidelines for Programming with and for Young People in Humanitarian Settings* (“Guidelines”). The Guidelines are designed to ensure that the priorities, needs, and rights of young people affected by disaster, conflict, forced displacement, and other humanitarian crises are addressed, and that young people are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action.



*“This youth ‘peak’ is coming of age at a time of increasing – and increasingly destructive – natural and human made disasters. We cannot see the energy of young people wasted on living with and dealing with crisis. Young people need all our support and investment to realize their own enormous potential.”*

— United Nations Population Fund (UNFPA), *Igniting Hope*

As a member of the Compact, Mercy Corps is dedicated to better addressing the needs of young people in humanitarian settings and ensuring that young people are engaged in the design and leadership of humanitarian action. The goal of this report is to contextualize the potential for implementation of the Guidelines in Nepal, provide recommendations, and, where available, shares resources for stakeholders on how to better involve young people.



**The Guidelines define young people or youth as those ages 10 to 24.**

The driving purpose of this report is two-fold: 1.) to support Mercy Corps Nepal operationalize the Guidelines, with a particular focus on their emergency preparedness plan (EPP) and 2.) to provide a structured process for implementation that can be replicated in other countries. In addition, this project has also served to collect feedback for the United Nations Children’s Fund (UNICEF) and UNFPA, which are currently in the drafting process of the final version of the Guidelines. This report first gives a broad

overview before contextualizing the Guidelines to Nepal throughout the Humanitarian Programme Cycle (HPC). Next, the report examines three clusters to provide Nepal-specific tools and examples to coordinating a response that is inclusive of young people. The report concludes with key findings and a robust Appendix, which includes a map of the non-governmental organizations (NGOs) consulted, case studies, and facilitation guides. Though the guidance and research provided in this report may be applied by other actors, this guide is explicitly geared to make recommendations for Mercy Corps programming and policies.

## The Guidelines for Working with and for Young People in Humanitarian Settings

The Compact was launched at the 2016 World Humanitarian Summit as a multi-stakeholder initiative under the leadership of the United Nations Population Fund (UNFPA) and the International Federation of Red Cross and Red Crescent Societies to align efforts to reach young people and empower them to be agents of positive transformation.<sup>2</sup>

<sup>1</sup> UNFPA. [The State of World Population](#). 2014. Pg. 2.

<sup>2</sup> The United Nations. [The Compact for Young People in Humanitarian Action](#). 2016.

The Compact outlines five action areas to make humanitarian action more responsive to and inclusive of young people: 1.) service delivery; 2.) participation; 3.) capacity and local action; 4.) resources; and 5.) data and knowledge. The inter-agency Guidelines, spearheaded by UNICEF and the Norwegian Refugee Council (NRC) focus on Action 1 (service delivery) and are designed for *all* humanitarian aid actors at a country level including but not limited to governments, non-government organizations, civil society organizations, and international agencies. These actors should adapt the Guidelines to their country's context and use them as a field programming tool to integrate young people into all cycles of the HPC.

## Methodology

To create this report, Mercy Corps enlisted a team of six graduate students as part of a Capstone course through the School of International and Public Affairs at Columbia University. The Capstone team first conducted desk research on working with young people in the context of Nepal, the Guidelines, and Mercy Corps' EPP process. Then the Capstone team traveled to Nepal in March 2019 to work with the Mercy Corps country office to conduct a workshop with over twenty non-government organization (NGO) leaders, perform twenty-three key informant interviews with NGO leaders, and engage in three focus group discussions with young people in the Kathmandu Valley.

Government officials, rural young people, and a large number of non-government organizations and relevant agencies were not directly involved in the process, due to time and travel limitations. To account for this information gap, this report supplements in-country research with second-hand data. Although engaging young people is essential in every sector, the report focuses on the protection, education, and livelihoods and economic strengthening sectors. Future research in Nepal related to the implementation of the Guidelines could aim to address the remaining clusters not covered within this report.<sup>3</sup>

### STAKEHOLDER WORKSHOP

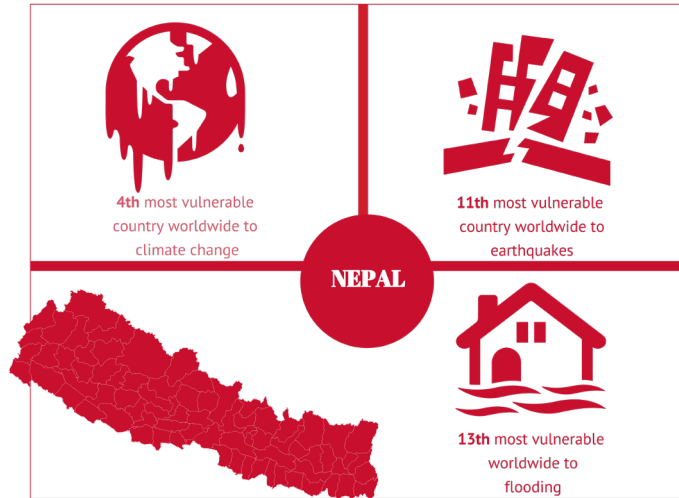
For a full day in Kathmandu, the team discussed the Guidelines and their implementation with representatives from Nepal Red Cross Society (NRCS), UNICEF Regional, Disaster Preparedness Network Nepal (DPNet), Restless Development, and other NGOs. Participants highlighted what they thought went well during the 2015 earthquake response, specifically in regard to the engagement of young people, and what could have been done better. They also partook in breakout sessions where they brainstormed actions in different phases of the HPC and a disaster simulation.



<sup>3</sup> Please see the Appendix for workshop, key informant interview, and focus group facilitation guides.

# In the Context of Nepal

Nepal provides an appropriate test case for implementing the Guidelines. It is highly prone to natural disasters, the government is in a policy development phase, there is an extensive network of NGOs, and there are many eager young people to engage in humanitarian action.



UNDP. [In Depth](#). Accessed May 2019.

## Vulnerability to Disaster

Nepal's geography and climate make it inherently vulnerable to natural disasters including floods, landslides, fires, droughts, avalanches, and earthquakes.<sup>4</sup> Straddling the Indian and Eurasian tectonic plates, Nepal has experienced devastating earthquakes every 70-100 years.<sup>5</sup> In April 2015, the Gorkha earthquake resulted in the deaths of nearly 9,000, displaced 2.8 million, and destroyed 800,000 homes.<sup>6</sup> During the monsoon season, landslides are more common and Nepal's 6,000 plus rivers and rivulets flood and cause damage throughout the country. Floods are increasingly being caused by glacial lake and landslide dam outbursts.<sup>7</sup> Climate change intensifies each of these threats.

## Government in Disaster Response

The Guidelines are clear that legislation and policy should recognize the rights and needs of young people. However, the Guidelines also practically point to common limitations in terms of budget as well as socioeconomic and political context, which often restrict the systematic participation of young people. In the context of Nepal, political instability and social norms complicate the practical application of legislation and policies inclusive of young people.<sup>8</sup>

According to the 2015 Constitution of Nepal, the Government of Nepal is at the center of disaster response coordination.<sup>9</sup> In light of the 2015 Sendai Framework, Paris Agreement, Sustainable Development Goals, and the Gorkha earthquake, the government developed the Disaster Risk Reduction National Strategic Plan of Action 2018-2030 (NSPoA), which includes a guiding principle for "all-society engagement and partnership."<sup>10</sup> It specifies that this process will integrate "a gender, age, disability, and cultural perspective" in all policies and practices, that "women and youth leadership shall be promoted," and that there will be "an open exchange and dissemination of disaggregated data, including by sex, age, and disability."<sup>11</sup> The Ministry of Youth and Sports is clearly a key player in fulfilling this mandate and makes similar promises in its ten-year strategic plan, [Youth Vision - 2025](#),

<sup>4</sup> The Government of Nepal, Ministry of Home Affairs. [Disaster Risk Reduction National Strategic Plan of Action 2018-2030](#). July 2018.

<sup>5</sup> United Nations ECOSOC CDP. [Vulnerability Profile of Nepal](#). March 2018.

<sup>6</sup> Mercy Corps. [What Next for Nepal?](#) November 2015. Pg 11.

<sup>7</sup> United Nations ECOSOC CDP. [Vulnerability Profile of Nepal](#). March 2018.

<sup>8</sup> USAID. [Nepal Fact Sheet](#). Accessed October 2018.

<sup>9</sup> The Government of Nepal, Ministry of Home Affairs. [Disaster Risk Reduction National Strategic Plan of Action 2018-2030](#). July 2018. Pg 17.

<sup>10</sup> The Government of Nepal, Ministry of Home Affairs. [Disaster Risk Reduction National Strategic Plan of Action 2018-2030](#). July 2018. Pg 32.

<sup>11</sup> The Government of Nepal, Ministry of Home Affairs. [Disaster Risk Reduction National Strategic Plan of Action 2018-2030](#). July 2018. Pg 30.



designed to “materialize the rights, aspirations and needs of the youth.”<sup>12</sup>

Despite formal policy language that promises progress in both mandates, according to our research in the field, there is still no obvious systematic engagement of young people within the government’s disaster response planning process. Those interviewed suggested that this is partially due to understaffing and overall weakness of the Ministry of Youth and Sports at the district level. In the beginning phases of implementing the NSPoA, the Guidelines will be a practical tool for the government to consult to ensure that young people are formally and meaningfully incorporated into foundational policies.

## Non-Government Organizations (NGOs) in Disaster Response

Given that NGOs play such a large role in resilience building and disaster response in Nepal, efforts must be coordinated and targeted to avoid overlap or gaps. As the Guidelines suggest, governments must have a clear understanding of existing NGO programming and reach to deliver a coordinated response. On the other end, NGOs must share programming details with one another to ensure that best practices and adequate coverage of humanitarian needs are achieved. The NGOs we engaged with understand the importance of securing the buy-in and collaboration of the Government of Nepal leading up to and after a disaster. International non-government organizations (INGOs) are required by the government to work with local NGOs to facilitate programming. In our interviews and workshop, all organizations spoke towards the significance of partnering with local stakeholders, such as local NGOs and community leaders, who are important elements in delivering quality, effective programming.



### RESTLESS DEVELOPMENT AND YOUTH INFORMATION CENTERS

*Restless Development works to partner with local community organizations and local governments to ensure that the young people they work with and train are more seamlessly mobilized in future disasters. As part of this effort, Restless Development has worked with the government to help fulfill the Ministry of Youth and Sports’ mandate to have a Youth Information Center in each district.*

Photo by Mercy Corps

## Young People in Disaster Response

Considering that one in three Nepalis is 10 to 24, it is essential that programming takes into account the rights of young people, who have differentiated needs due to their unique stage of development as well as their individualistic and contextual diversity.<sup>13</sup> Nepali young people constitute a diverse range of individuals with intersectional identities. It is equally imperative that the government and organizations capitalize on the potential demographic dividend that will result from well-coordinated policies and investments targeted toward young people.<sup>14</sup>

<sup>12</sup> Government of Nepal, Ministry of Youth and Sports. [Youth Vision - 2025](#). October 2015. Pgs. 5, 32.

<sup>13</sup> While this report defines young people or youth according to the Guidelines as individuals ages 10 to 24, the Nepali Ministry of Youth and Sports classifies all individuals ages 16 to 40 as youth. Government of Nepal, Ministry of Youth and Sports. [Youth Vision - 2025](#). October 2015. Pgs. 5, 32; United Nations. [World Population Prospect](#). 2017.

<sup>14</sup> Please see box in the Inclusion section for examples of intersectional youth identities.

## Making the Case for Programming and Meaningful Participation

How young people move through a society greatly affects its future. As stated in the Guidelines, young people whose needs are met are better prepared to deal with life's challenges and young people who are given an active role in decision-making, as duty-bearers, are better equipped to use their experiences to build back better societies. As the Guidelines say, engaged young people are an indispensable asset in disaster preparation, response, and recovery as, "even without anyone asking them, young people step up and apply their many powerful assets to the response: skills; motivation; ingenuity; energy; creativity; their strong sense of justice, fairness and equality; an aptitude for technology; and a capacity for peer mobilization."

As evidenced by the 2015 Gorkha earthquake, emergencies have visible and invisible long-lasting impacts on young people as they often result in heightened exposure to gender-based violence (GBV), abrupt end to education, lack of access to sexual and reproductive health services, and forced negative coping strategies.<sup>15</sup> Young people, particularly adolescents, are undergoing transformative experiences as they navigate changes to their physical and emotional selves and to the nature of their social interactions. In the aftermath of a traumatizing incident, young people may take on additional responsibilities in their family and community and become vulnerable to risks arising from the disruption of their normal lives. Culture and age-appropriate psychosocial support (PSS) can help young people navigate humanitarian situations.

On the other hand, emergencies provide an entry point for young people to gain respect, knowledge, and confidence in the wider community. Strategic incorporation of young people allows duty-bearers to tap into a wealth of potential as young people bring with them energy, aptitude for technology, capacity for peer mobilization, and a variety of other skills. It is widely recognized that young people were first responders following the 2015 Gorkha earthquake and well-documented that their engagement helped them gain the confidence of wider society. Through more formal empowerment, young people gain the tools necessary to break cycles of poverty, violence, and discrimination and provide high economic and social returns.<sup>16</sup> For example, one of our key informants, Pradip Khatiwada's involvement in the 2015 Gorkha earthquake shaped his leadership skills and helped empower him to start Youth Innovation Lab (YI-Lab), which has since been largely successful in engaging young people in DRR programs that partner with the government.

## Principles for Working with and for Young People

To meet the needs of young people and capitalize on their potential in humanitarian settings, decision makers must account for the diversity of Nepali young people and confront key challenges to engaging them as positive actors for change.

### Inclusion

A lack of attention to diversity can constitute a challenge to disaster response participation and recovery, especially among marginalized groups who are disproportionately affected in disaster situations. Duty bearers must seek out and strive to include all categories of young people highlighted in the box on the left. Below are key Nepal specific considerations in developing inclusive programming.

Young people in rural locations face different needs and capabilities than those in Kathmandu. As a representative

<sup>15</sup> Mercy Corps. Adolescents in Emergencies. September 2018.

<sup>16</sup> UNICEF. [Programme Guidance for the Second Decade: Programming with and for Adolescents](#). October 2018. Pg. 44.

Here are just some of the intersectional identities of Nepali young people to consider:

- Rural
- Urban
- Male
- Female
- Younger
- Older
- Parents
- Disabled
- LGBTQI
- Out-of-school
- Child laborers
- Homeless
- Religion
- Ethnicity
- Language
- Caste



## CHALLENGING GENDER ROLES

*In a focus group discussion with members of the organization Generation Amazing in the Kathmandu Valley, girls ages 10 to 15 highlighted how lack of shelter and availability of clean water for weeks and months following the earthquake affected their ability to live normal, safe lives. Furthermore, they voiced discontent with their inability to contribute and shared aspirations to obtain the skills and training, as future doctors, engineers, and lawyers, to be more helpful in disasters. In terms of gaining influence and respect within their communities, the girls expressed strong opinions on the discrimination that Nepali girls face and were eager to change the conversation around issues such as marriage, reproductive health, and sexual violence.*

Photo by M. Samper

from the Association of Youth Organizations Nepal (AYON) stated, “most organizations focus on urban areas, leaving the rural areas in the shadow.” Lack of formal education, youth-support structures, and access to health care and other crucial services in rural areas make programming that targets young people difficult but essential in ensuring they are able to maintain their health and well-being while helping their communities respond to emergencies. The Nepal Red Cross Society (NRCS) reported that it was easier to mobilize female volunteers for efforts that were located near their own communities.

Traditional gender norms are another key consideration. Barriers to engagement that young women and girls face in Nepal include social factors such as stigma around menstruation reproductive health as well as cultural practices such as child marriage and household roles. One major cross-cutting issue, according to AYON, is the difference between working with rural and urban young women and girls. AYON’s representative said they find it more difficult to engage with girls and young women in rural areas due to “family restrictions.”

Disabled young people are often “invisible” to power holders and have “invisible” needs that are difficult for those without disabilities to recognize. Youth organizations such as Blind Youth Association Nepal (BYAN), YUWA, and Voluntary Services Overseas (VSO) Nepal intentionally recruit disabled young people as team members and volunteers to ensure that the needs of disabled young people are consistently raised in their programming considerations. Humanity and Inclusion (HI) is a strong example of an INGO engaged in disability rights advocacy and programming in Nepal with a broad reach.

While representatives of Lutheran World Federation (LWF) and WaterAid noted that the 2015 earthquake led young people to work together regardless of their caste, older generations, who are current leaders, are less than accepting of incorporating lower caste members into the decision-making matrix. Nepali social structure produces an absence of lower-caste involvement in leadership. Youth leadership is no different. Young people from lower castes are unlikely



***“In our society, girls are thought to be less than boys.”***

—Female youth focus group participant from the Kathmandu Valley

***“Nothing about us, without us.”***

—Disability Rights Movement

programmed and developed a system to ensure their needs are better met. On a more systematic programming level, VSO Nepal collects data that is disaggregated by caste to gain a fuller picture of how members of different castes are in need.

In order to serve and engage hard-to-reach young people, organizations can direct staff and volunteers to actively gather information from community members who, unlike village elders, teachers, civil society actors, and local officials, may not be overtly visible. One effective way to reach the most vulnerable is to work with local partner organizations that already deliver targeted programming to marginalized populations. For example, Ram Ghale, a representative of BYAN said, “Consult with the right [stake]holders such as people with the disability and their respective organizations you’ll get the perspectives. We will compliment there to make your program more inclusive.”

## **Positive Development Approach and Sustainability**

In humanitarian settings, and in general, young people should be recognized as resources as opposed to threats or problems. Engagement of young people should be sustainable, meaning that partnerships with young people and youth organizations should be made and fostered before, during, and after a disaster. Engaging young people in programming makes communities more sustainable as they build local capacity for the future.

## **Commitment and Solidarity**

Commitment to the engagement of young people in humanitarian response includes providing avenues for the representation of young people in each part of the HPC, as discussed in the next section of the report. In the Guidelines, solidarity is defined as promoting the systematic incorporation of young people into decision making as partners, not simply as beneficiaries. There is no obvious way to integrate young people into the existing, confusing cluster coordination system that exists in Nepal, as cited by one of our key informants, Shivaram Gautam, a representative from the NRCS. The Government of Nepal could show its solidarity in three main ways: 1.) the appointment of youth representatives selected by the Ministry of Youth and Sports; 2.) the

afforded the same educational, financial, and social privileges necessary to obtain leadership roles and are therefore underrepresented. Organizations must go out of their way to seek out individuals from and youth groups within lower castes in all programming phases. For example, Child Workers in Nepal (CWIN) noticed a lack of caste inclusion in nutrition



## **GENERATION AMAZING**

*Generation Amazing, a youth football club, is a success story in sustainable youth organization partnership with an INGO. Through football, Generation Amazing promotes a means of leadership and skills development as well as mental and physical wellbeing. Mercy Corps was able to capitalize and build on that network through humanitarian response programming before and after the 2015 Gorkha earthquake. During the disaster response, Mercy Corps worked with Generation Amazing youth participants to distribute non-food items (NFIs), assist during blood drives, and play a support role in search and rescue missions.*

Photo by E. Millstein

expansion of opportunities for collaborative participation with young people; and 3.) participation led by young people.

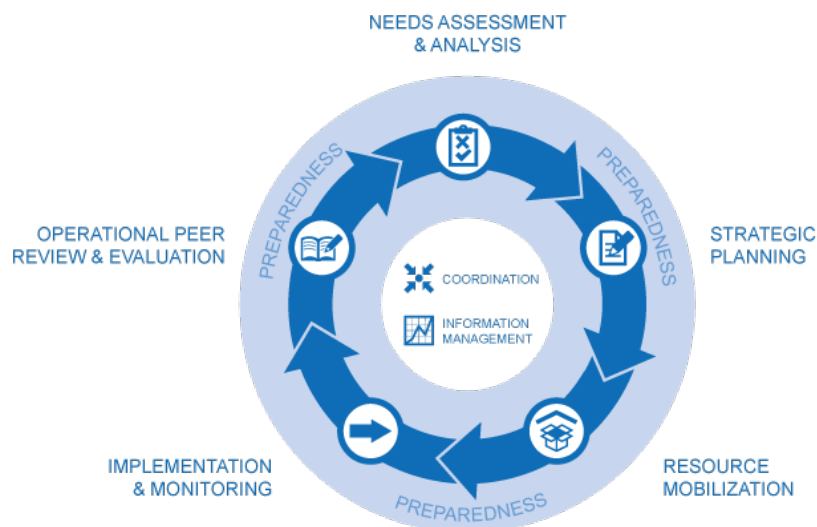
## Giving Away Power

Providing young people with power ensures their buy-in and participation. However, in the sociopolitical hierarchical context of Nepal, passing the baton to the younger generation is controversial. Young people must continue to adjust the way adults think about their role in humanitarian settings. In a majority of interactions with NGOs, stakeholders expressed concern over the “brain drain” occurring in rural areas, as young people take their skills and talents to areas where they are more likely to be utilized and there are more opportunities. This phenomenon not only affects resiliency, but it also draws a vital source of human capital away from disaster response. Lack of opportunities for formal engagement and inadequate economic opportunities contribute to this outward migration of young people. If young people are not provided space to grow and assume responsibility in local government, then these out-migration trends will persist.

*“A few years before, the presence of youth was not as recognized as [it is] now. After the earthquake, a lot of government and international firms actually recognized [AYON’s] presence... [because] a lot of youth came out to help people. And after that, they came to know that different youth organization motivating youth to participate in social change or social development. So after the earthquake, we can say that they really recognized our presence.”*

— Sobita Gautam, AYON

## The Humanitarian Programme Cycle (HPC) with and for Young People



OCHA. [Humanitarian Programme Cycle](#). Accessed May 2019.

The Guidelines provide tips for engaging young people in each phase of the HPC to ensure the efforts of all humanitarian actors are tailored to meet the specific needs and capabilities of young people. Youth engagement in each phase of the HPC will result in a more effective response that harnesses the power and momentum that young

people provide. This section discusses specific ways organizations can integrate young people in preparedness, assessment and planning, implementation and monitoring, and evaluation.

## Preparedness

Young people can play a large role in the preparedness process to ensure that their needs and capabilities are given due consideration in future humanitarian settings. Humanitarian actors must empower young people to engage in the key elements of preparedness, as outlined below.

### Identifying Risks and Capabilities

The Guidelines recognize that young people are a diverse group with differentiated needs and capacities and provides guidance for organizations to address these unique concerns and identities, as outlined in the inclusion section of the report.

One way for humanitarian actors to better consider the needs and capabilities of young people in the preparedness stage is to determine where diverse groups of young people are located geographically. Without prior knowledge of where young people are located, it becomes difficult for organizations to mobilize them in an emergency. The onus of mapping young people and their networks falls largely upon the NGOs working in Nepal, according to our research informants, as the Government does not adequately provide this information. Currently, NGO efforts are not coordinated across organizations, resulting in redundancies in data collection and assessment fatigue.

Such problems might be remedied if organizations, particularly those with large networks of young people such as the NRCS Junior/Youth Red Cross, make their mapping and demographic data available to the larger humanitarian community. INGOs can also work to develop a common platform to host and share relevant data, in keeping with data security and privacy standards. The NSPoA calls for the “open exchange and dissemination of disaggregated data, including by sex, age, and disability” and charges different government agencies with making disaggregated, geo-referenced data on exposure to different hazards and vulnerability publicly available.<sup>17</sup> Organizations should continue to collectively advocate for the government to implement these action plans and goals.

### Design

The Guidelines, drawing upon the commitments on Accountability to Affected Populations (AAP) endorsed by the Inter-Agency Standing Committee (IASC), recommend that organizations ensure the participation of young people in discussions on indicators and targets, monitoring methods, feedback mechanisms, and reporting formats. This is key to ensuring that data gathering efforts go beyond simply collecting sex and age-disaggregated data. Consulting young people during the development of indicators and targets allows them to communicate their expectations regarding program outcomes and enables organizations to improve their communications. Involving young people in the design of survey forms, tools, and monitoring processes ensure that organizations capture all data that is necessary to implement programming that is responsive to the needs of different young people and develop user-friendly tools and processes.

### Capacity Building

Capacity building should aim at strengthening both the capacities of organizations and young people. A way that larger INGOs can help to build organizational capacity on the ground is to support grassroots organizations build reporting and accountability processes and mechanisms. One of our key informants from VSO reported that the organization does this by providing local partners with capacity building training in accounting and financial

<sup>17</sup> The Government of Nepal, Ministry of Home Affairs. [Disaster Risk Reduction National Strategic Plan of Action 2018-2030](#). July 2018. Pg 30.

reporting. In regard to building young people's capacity, INGOs should train young people on how to conduct a wide range of activities, from assessment to monitoring. The training should cover the technical aspects for each phase of the response as well as broader humanitarian principles that will keep them safe. During our field research, most organizations highlighted the importance of formalizing these training through certificates, so that parents and the broader community know that young people are qualified and able to mitigate their exposure to risks when participating in the response. In addition, these certificates allow young people to gain formal, transferable skills that will assist in future employment.

## Disaster Risk Reduction (DRR)

Disaster Risk Reduction (DRR) aims, via an ethic of prevention, to reduce the damage caused by natural hazards such as earthquakes, landslides, and floods. DRR training and activities can be delivered in or after school by trained teachers or through local youth organizations in school or public open space settings.<sup>18</sup> Young people should also be empowered to lead and contribute to the preparation of community-level disaster response plans so they have buy-in and are prepared to respond in a meaningful way when a disaster occurs. One way for organizations to do this is to support community schools in the preparation of Disaster Management Plans for the community. Our research also suggests that hiring young people as assessors from specific university programs (i.e. architecture, engineering, nutrition) to conduct related cluster assessments can help them gain on-the-ground experience while also promoting cluster-specific, tailored information gathering. For example, one of our key informants, Luna Khadka, from DPNet, stated that agriculture university students were helpful in conducting thorough assessments following the 2015 Gorkha earthquake because they brought a youth perspective as well as a specialized agriculture lens to the process.

## Support Functions

Preparedness requires organizations to not only think about how to involve young people in their programs but also consider the support functions necessary to enable participation. The establishment of policies that are sensitive to young people within organizations is critical for the systematic integration of young people in humanitarian responses. Policies that foster strong alignment across different departments are essential to achieve meaningful engagement of young people. Our interviews and workshops in country highlighted the need to consider four main support functions: human resources (HR), partnerships, procurement, and finance.

## Human Resources (HR)

In recognition of the leadership skills that young people demonstrated in the 2015 earthquake response, World Vision Nepal and other humanitarian organizations have since revised their HR policies to make it easier for young people to join the organizations. Such measures drive an increase in the number of young people among the organizations' staff, which improves their capacity to engage with young people in future responses. The best practice to empower young people is to proactively embed young people within organizations, which enables them to engage economically and civically in their communities.

In parallel to actively involving young people, organizations should use their internal HR coordinating bodies to ensure that safeguarding policies protect young people. This can be done by introducing a Code of Conduct, as Restless Development did, that requires all staff and volunteers to prioritize young people's wellbeing in all their decisions.<sup>19</sup> Organizations must also conduct staff and volunteer training on Protection against Sexual Exploitation and Abuse (PSEA), establish accessible and effective reporting mechanisms for young people to raise their concerns, and encourage self-care by teaching staff and volunteers how to recognize and respond to stress. In addition, safeguarding entails processes to determine when and what groups of young people are safe and appropriate to

<sup>18</sup> Please see the Education Case Study in the Appendix for an example of child-centered DRR (CCDRR).

<sup>19</sup> Restless Development. [Global Code of Conduct](#). December 2013. Pg. 5.

engage. For instance, a majority of organizations interviewed agreed that those ages 18 to 24 were more suitable for assessments because young people below the age of 18 have been found to conduct assessments inadequately, either by making up data or failing to follow through on data input, as cited by a representative of DPNet.

## Partnerships

Humanitarian organizations can invest in the capacity of their local partners by providing expertise and training in financial and logistics planning, management, and reporting, proposal writing, information management, and monitoring. Nepali regulations stipulate that all international organizations partner with local organizations to implement their programs. Such partnerships, usually established to deliver development programs, provide a great entry point for collaboration during crises. However, effective crisis response requires joint planning and the establishment of coordination mechanisms well in advance of an emergency. Memorandums of understanding (MoU) are excellent tools to formalize these agreements by clearly establishing the scope of the partnership and the responsibilities of each side. Organizations can also help to shape the implementation of government policies to be more inclusive of young people by instituting youth representation in the MoUs they sign with government agencies.

## Procurement

In procurement, consulting young people enables them to express their views regarding NFIs and other relief kits used during an emergency. Relief kits can be adjusted to meet the diverse needs of young groups based on the feedback received. For instance, non-food item (NFI) kits might require appropriate sanitary products, contraception, and information on menstrual hygiene management and sexual and reproductive health. When procuring external services such as evaluations, a good practice is to engage actors with experience in participatory approaches and define terms of reference that require them to consult a diverse range of youth groups.

### AGE-FRIENDLY NFI KITS

NFI kits distributed by Mercy Corps in the immediate aftermath of the 2015 earthquake included shelter, hygiene, and kitchen items as well as a solar lamp that could charge mobile phones. Mercy Corps reviewed the baseline recommendations for the contents of the kits provided by the Nepal Red Cross Society and made changes and additions for utility and appropriateness to gender and age roles and norms in target distribution areas.

Photo by Miguel Samper



## Finance

Secured funding drives programming decisions. Similar to gender, earmarking funds for youth programming can be effective for elevating youth engagement across the organization. Beyond internal measures, humanitarian actors should also advocate for the prioritization of young people's needs and engagement within donor allocations. Granting young people a higher place in the donor agenda encourages humanitarian organizations to use indicators, such as the [IASC Gender with Age Marker](#), to make their proposals more friendly to young people. Organizations could support increased programming for young people by creating a database or system for tracking youth supportive funding mechanisms.



## Assessment and Strategic Planning

The rights and needs of young people must be included in the assessment activities of all actors, from the government, to the clusters, to the implementing local governments and non-government actors. Assessments take place both before a disaster, and in the immediate aftermath of disaster to ensure response efforts are targeted and efficient. As the Guidelines suggest, during the assessment and planning phase, when funding and response plans are being solidified, the participation of young people and attention to their specific needs is fundamental to ensure their own future progress and the progress of their communities.

### Survey Questions

As per the Guidelines, a best practice in data collection is to include key assessment indicators that can be disaggregated by sex and age. While this was obvious to the youth organizations we surveyed, such as AYON and YUWA, other organizations did not have clear youth indicators within their data collection process. Organizations that have young people on staff and solicit opinions from local young people develop questions that get at the root causes of the issues young people face.

### Mobilization

Following a disaster, assuming effective assessment preparedness, Nepali humanitarian actors can use existing maps, networks, and surveys to coordinate a post-disaster needs assessment that is inclusive of young people. To engage young people in this process, organizations should utilize existing networks of young people that they have built relationships with before a crisis occurs. All young people who are mobilized for assessments must have adequate training to ensure that data is accurately collected and that young people conducting assessments are safely engaged. To streamline this process, organizations should recognize young people with relevant skills that are legitimized through a certificate process or relevant educational attainment and recognition.

### Technology

As Luna Khadka from DPNet pointed out during the Guidelines workshop facilitated by the Capstone team on March 24, 2019, young people are ideal candidates for digital survey creation and data collection as they are often fast learners with a generally high aptitude for technology. The young people who started Youth Innovation Lab support this notion, as they have developed real-time assessment technology through an MoU with the Government of Nepal. A best practice for harnessing the technological skills of young people is to partner with youth organizations and university programs, such as engineering, public policy, and computer science.



### HARNESSING YOUNG PEOPLE'S APTITUDE FOR TECHNOLOGY

*YI-Lab is a youth run organization that capitalizes on the technical capabilities of young people through several practical projects in the fields of governance and disaster response. YI-Lab currently has a MoU with the Ministry of Home Affairs to develop an integrated Disaster Information Management System. It is a national online map that shows the efforts and capacity of all stakeholders, including, but not limited to local governments, national government agencies, NGOs, and hospitals. The goal of this tool is to provide accurate, real time information to decision makers who can then coordinate a collective response.*

Photo by S. Shakya.

## Strategic Planning

The humanitarian needs overview developed in the assessment stage following a disaster informs the response plan to mobilize resources and monitor the situation. Young people must be engaged in the strategic planning process directly following an assessment to provide their take on the appropriate impact of programming.

According to the Guidelines, young people should be able to easily access data collected about them, and they should have a formal feedback mechanism to voice their interpretation of the data. On a central government, level this does not exist for the wider population, let alone for young people.

According to a representative from AYON, and echoed by other organizations, feedback from young people is collected on an ad hoc basis. Inconsistent data sharing and feedback makes it very difficult to hold organizations, and the government, accountable to meaningfully engage young people. Organizations can help overcome this issue and also promote information sharing across organizations and clusters by publishing data online and providing a simple web-based feedback mechanism, such as through Facebook, which is highly popular among young people in Nepal.


Going one step further, programming should clearly reflect the opinions of young people on youth-targeted initiatives as well as wider community programs. According to our research, there are no formal central government efforts to streamline this process. Organizations can start to overcome lack of central integration of young people into the strategic planning process by expressing desire and means for the engagement of young people, clarifying the roles and responsibilities of young people in the process, and providing access on a consistent basis.

## Implementation and Monitoring

The integration of young people in the implementation of humanitarian response activities is essential to ensuring that programming is tailored to suit the specific needs of young people. Organizations must engage young people to guarantee that the humanitarian response plan is continually, accurately adapted to address changes in actual needs on the ground. Parallel to implementation, monitoring collects and analyzes data to measure progress towards the responders' objectives. It aims at strengthening implementation by enabling humanitarian actors to adapt the program based on the evidence collected.

## Distribution

Organizations must ensure that they remain accountable to young people particularly on issues pertaining to resource mobilization and distribution. Involving them in decision-making processes is crucial to encouraging their agency and building trust and acceptance. For instance, in focus group discussions, young people reported feeling disappointed when, during the 2015 earthquake response, they noticed that political parties displayed favoritism by only extending aid to those affiliated with them.



*“There is a lack of resources. There are a lot of organizations helping communities but there is very little accountability [on how resources are used]. There is a lack of trust. This lack of accountability and resources hold youth back.”*

—Male age 18 to 24, Focus Group Participant, Restless Development

Our interviews pointed out that schools in Nepal are often treated as points of access during humanitarian response both for the delivery of essential services and to mobilize young people to participate in the response efforts. While schools can serve as a useful public space for convening the community in a crisis and distributing services and information, this approach presents two main challenges: 1) this results in “blanket” programming with and for young people targeted through schools that do not explicitly consider the needs of vulnerable out-of-school populations and 2) the lack of reliable records on admissions and retention numbers in schools confounds the first challenge and creates accountability issues.

## Cash Transfer Programming

Cash Transfer Programming refers to all programs where cash, or vouchers for goods or services, are directly provided to program participants as an integral part of social protection interventions. Cash transfers were a major modality of service delivery in the aftermath of the 2015 earthquake given the difficult logistics of in-kind aid delivery to remote, mountainous areas.<sup>20</sup> Research in other countries has shown that cash transfer programming, particularly for older adolescents in emergencies, facilitates a safer transition into adulthood and empowers them to make positive protection choices in the short and long term. UNICEF, in the aftermath of the 2015 earthquake, implemented an Emergency Cash Transfer Programme by utilizing existing government payments mechanisms.<sup>21</sup> This ensured that cash transfers reached the most vulnerable populations in a timely manner. Delivering cash transfers requires significant administrative capacity and resourcing, which should be planned for in advance of an emergency.

Working with young people in cash transfer programming requires organizations to consider their priorities, responsibilities, and challenges which differ from those of older populations. Organizations must also consider social dynamics and local context when designing and implementing cash transfer programming, especially since young women are likely to have the least access to goods and services.<sup>22</sup>

## Monitoring

Monitoring with and for young people is essential to advance AAP. It requires agencies to: 1.) to create opportunities for young people to directly engage in data collection; 2.) to genuinely seek young people’s feedback and act upon it; and 3.) to include youth involvement indicators. This section focuses on indicators to track the involvement of young people.

Similar to gender, engaging young people is a cross-cutting issue and a true commitment to programming with and for young people requires involving them across all the phases of the HPC. In order to do so, it is key to develop a set of indicators that track the involvement of young people at each phase of the response. This promotes internal alignment within the organization and strengthens the organization’s commitment toward the involvement of young people.

## Evaluation

The last phase of the HPC is evaluation, which is carried out to measure the intervention’s results and impact, at the end of the response. Evaluations promote accountability and organizational learning, thus they are usually conducted by external evaluators.

<sup>20</sup> ODI Working Paper 503. [Scaling Up Humanitarian Cash Transfers in Nepal](#). December 2016.

<sup>21</sup> UNICEF. [Lessons from the UNICEF Nepal Emergency Cash Transfer Programme through Social Assistance](#). January 2016.

<sup>22</sup> Mercy Corps. [Cash Transfer Programming Toolkit](#).

## Including Feedback

According to representatives from Plan International Nepal, “working with young people is not only about providing them relief assistance it’s about participating in decision-making processes.” Most of the organizations interviewed during our field research recognized the importance of consulting young people in order to ensure relevant and valuable responses. The inclusion of diverse young people’s perspectives requires a proactive outreach effort and a serious commitment to incorporate it in ongoing or future responses. An effective strategy is to build feedback mechanisms that are systematically incorporated into projects’ M&E activities, and are designed to collect feedback from a diverse group of young people, not only those who are more accessible. In addition to consulting young people at the program level, the organization should also participate in efforts from other humanitarian organizations specialized in children or young people and advocate for meaningful integration of diverse young people in inter-agency initiatives such as the [Common Feedback Project](#) (CFP), established after the 2015 earthquake.<sup>24</sup>

## Cluster-Specific Considerations

The following section outlines the status of issues related to the protection, education, and livelihoods and economic opportunities clusters or sectors.

### Protection

Protection involves any activities that promote respect and access to rights in accordance with human rights law. Protection plays a critical role in the current and future success of young people by ensuring they are physically and emotionally safe and supported. Without protection, young people cannot fully capitalize on acquiring knowledge and skills, participating meaningfully, and accessing economic opportunities.<sup>25</sup>

### Protection Needs of Young People

The government’s primary responsibility for guaranteeing protection has been undermined by Nepal’s history of political instability and conflict. As a result, Nepali young people are affected by a myriad of pervasive protection



## CONSULTING YOUNG PEOPLE IN EVALUATIONS

*Nepal Children’s Earthquake Recovery Consultation initiative led by Save the Children, World Vision International, Plan International and UNICEF in collaboration with the Ministry of Federal Affairs and Local Development and the Central Child Welfare Board consulted 1,838 children in the two months after the earthquake through Focus Group Discussions. The consultation inquired about children’s views and experiences of the earthquake and the emergency response. After identifying the top issues that they face, including related to age and gender, children formulated recommendations on how to address them.<sup>23</sup>*

Photo by M. Samper

<sup>23</sup> Plan International, Save the Children, UNICEF, World Vision. [After the Earthquake: Nepal’s Children Speak Out. Nepal Children’s Earthquake Recovery Consultation](#). August 2015.

<sup>24</sup> Please see the case study on Nepal Children’s Earthquake Recovery Consultation Initiative in the Appendix for more information.

<sup>25</sup> Mercy Corps. Future Proof.

issues, including separation, trafficking, exploitation, and GBV. On top of that, conflicts and disasters hinder young people’s access to education, leaving them more vulnerable to risks.

<b>Unaccompanied minors</b>	<b>Child trafficking</b>	<b>Child Labor</b>	<b>GBV</b>
<p>Around 25,000 children are being raised in Nepali residential care institutions due to abandonment or separation caused by a disaster. This number only accounts for children living in Nepali institutions.<sup>26</sup></p>	<p>More than 20,000 girls are sold to brothels or as domestic help in India and the Middle East every year.<sup>27</sup> In our key informant interviews, Save the Children and UNICEF both cited trafficking as a major, heightened risk during emergencies.</p>	<p>About 1.6 million young boys and girls in Nepal work as laborers.<sup>28</sup> They are usually persuaded to leave their villages to work part-time as domestic help in return for accommodation, clothing, food, and the opportunity to attend school in a major city.</p>	<p>Approximately 48 percent of Nepali women report having experienced violence. Over 15 percent of the girls are married before the age of 18, although this figure has increased after the 2015 Gorkha earthquake.<sup>29</sup></p>

Young people are at the greatest risk in the aftermath of a disaster such as an earthquake, flood, or landslide, which not only destroy physical shelters but also leave young people vulnerable in hidden ways. In a humanitarian setting, young people face a host of other physical and psychological challenges that affect their ability to obtain adequate protection. For example, in addition to emotional disruption, a young person may be left physically disabled as a result of a disaster or their primary caregivers may have perished. Within young people, women and girls were “among the most vulnerable of those affected by Nepal’s [2015] earthquake.”<sup>30</sup> Further, young people involved in humanitarian response may themselves be affected by the disaster and be dealing with additional stressors due to the undermining of existing support structures and coping mechanisms.

Select protection assessment questions from the Guidelines include:

- What is the age of consent, legal age of marriage, and age of criminal responsibility?
- Which specific needs with regard to civil documentation or school-related papers (birth certificates, national ID, school records, etc.) young people are lacking?
- How can young people be engaged to define protection and identify risks?
- What potential risks might arise from engaging youth in this humanitarian context?

## Engaging Young People in Protection Programming

The first step in protection programming is to determine who is at risk and why they are at risk. When mapping out young people’s vulnerabilities it is critical to understand the legal and broader contextual factors surrounding protection risks. For instance, when targeting child marriage, organizations must know that, in Nepal, the age of consent is 16 and the legal age to marry is 20 for both girls and boys. In addition, they should also gather data

<sup>26</sup> UNICEF. [Challenges in Child Protection](#). Accessed April 2019.

<sup>27</sup> Global Giving. [Stop Girl Trafficking](#). Accessed April 2019.

<sup>28</sup> International Labour Organization. [Child Labour in Nepal](#). Accessed 2019

<sup>29</sup> Girls Not Brides. [Child Marriage](#). Accessed April 2019.

<sup>30</sup> NRCS. [Nepal Country Case Study: Effective Law and Policy on Gender Equality and Protection from Sexual and Gender-Based Violence in Disasters](#). 2017. Pg. 9.

on the annual income, size of household, religion, and education level of families who marry their children at early ages, to ensure it is an effective program that addresses the root causes of the issue.

To design durable solutions to mitigate protection risks, young people need to be involved. The Guidelines advocate for allowing young people to define protection according to their specific needs, which can then be used to inform policies and communication.<sup>31</sup> In addition, communities can also contribute to identifying and monitoring risks. Young people should also be engaged when designing the interventions, enabling them to provide their ideas for solutions. Besides addressing specific needs, young people's protection can also be strengthened through programs aimed at building resiliency and educating them about their rights

### Tools

- [Child Protection Rapid Assessment Tool](#), CPG
- [Child Protection in Emergencies Monitoring Toolkit](#), Save the Children
- [The Cohort Livelihoods and Risk Analysis \(CLARA\) tools](#), USAID/WRC.
- Community Safety Mapping, Mercy Corps<sup>32</sup>



## SUPPORT GROUPS FOR YOUNG PEOPLE

*LWF, along with their implementing partner Manekor Society Nepal, delivered PSS programs to young people in Gatlang Village. The program was classroom-based and utilized local community capacity and networks to support individuals. Volunteers within the community were trained to deliver the PSS counseling. It also incorporated training on various life skills such as stress management and positive thinking, which, participants reported, helped them cultivate positive relationships and make better decisions. The program utilized local community capacity and networks to support individuals. Support groups were established and volunteers within the community were trained to deliver PSS support.*

Photo by M. Samper

## Education

Education, both formal and non-formal, plays a vital role in cultivating a sense of purpose and agency of young people in a crisis situation. Without access to quality education, young people often do not have adequate opportunities to gain the necessary skills and competencies for whole-person development, gainful employment, and leadership. By building the capacity of young people, education enables them to meaningfully contribute to their communities.

### Education Needs in Nepal

Despite the improvements in educational attainment over the past twenty years, Nepal still has many challenges. Pervasive educational issues include poor service delivery, low enrolment, and unsafe facilities. These conditions are often a reflection of the broader economic and social problems such as high rates of poverty; migration; child labor; social exclusion; gender bias; disability discrimination; socioeconomic disparity; and other harmful social norms.<sup>33</sup>

<sup>31</sup> Please see the Protection Case Study in the Appendix for an example of youth communicating with government about protection.

<sup>32</sup> Mercy Corps. Applying a Protection Mindset for Safer, More Dignified, and Inclusive Environments. September 2017. Pg. 10.

<sup>33</sup> Mercy Corps. Applying a Protection Mindset for Safer, More Dignified, and Inclusive Environments. September 2017. Pg. 10.

### Poor service delivery

Only half of the students in grades three, five and eight meet the criteria for academic achievement in Nepali and mathematics.<sup>34</sup>

### Out-of-school children

Over 770,000 children of ages five-12 remain out of school and two-thirds of young people leave school before grade 11.<sup>35</sup>

### Unsafe school facilities

Almost 24,000 classrooms were destroyed in the 2015 earthquake, leaving nearly 1 million enrolled children with no school building to return to.<sup>36</sup>

The 2015 Gorkha earthquake's impact on the education system was disastrous, and recovery is still slow. Many children had to be instructed in makeshift tents, also known as Temporary Learning Centers (TLCs), resulting in an increase in dropout and grade repetition rates. Subsequent floods since the 2015 Gorkha earthquake have significantly impacted infrastructure as well, including education and school facilities. Approximately 2,033 schools were damaged or destroyed by the floods, and other schools were being used as shelters, leaving more than 200,000 students affected.<sup>37</sup>

Select education assessment questions from the Guidelines include:

- How many adolescents and youth in the area are in school/training and out of school/training?
- What is the education profile of young people and what are barriers to obtaining an education?
- What are the key risk factors that young people face in the context and what are some ways that education management and curriculum might mitigate these risks?
- Are there existing formal and non-formal options for those out of school/training and how can they link to future employment and economic activities?

## Engaging Young People in Education Programming in Nepal

First, it is essential that education interventions include efforts to reach vulnerable groups. All too often, when humanitarian emergencies strike, education interventions are targeted at younger primary-school children, and very little attention is given to young people ages 10 to 24. For this purpose, the Guidelines stress the need for disaggregated data collected on the local administrative and district levels on enrollment status broken down by gender, age, disability status, caste, ethnicity, and other relevant factors. Data must also be broken down into formal and non-formal student status as well as employment, education, or training status.

Besides data, young people also need to be better engaged in programming in Nepal through their inclusion in the planning process of education responses.



### EDUCATION FOR ALL

*UNICEF's Girls Access To Education (GATE) program is an example of programming geared to serve non-formally educated young people. It is a three-month educational module designed to help out of school adolescent girls living in poverty catch up after missing years of schooling and prepare them with basic competency skills needed to increase their employability.*

Photo by T. Cook.

<sup>34</sup> UNICEF. [Education Programme](#). Accessed May 2019.

<sup>35</sup> UNICEF. [Education Programme](#). Accessed May 2019; Interview with Nepal Youth Foundation March 2019.

<sup>36</sup> UNICEF. [News Note: Nepal Earthquake: Education for Nearly 1 Million Children in Jeopardy](#). May 2015.

<sup>37</sup> Education Cannot Wait. [2018 Annual Results Report](#). July 2018.

According to the Guidelines, educational programs should encourage vocational training and be more strongly linked to the job market.

## Tools

- [Adolescents and Youth](#), Inter-Agency Network for Education in Emergencies
- [Conflict Sensitive Education Pack](#), Inter-Agency Network for Education in Emergencies
- [Child-Centered Disaster Risk Reduction Plans](#), UNICEF

## Livelihoods and Economic Strengthening

Livelihoods and economic strengthening refer to the assets, capabilities, and access to activities that an individual uses to create, maintain, and increase a resilient and sustainable living. For young people, crises interrupt at a critical time in their journey to pursuing a livelihood— while they are attaining an education or entering the job market. For this reason, young people are more vulnerable to shocks, which negatively impact their career trajectories

### Livelihoods and Economic Strengthening Needs of Young People in Nepal

In the context of Nepal, the term livelihood generates different meanings, ranging from the provision of basic needs for survival to the capacity for gainful employment and better wages. The current labor market for young people encourages both migration and the desire for more labor skill training.

#### Agricultural focus

Nepal youth labor market is primarily focused on agriculture (45.3 percent) and/or self-employment (58.9 percent).<sup>38</sup> However, due to internal migration, there does appear to be a shift from agriculture self-employment to non-agriculture self-employment.<sup>39</sup>

#### Informal employment

Large numbers of both male and female young people are engaged in informal employment.<sup>40</sup> The primary obstacles to formal employment are low levels of education and training, insufficient job opportunities, and lack of work experience.<sup>41</sup>

#### Remittances dependent

A high rate of remittances creates a dependent rural economy. The lack of formal employment and education has fueled out-migration, especially among rural young men.<sup>42</sup> The lack of young people leaves the communities more vulnerable to disaster.

#### Missing link between education and jobs

There is high interest in training among Nepali young people, especially in rural areas and among females. However, training has not proven to lead to higher earnings in Nepal. This might be because of the overall quality of the program or lack of capital to promote income-generating activities.<sup>43</sup>

<sup>38</sup> International Labour Organization. [Labour Market Transitions of Young Women and Men in Nepal](#). May 2014.

<sup>39</sup> The World Bank. [Youth Employment in Nepal](#). June 2018.

<sup>40</sup> International Labour Organization. [Labour Market Transitions of Young Women and Men in Nepal](#). May 2014.

<sup>41</sup> The World Bank. [Youth Employment in Nepal](#). June 2018.

<sup>42</sup> The World Bank. [Youth Employment in Nepal](#). June 2018.

<sup>43</sup> The World Bank. [Youth Employment in Nepal](#). June 2018.



As Nepali young people navigate an agriculture-dependent labor market, natural disasters create additional barriers to their progress. Rural young people, specifically young women, are more vulnerable to disasters and face greater challenges in the recovery process, which leads to subsequent losses in income and increased food insecurity, due to loss of crops and livestock. These frustrations further encourage negative coping mechanisms such as seizing informal income opportunities in unsafe conditions



*“Many young people go abroad because they feel like even if they want to do something, there is no institutional or financial support [in Nepal].”*

—Male age 18 to 24, Focus Group Participant, Restless Development

Select livelihoods and economic strengthening assessment questions from the Guidelines:

- How are young people currently obtaining a livelihood?
- What are the livelihood/economic strengthening programs and resources available to young people?
- Where are existing livelihood program that connects with technical (information communication technology, language), vocational (trade) training, and youth organizations located and where are they most needed?
- How were young people engaged in the development and implementation of current livelihood programs?
- Are young people eligible for cash-based interventions?

## Engaging Young People in Livelihoods and Economic Strengthening

The Guidelines recommend engaging young people in a variety of interventions such as conditional or unconditional cash transfers (CCT/UCT); livelihood and farming support; access to markets (value chain development, market systems approach); income-generating activities; job creation and entrepreneurship; and technical and vocational education and training to promote both sustainable livelihoods and greater economic strength. This can be done by facilitating access to the opportunities offered, involving them in the design of the programs, and/or ensuring programs benefit young people.

For instance, training should be linked to local market needs, to ensure there is a clear path to economic opportunities. Training for young people should also cover business management and entrepreneurship competencies that can help them better manage their own businesses. The Guidelines also suggest developing age-appropriate linkages with development and capacity building programming interconnected with the training and certification programs of other sectors. In connecting with other sectors, organizations should consider rapid cash transfer programs that meet immediate social protection needs and restore market functions.

### Tools

- [Youth-led Labor Market Assessment Tool](#), Mercy Corps
- [Demand-Driven Training for Youth Employment Toolkit](#), Making Cents International
- [Programme Quality Toolbox](#), Cash Learning Project

# Key Findings and Recommendations

## **HUMANITARIAN ORGANIZATIONS DO NOT ENGAGE YOUNG PEOPLE IN A SYSTEMATIC MANNER WITHIN THEIR STRUCTURES.**

Organizations lack a comprehensive strategy to engage young people across their interventions. The involvement of young people is typically ad hoc and inconsistent, with some programs extensively relying on young people while others are delivered independent of young people. This variability is also found across activities within a program. Young people are typically more involved in assessments and communications but less so in implementation, monitoring, or evaluations.

**Recommendation:** Learn from efforts aimed at mainstreaming gender. Develop a strategy for engaging young people across the organization. Following the strategy, establish and implement policies to systematically integrate young people in humanitarian responses. Policies should cover both programmatic areas and organizational support functions (finance, HR, etc.). Design indicators to track youth engagement. For example, create a “youth marker” to measure a proposal’s “youth friendliness.”

## **INTER-AGENCY COORDINATION MECHANISMS FAIL TO MEANINGFULLY INVOLVE YOUNG PEOPLE.**

Inter-agency efforts to coordinate humanitarian responses do not integrate young people’s involvement. When included, young people are typically regarded as a subgroup of the affected population that is consulted following response, as with the Inter-Agency CFP, and not as local actors with the capacity to be part of the planning and implementation of the response.

**Recommendation:** Work with other organizations to raise awareness about the importance of including local young people in humanitarian responses. Advocate for broader and more meaningful engagement of young people in inter-agency mechanisms at all stages of the response. Review inter-agency structures to ensure local networks of young people are systematically integrated in existing and new processes.

## **EFFORTS TO INCLUDE YOUNG PEOPLE IN HUMANITARIAN RESPONSE FAIL TO RECOGNIZE DIVERSITY**

Accessibility to certain groups of young people, which primarily consist of relatively privileged young people, prevents humanitarian organizations from considering the most marginalized and vulnerable young people. Often, the latter are regarded as beneficiaries and their capacity to contribute to the response is overlooked. Owing to the developing emphasis on gender-sensitive programming in the humanitarian architecture, organizations are increasingly considering the unique needs and capacities of women and girls. While there is a lot that remains to be done in this regard, a similar approach to youth-sensitive programming might prove beneficial.

**Recommendation:** Collect sex and age-disaggregated data to understand the different sub-groups of young people. Ensure mobilization of young people is inclusive, including all “young people within young people.” Review past humanitarian responses to assess how marginalized, vulnerable, or rural groups of young people could have been engaged. Among others, partner and plan together with organizations that work with these groups, for example, BYAN or HI, to ensure they are meaningfully involved in future responses.

## **SOCIAL HIERARCHIES IN NEPAL CULTURE MAKE IT DIFFICULT FOR YOUNG PEOPLE TO LEAD.**

Due to the recent civil war and remaining political tensions, communities regard efforts to mobilize young people with apprehension. Like in many other countries, Nepal's hierarchical culture impedes young people's involvement in decision-making processes within communities. Often, young people's capabilities are not recognized, which hinders their ability to lead.

**Recommendation:** Empower young people by providing them with certifications that attest their skills and capacity. At the same time, work with communities to sensitize them about the importance of involving young people for the future of the country. Inform communities of program purpose in advance of the intervention to ensure their buy-in. Create more formal leadership opportunities for young people in Nepali society, especially in government. One way organizations can ensure more formal engagement of young people in government is by including youth representation as part of MoUs.

## **YOUNG PEOPLE ARE LEAVING THE RURAL AREAS THAT NEED THEM MOST.**

Over the last years, young people have migrated from the rural areas of Nepal to Kathmandu or other countries looking for better economic opportunities. This "brain drain" was highlighted by most stakeholders as a key hurdle to engage young people in humanitarian responses taking part in the rural areas of the country. In the 2015 response, many young people traveled to their hometowns to support their families and communities, but they did so as individuals, not as part of a larger planned response.

**Recommendation:** Assess the impact of migration flows in the organization's capacity to engage young people in responses. Put in place plans for mobilizing young people from Kathmandu to respond to disasters in rural areas. Provide skills training that serve rural young people well in humanitarian settings as well as in obtaining livelihoods and economic strengthening.

## **LOCAL ACTORS PLAY A KEY ROLE IN CONNECTING INTERNATIONAL ORGANIZATIONS TO LOCAL YOUNG PEOPLE.**

The Nepalese government requires all international organizations to partner with local players to implement programs and deliver their services. At the same time, local organizations are widely recognized for their role in building young people's capacity and mobilizing young people. Partnerships with local actors such as NRCS Junior/Youth Red Cross, Action Nepal, and Generation Amazing have proven very valuable in linking international organizations with local young people.

**Recommendation:** Build and expand partnerships with local actors, including local NGOs, universities, and youth associations well in advance of an emergency. Formalize these partnerships by signing jointly developed MoUs that clearly establish the roles and responsibilities of each party in case of an emergency.

## **YOUNG PEOPLE MAY EXPERIENCE ADDITIONAL RISKS BY TAKING PART IN HUMANITARIAN RESPONSES.**

In the aftermath of a disaster, protection risks increase. Actively engaging young people in humanitarian responses

might increase young people's exposure to those risks, which might be further exacerbated by their lack of preparedness and lack of familiarity with how humanitarian action works.

**Recommendation:** Invest in capacity-building activities that prepare young people for emergencies and provide them with valuable skills that facilitate their entry into the job market. Train young people on humanitarian principles and ensure they are familiar with the organization's code of conduct. Extend protection measures, such as psychosocial support, to young staff and volunteers.



## CASH TRANSFER PROGRAMMING OVERLOOKS YOUNG PEOPLE'S NEEDS.

Cash transfer programming directed toward young people is an integral but underutilized part of social protection interventions. This is especially true in remote areas where the logistics of delivering in-kind aid is challenging. In the aftermath of the 2015 earthquake, cash transfers were a major modality of service delivery given the difficult logistics of delivering in-kind aid to mountainous areas. A lot of young people, however, did not have access to these programs.

**Recommendation:** Working with young people in cash transfer programming requires organizations to consider their priorities, responsibilities, and challenges, which differ from those of older populations. Organizations must also consider social dynamics and local context when designing and implementing cash transfer programming. Delivering cash transfers requires significant administrative capacity and resourcing and should be planned for in advance of an emergency.



## THE TIME TO ACT IS NOW.

We are witnessing a historical moment, in which young people account for one out of five people in the world and one in three people in Nepal. Peak youth presents enormous potential to address pervasive address countries' pervasive challenges, but translating this potential into real impact requires timely policies and investment.

**Recommendation:** Support governments in the creation and implementation of national strategies to prioritize young people's development. Make engagement of young people a priority within your organization and across the humanitarian system.

# Appendix

## Recommendations for Mercy Corps Nepal's EPP

The primary aim of an EPP is to optimize the speed and volume of critical assistance delivered in the immediate aftermath of a humanitarian emergency. Since external support may not be readily available in emergencies, it is vital for organizations to have a plan in place to respond in the initial phase of the emergency based on available capacity in-country.<sup>47</sup>

### Cluster Coordination

Mercy Corps Nepal engages with the clusters at an early stage of the response. Acknowledging the centrality of inter-agency coordination, the team should regard clusters as an entry point for engaging young people beyond Mercy Corps.

- Advocate for the involvement of young people in cluster coordination mechanisms. Consider using existing inter-agency programs such as the CFP as pilots.

### Leadership

Mercy Corps Nepal's EPP emphasizes the criticality of preparing staffing plans and establishing reporting structures well in advance of an emergency.

- Designate a youth focal point among its emergency staff. This person would be in charge of coordinating with young people during the response.
- Establish clear roles and responsibilities and reporting structures that include young staff and volunteers.

### Human Resources (HR)

Mercy Corps Nepal recognizes the importance of quickly upgrading HR capabilities and improving HR practices and policies to be able to effectively respond to an emergency. Within HR, the team has identified three key areas: recruitment, onboarding, and staff care.

- Identify positions that could be taken by young people and review HR recruitment policies to make them more accessible to young people.
- Consider establishing a youth quota in hiring and/or project staffing.
- Create onboarding packages specifically designed for young staff or volunteers. Involve young people in the design of the materials and seek their feedback after the onboarding to incorporate it into future versions.
- Increase psychosocial support and offer it to young staff and volunteers.

In addition, HR should take the lead in adopting safeguarding measures specific to young people.

- Develop a code of conduct for working with and for young people. Mercy Corps should leverage on Restless Development's experience in programming with and for young people to make its own code of conduct more youth-friendly.

<sup>47</sup> Inter-Agency Standing Committee. Emergency Response Preparedness (ERP). July 2015.

- Create reporting mechanisms for young people to raise their safeguarding concerns.

Complementing capacity building efforts, HR could support the validation of young people's skills.

- Develop a system that provides certificates to young people completing the training programs.

## Programs

- Determine the appropriate age for mobilizing young people in each phase of the program. As highlighted in the Guidelines, the mode of participation may vary depending on the specific activity and the context in which it is conducted.
- Provide training to build young people's capacity to conduct the assessment, implementation, and M&E activities.
- Engage diverse young people in conducting assessments, implementation, and M&E.

## Assessment

Mercy Corps Nepal places high importance on identifying sector-specific teams for rapid assessment to ensure quick and effective mobilization and the team is clearly aware that working with existing partners is key to achieving this goal.

- Create formal partnerships with youth organizations, as done with Generation Amazing, and universities that have majors related to specific sectors in which they will be conducting assessments.
- Partner with Youth Information Centers, which were created to formally engage young people in governance in each district according to the Ministry of Youth and Sports' mandate. Hold trainings and workshops on the humanitarian response process to engage young people in the broader process and the role of assessments. Restless Development has created some of the Youth Information Centers and could likely establish a partnership between Mercy Corps and the Centers.
- Create a youth assessment partnership with the NRCS Junior/Youth Red Cross, which is linked to around 800,000 Nepali young people according to Shibaram Gautam, a representative for the organization. The young people in the NRCS Junior/Youth Red Cross are highly skilled and have access to a wealth of NRCS resources. The NRCS has the potential to provide an inter-organizational mechanism for youth engagement, which the government currently lacks, through the vastness of its network. Work with the NRCS Junior/Youth Red Cross to open their network of young people and data on young people to more organizations.

A key goal that Mercy Corps Nepal has targeted within the assessment process is conducting assessment capacity building. This includes creating the assessment forms, which need to be more specific, both in terms of sectors and overall.

- Engage young Mercy Corps employees in assessment teams and provide simple (consider online) feedback mechanisms concerning assessment form design.
- Push young people to come up with more youth-specific questions that can shape programming to be more demographically inclusive.
- Provide young people space to utilize their aptitude for technology in the assessment process.

- Administer assessment training for young people associated with partner organizations, who could easily be engaged in the assessment process when a disaster does occur.
- Arrange training for Mercy Corps staff on working with young people to conduct assessments so young people can safely engage in the assessment process.
- Create a certificate for young people who complete a training process for conducting Mercy Corps assessments.
- Ensure training touches on the importance of inclusion in data collection.

As noted in the EPP, limited time for coordination is a fundamental challenge in coordinating assessments following a humanitarian disaster.

- Place previously trained, certified young people on a roster for future mobilization. Specify the role of certificates and the roster in the EPP.
- Make reporting structures for young volunteers clear to Mercy Corps staff and young volunteers themselves in training and the EPP.

## Implementation

In the implementation phase, Mercy Corps points to cash transfer programming as a timely modality of service delivery. The EPP also points to the challenges of building trust with new partners, especially when delivering cash assistance.

- Ensure that Mercy Corps identifies local organizations that work with young people or are youth-led and builds relationships, capacity, and trust in the preparedness phase. New partnerships formed during an emergency may not be sustainable and can create accountability issues.
- Develop technical expertise and internal guidelines on cash transfer programming for young people.
- Ensure that cash assistance reaches vulnerable young people and that the method of delivery is compatible with their capacities and preferences (e-transfers vs. cash).
- Consider and create mechanisms to manage any protection risks that young people (particularly adolescent girls and women) may be exposed to by their participation in Mercy Corps' programming.

## Monitoring and Evaluation (M&E)

For the M&E phase, Mercy Corps Nepal highlights the importance of quickly adapting existing surveys to the local context and using technology.

- Involve young people in the design of the surveys. Currently, Mercy Corps Nepal does not include young people at the design phase despite the fact that Nepalese young people have a good understanding of the local context. Young people can help quickly adapt standard surveys by prioritizing the data that is relevant in the location of the intervention.
- Train and engage young people in M&E activities. As mentioned above, young people are tech savvy and can be easily trained in the technologies used to collect data for M&E.

The EPP also draws attention to coordination and communication within M&E.

- Establish clear roles and responsibilities for the young staff and volunteers within the M&E team. Integrate young people in the M&E reporting and communication structure. In the case in which young people are engaged in the context of a broader partnership with local actors, ensure that the MoU provides a preliminary set of roles and responsibilities agreed by both parties.

## **Program Quality**

Mercy Corps Nepal has identified standardization of NFI kits, capacity building, and the development of minimum standards on gender, protection, and accountability as priority actions.

- Ensure that young people in communities where Mercy Corps delivers programming are included in feedback mechanisms and youth-specific indicators are built-into program monitoring plans.
- Ensure that all young people affiliated with Mercy Corps, both staff and volunteers, receive training on humanitarian principles, accountability standards, and the organization's code of conduct.

## **Procurement**

One of Mercy Corps Nepal key procurement efforts in the context of humanitarian response is centered on designing and sourcing NFI kits.

- Continue designing NFI kits based on young people's needs. In the 2015 response, Mercy Corps modified its NFI kits to cater to the specific gender and age needs of young people.
- Consider adding young people to the quality control team. As the members of the quality control team are being selected, Mercy Corps should make a conscious effort to include young people.

## **Finance**

Within the functions assigned to finance in the EPP, two are especially relevant for supporting the engagement of young people across the organization: the budget and the grant marker.

- Add specific budget lines for programming with and for young people.
- Introduce a "youth marker" to ensure programs are meaningfully including young people.

## **Admin and Logistics**

Within administration and logistics, Mercy Corps' EPP points to warehouse management and the need to stockpile relief materials. Tied to procurement, Mercy Corps can ensure that sufficient stockpiles of all relief materials that are necessary to meet the needs of young people in the aftermath of an emergency (menstrual hygiene management kits, sexual and reproductive health supplies, nutritional supplements) are maintained.

## **Fundraising and Proposal Development**

Fundraising and proposal development, particularly in the immediate aftermath of a disaster, is a challenging task given the numerous competing priorities as alluded to in Mercy Corps' EPP.

- Build general capacity in proposal writing and continue to use electronic media for fundraising.



- Ensure sufficient data on young people, their geographic location, socio-economic characteristics, and their vulnerabilities to risks are collected in the preparedness stage so that this can be factored in when writing proposals.
- Ensure proposals explicitly address the needs of young people.
- Maintain an up-to-date, easily accessible database of reliable sources of secondary data that pertains to young people.
- Identify and maintain a database of donor agencies, foundations, private donors, and institutions who identify young populations or subsets of young populations as a giving priority.
- Consider the possibility of formally engaging in local efforts to collect in-kind donations. A number of young people in our focus groups reported being active in collecting in-kind donations within their schools and communities.

## **Media and Communications**

Managing media and communications is yet another challenging aspect of emergency response, as evident in the EPP, and is closely tied to fundraising.

- Develop and enact a code of conduct and ethics, particularly as pertains to informed consent for young people over 18 years of age and parental consent for those below 18, when developing content in the aftermath of a disaster.
- Explore the use of different kinds of media, particularly new media, that are popular among young people in Nepal specifically.
- The availability of smartphones with high-quality cameras has facilitated the emergence of young amateur photographers and reporters who effectively document and share their experiences in humanitarian settings around the world. Mercy Corps Nepal can explore the possibility of engaging young people in Nepal who engage in similar work and train them in skills such as visual storytelling.

## Case Studies

### The 2015 Gorkha Earthquake, Young People, and the HPC

Despite the fact that humanitarian actors were aware of the imminent risk of an earthquake, ahead of the 2015 Gorkha earthquake, young people were largely left out of the HPC on an organizational level. This problem needs to be solved in the future with a more central system for mapping young people and through more youth engagement in non-government organizations.

Directly following the earthquake, young people were only easily mobilized to perform assessments if youth organizations, such as football clubs, like Generation Amazing, and large youth networks, like the NRCS Junior/Youth Red Cross, had pre-existing arrangements with youth. Further, the government's assessment process did not include youth consultation or youth-specific indicators, so organizations aware of the specific needs of young people conducted their own information gathering and analysis outside of the government's assessment process.

While they were formally left out of the HPC, Nepali young people did show up to support their communities following the earthquake. According to the CFP, while there were high levels of informal youth engagement in the response at the community level, there was little effort from humanitarian actors to bring them into formal response mechanisms. Our consultations with young people in Nepal suggested that despite the mobilization of various formal and informal youth networks during

*“We feel like we are not involved in any kind of decision-making at all.”*

—Male age 18 to 24, Focus Group Participant, Restless Development

*“Youth can mobilize and implement; one young person can sensitize and move others.”*

—Representative, VSO Nepal

the response, young people felt that there were few channels for their voices to be heard. Many were first responders in their communities, banding together with friends and neighbors to help clear rubble, distribute NFI kits, spread awareness about issues of hygiene and sanitation, and using pre-existing networks to disseminate information.

Youth engagement in M&E activities during and after the earthquake was also limited. Our field research showed that while some organizations did collect youth-specific data, it was not a widespread practice

but rather specific to organizations with a youth-related mandate such as UNICEF, Plan International, or Save the Children. With regard to data collection, agencies reported that the direct engagement of young people was more common in the assessment phase than during monitoring. Youth-oriented organizations typically consulted young people for evaluations at the end of the immediate response, which might not enable them to influence ongoing interventions, but, given the lasting consequences of the disaster, proved useful in adapting longer-term responses. Some organizations included young people in communication efforts to report back to the communities, but most did not have a proactive approach to tailoring such communications to young people. Lastly, none of the organizations reported having internal indicators to track youth involvement throughout the response.

### Protection Case Study

CWIN is a local NGO primarily focused on child protection. CWIN established a help hotline as a strategy to target all the vulnerable young people. According to Sumnina Tuladhar, a CWIN representative, CWIN gets 10,000 calls annually in their child helpline. These calls are made either by adults informing about the situation or from children themselves.

CWIN works directly with young people to gain their perspectives on issues affecting young people. They firmly believe that youth participation and inclusion is of utmost importance in all decision-making processes. All programs at CWIN consult young people throughout the design and implementation phases of their programming– they consider youth consultation a fundamental “ingredient” – which now expands beyond the hotline.

## Education Case Study

UNICEF Nepal grounds their programmatic approach and service delivery in the philosophy of working both for and with children, and they strive to always include the participation of young people in their program design through youth consultations and social mapping.

One of the largest programs designed to serve young people ages 10 to 19 in Nepal is their Life Skills Module, which was started in 2014 and reaches approximately 70,000 Nepali youth each year through classroom educational interventions. The Life Skills Module is comprehensive and covers many topics and issues relevant to adolescents.

It also has a specific Child-Centered Disaster Risk Reduction (CCDRR) component added to it that was tailored to interests and needs of specific subdivisions of age based on an in-depth consultation and planning process that UNICEF conducted with select young people from six selected districts located across the country. The CCDRR unit focuses on how young people should prepare themselves, how they can help prepare their communities, and how to identify risk. For the youth consultation, the children and young people were grouped in four distinct age categories: 5 to 8 years; 8 to 12 years; 12 to 14 years; and 14 to 18 years. The young people were then asked to explore the following test question: “what kind of [learning] material do you really prefer and why do they like it?” Trained researchers conducted focus groups and assessments to run a pretest to evaluate different types of learning materials and then developed a prototype of different learning materials based on the results. The UNICEF researchers then ran a post-test to evaluate the youth’s reactions to different prototypes and came to the following research conclusions:

- The grouping of young children, ages 5-8 years, really enjoyed learning through puzzle games.
- The group representing middle childhood and early adolescents, ages 8-12 years and 12-14 years respectively, both learned best through interactive and physically active games.
- The group of older teenagers, ages 14-18 years, enjoyed learning best through graphic storytelling in the form of a comic or graphic novel.

These research findings based on youth consultations informed the design of the final materials that were developed and disseminated in communities across Nepal and were included in the CCDRR unit taught in schools nationwide. For the middle age brackets, UNICEF Nepal developed a “snakes-and-ladders” type of board game that contains embedded DRR messaging throughout the duration of the game. For the oldest group of teens, UNICEF Nepal worked with local illustrators to script and design a graphic storybook that follows a heroic teenage Nepali character on an emergency response journey, with many DRR-specific messaging and lessons embedded throughout the plotline.

UNICEF Nepal also conducted a baseline and endline evaluation questionnaire that tested changes in knowledge about DRR and emergency preparedness planning, measuring their knowledge level prior to participating in the CCDRR unit and their knowledge level after completing the unit.

## **Livelihoods Case Study – Nepal Youth Foundation (NYF)**

Nepal Youth Foundation (NYF) is a local NGO agency that believes every child is entitled to vital healthcare, education, and a safe environment. Two primary goals of the NYF are to empower Nepali young people to achieve their full potentials and to enable girls in Nepal to receive equal treatment and education. NYF Executive Director, Raju Dhamala believes, “If you provide education (vocational training), there is a high chance that young people will have the opportunity for employment and get out of the poverty cycle.”

To help young people meet their livelihood needs and gain better employment, NYF established its Vocational Education and Career Counseling Program (VECC). VECC counselors work with each participant to gauge their interest, provide guidance, and help them build capacity toward the best career choices. NYF has also granted over 700 scholarships to assist participants with both school costs and family financial burdens while attending the program. After participants complete their training, NYF provides additional support for job placement or self-employment.

Participants in the VECC program not only achieved success in securing financing and creating their own businesses, but they also demonstrate to their communities how to improve personal economic and social well-being.

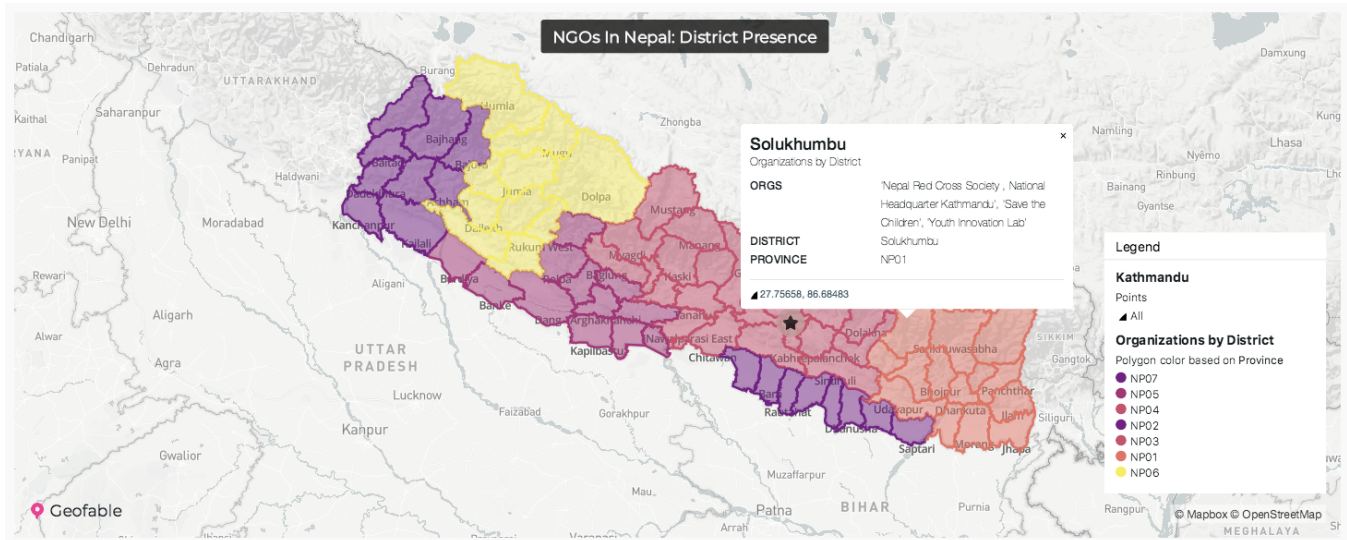
## **Livelihoods Case Study – Blind Youth Association (BYAN)**

Since 2013, Blind Youth Association Nepal has provided career coaching and job placement for Blind and Partially Sighted young people. The program, delivered by young people, increases young people’s earning opportunities by matching their interests with employers’ needs. Each year they choose a different type of job training for blind youth, and this year, they are training blind young people as PSS counselors.

# NGO Stakeholder Map

Mapping organizations can provide a simple mechanism to view gaps and opportunities for programming. Thus, two scales of organizations maps were created to reflect what is occurring on the district and province level across Nepal with the stakeholders that we engaged with in the field. The only organizations featured on both maps are organizations that we considered key informants for our primary research.

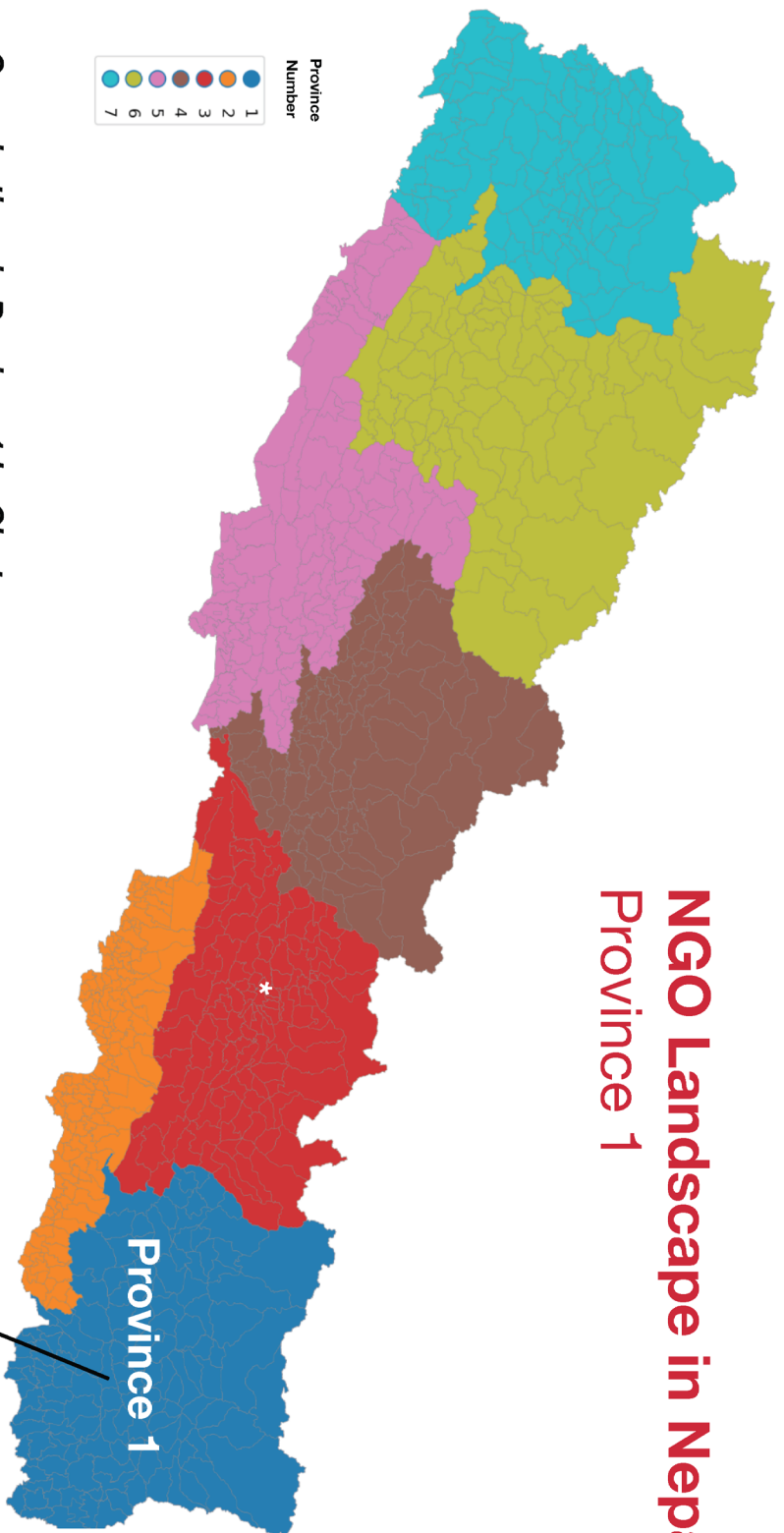
The first map is interactive and can be seen via the following link: <https://geofable.com/lcontino/ngos-in-nepal-district-presence>



When you click on one of the 77 Districts of Nepal, demarcated by the bold boundary lines and color coded according to which Province the district resides in, a list appears of the organizations we engaged who have a programmatic presence in that district. For example, if you click on the district Jagarkot in Province 6, you will see that, Finn Church Aid, Humanity & Inclusion (HI), Mercy Corps, Save the Children, and Youth Innovation Lab all have programming in the district. Zooming in on the map allows the names of each district to appear, which also appears when a particular district is clicked on. Zooming out gives you a national view, and the star in the center of the map represents the location of Kathmandu.

The second, smaller scale map, provided in a seven-part series of images below, depicts data on a provincial level. Each map shows a detailed snapshot of which organizations operate in one of the seven provinces and which clusters they provide programming. For instance, you can see that Mercy Corps programming in Province 1 is targeted toward livelihoods and economic strengthening. The star also represents the location of Kathmandu in relation to all of the other provinces.

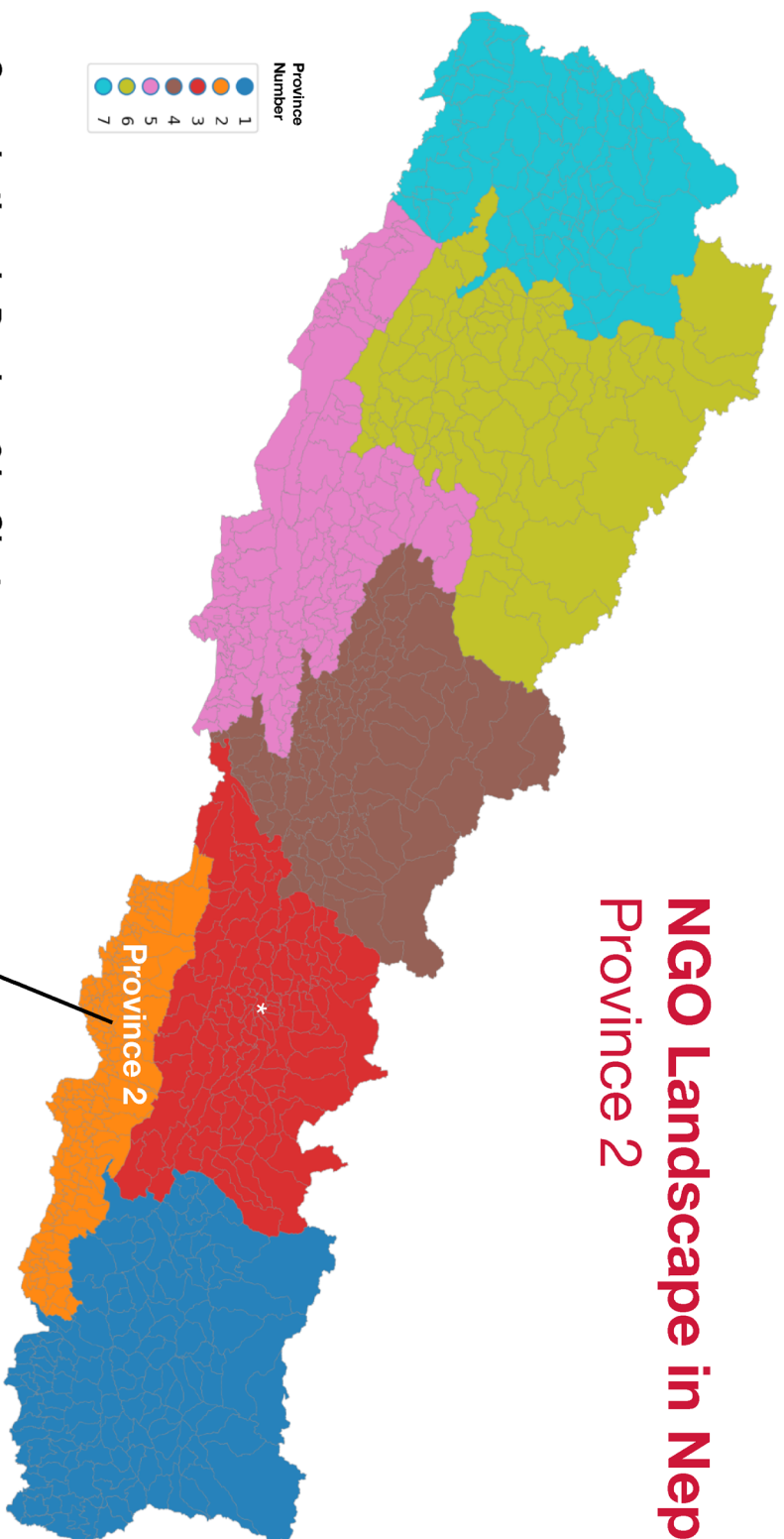
# NGO Landscape in Nepal Province 1



## Organizations in Province 1 by Cluster

Organization	CC&M	Education	FSA	Health	Livelihoods	Nutrition	Protection	SS&R	WASH	Telecomms	Other
Actionaid											
Association of Youth Organizations Nepal (AYON)											
Blind Youth Association Nepal											
Disaster Preparedness Network Nepal											
Girls Kick											
Humanity & Inclusion											
Mercy Corps											
Nepal Red Cross Society											
Plan International Nepal											
Rastless Development Nepal											
The Lutheran World Federation Nepal											
TPO Nepal											
VSO Nepal											
World Vision International Nepal											
World Vision International Nepal											
Youth Innovation Lab											
YUWA											
Yuwalya											

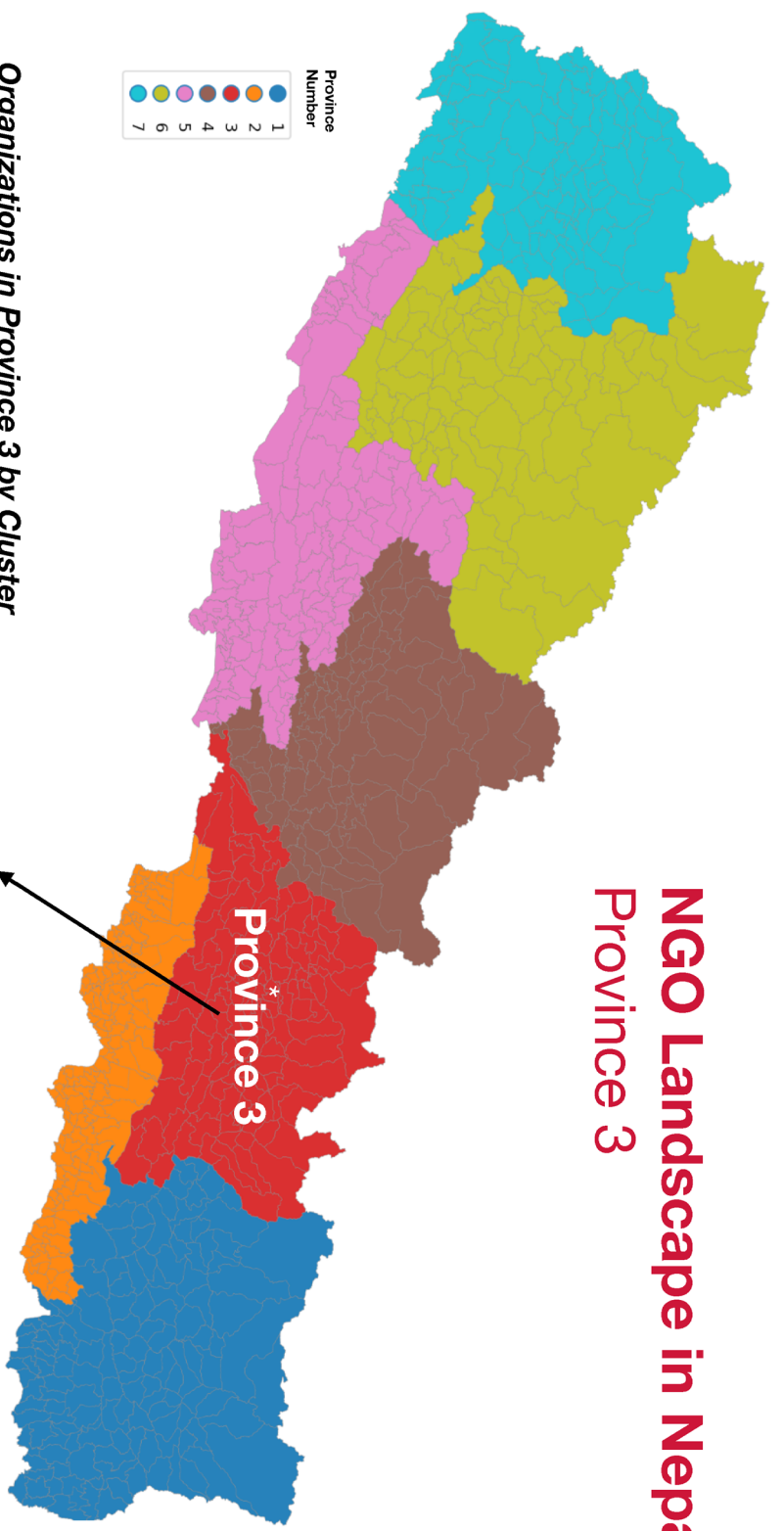
# NGO Landscape in Nepal Province 2



## Organizations in Province 2 by Cluster

Organization	CCAM	Education	FSA	Health	Livelihoods	Nutrition	Protection	SS&R	WASH	Telecomms	Other
Association of Youth Organizations Nepal (AYON)	█										
Blind Youth Association Nepal											
Disaster Preparedness Network Nepal											
Firm Church Aid Nepal Country Office											█
Girls Kick											
Humarity & Inclusion											
Nepal Red Cross Society											
Plan International Nepal											
Resilient Development Nepal											
Save the Children											
The Lutheran World Federation Nepal											
VSO Nepal											
World Vision International Nepal											
World Vision International Nepal											
Youth Innovation Lab											
Yuwaitya											

# NGO Landscape in Nepal Province 3

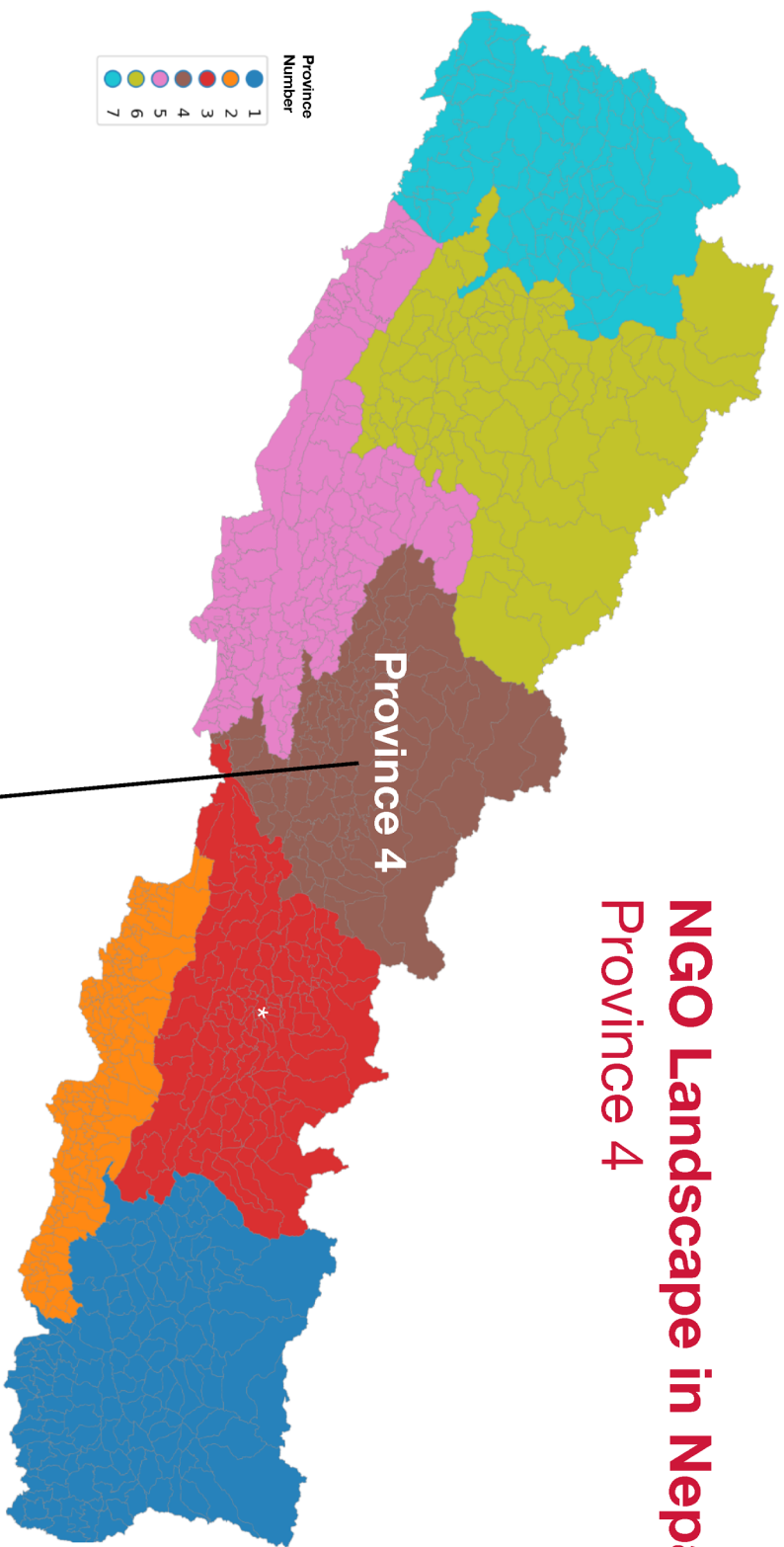


## Organizations in Province 3 by Cluster

Organization	CC&M	Education	FSA	Health	Livelihoods	Nutrition	Protection	SS&R	WASH	Telecomms	Other
Action Nepal											
Blind Youth Association Nepal											
Centre for Integrated Urban Development											
Disaster Preparedness Network Nepal											
Finn Church Aid, Nepal Country Office											
Girls Kick											
Humanity & Inclusion											
Mercy Corps											
Nepal Red Cross Society											
Nepal Youth Foundation											
Plan International Nepal											
Restless Development Nepal											
Save the Children											
The Lutheran World Federation Nepal											
TPO Nepal											
VSO Nepal											
World Vision International Nepal											
World Vision International Nepal											
Youth Innovation Lab											
YUWA											
Yuwalaya											



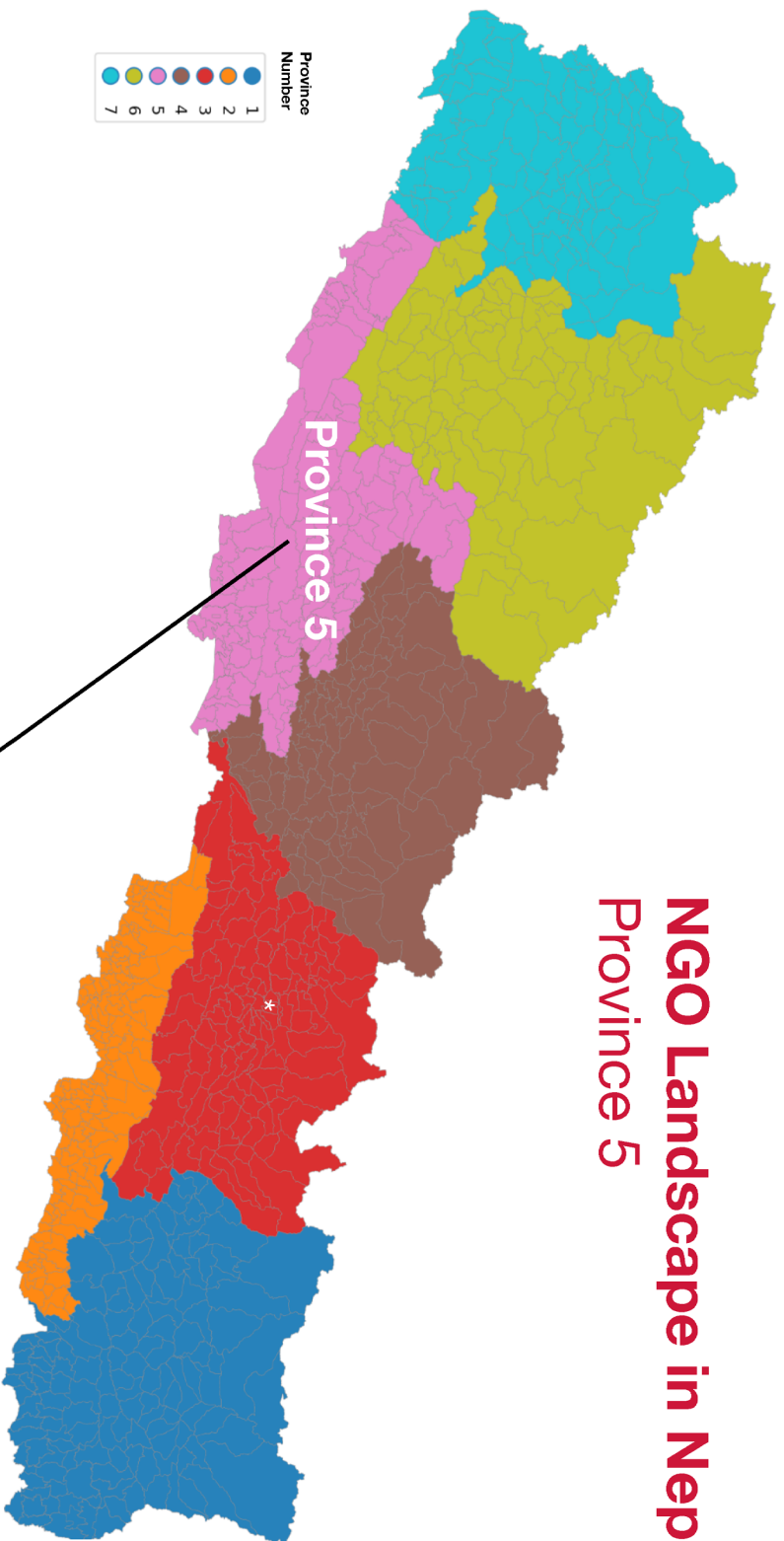
# NGO Landscape in Nepal Province 4



## Organizations in Province 4 by Cluster

Organization	CC&M	Education	FSA	Health	Livelihoods	Nutrition	Protection	SS&R	WASH	Telecomms	Other
Blind Youth Association Nepal											
Disaster Preparedness Network Nepal											
Girls Kick											
Humaneity & Inclusion											
Mercy Corps											
Nepal Red Cross Society											
Plan International Nepal											
Save the Children											
The Lutheran World Federation Nepal											
VSO Nepal											
Youth Innovation Lab											
Yuwaleya											

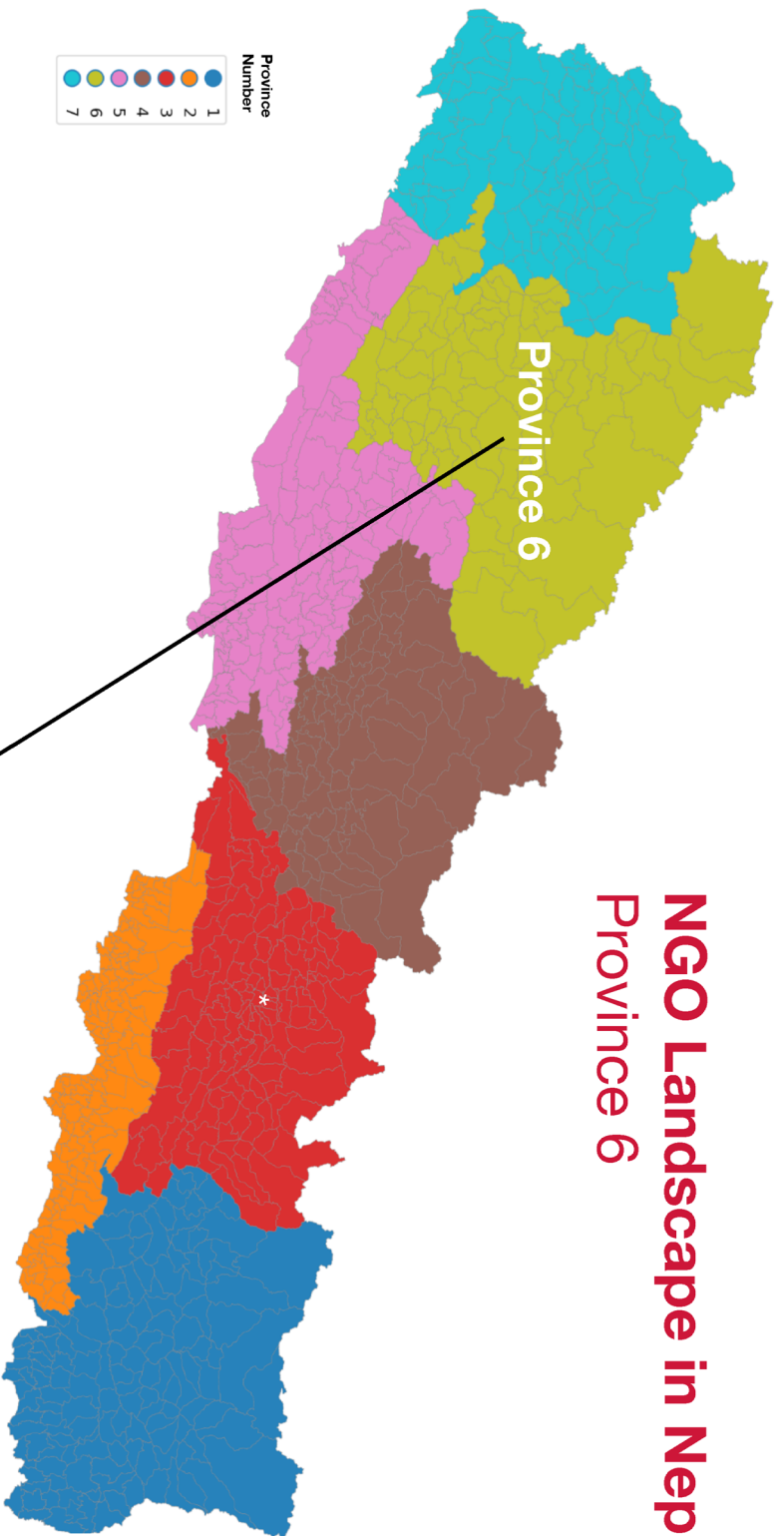
# NGO Landscape in Nepal Province 5



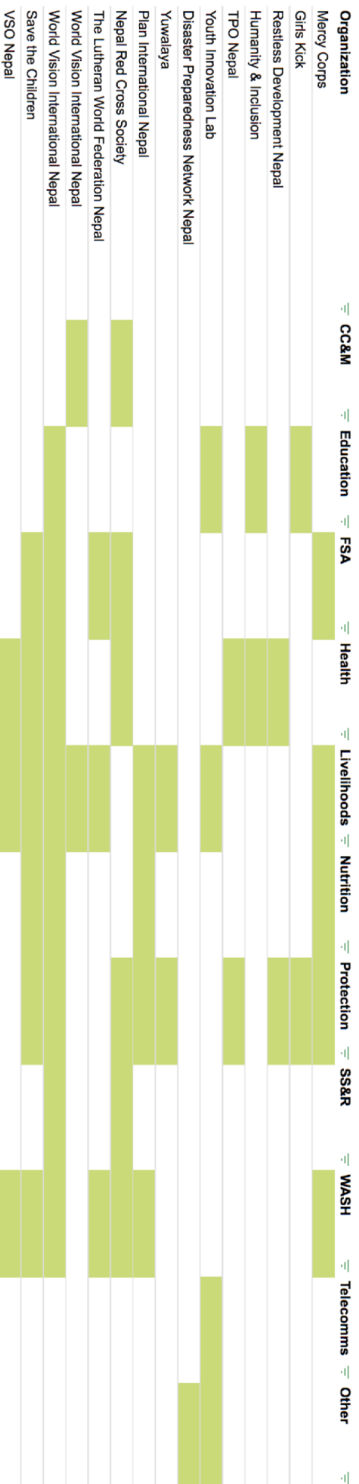
## Organizations in Province 5 by Cluster

Organization	CC&M	Education	FSA	Health	Livelihoods	Nutrition	Protection	SS&R	WASH	Telecomms	Other
Actionaid											
Blind Youth Association Nepal											
Disaster Preparedness Network Nepal											
Girls Kick											
Humanity & Inclusion											
Mercy Corps											
Nepal Red Cross Society											
Nepal Youth Foundation											
Plan International Nepal											
Save the Children											
VSO Nepal											
World Vision International Nepal											
Youth Innovation Lab											
Yunajaya											

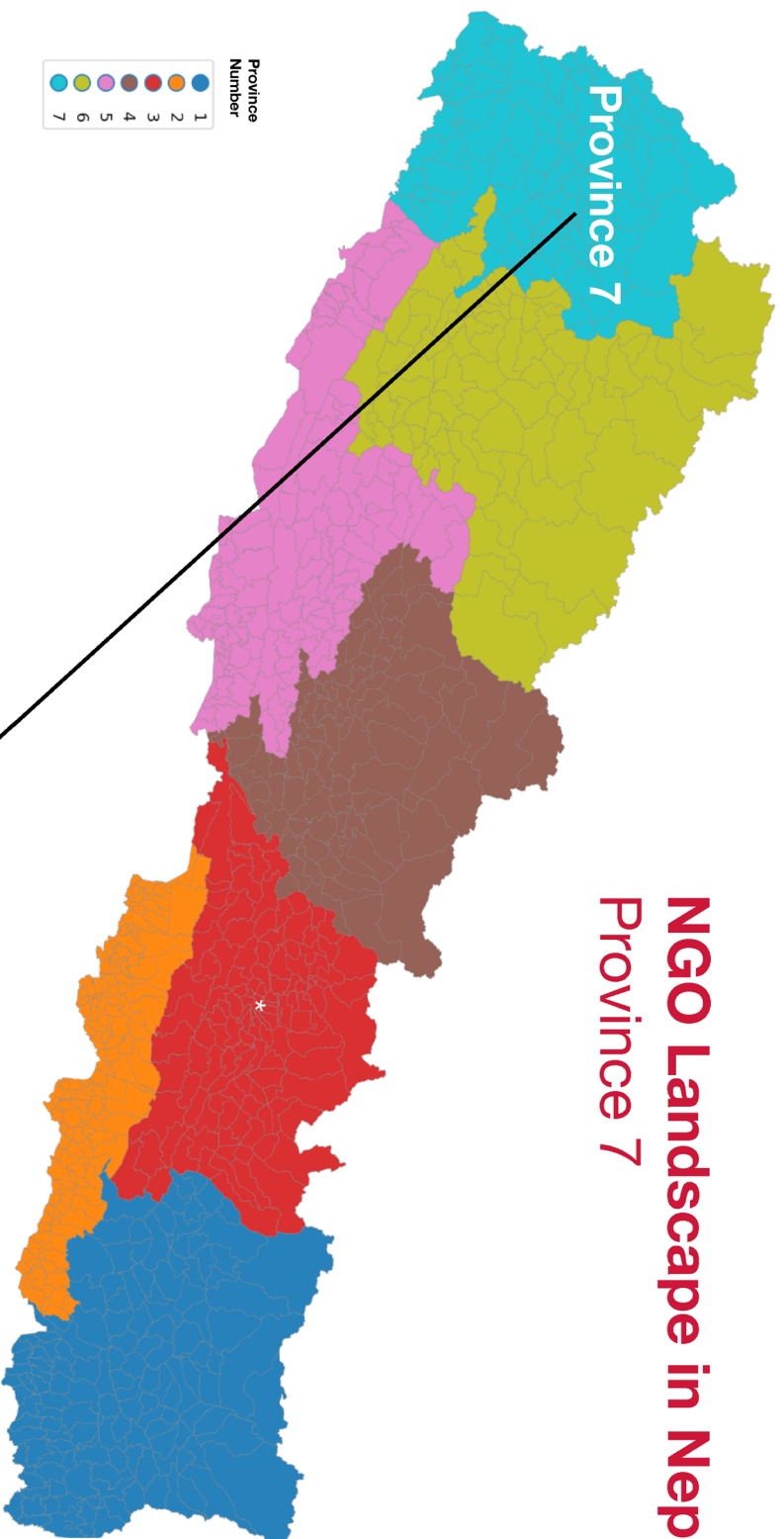
# NGO Landscape in Nepal Province 6



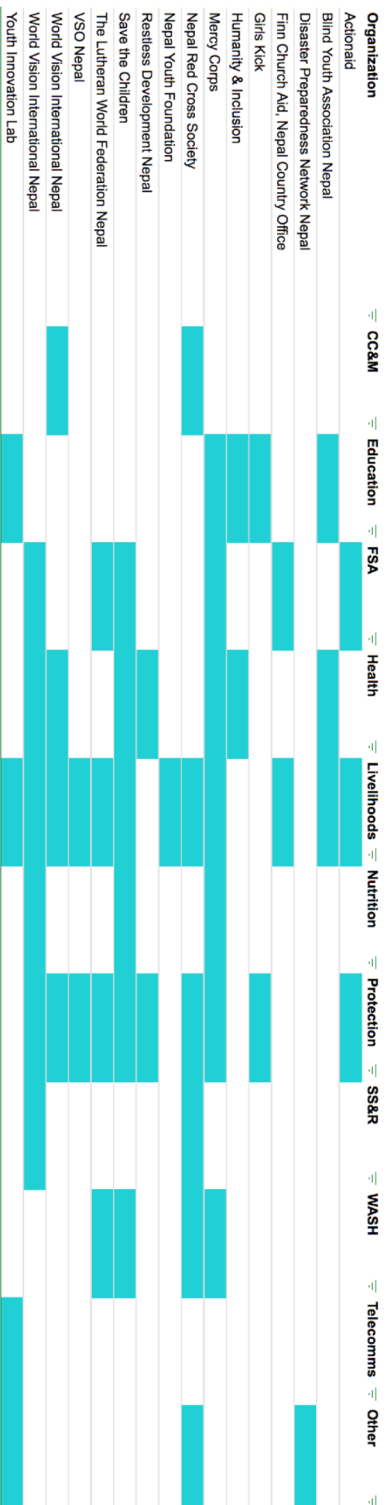
## Organizations in Province 6 by Cluster



# NGO Landscape in Nepal Province 7



## Organizations in Province 7 by Cluster



# Facilitation Guides

## Key Informant Interviews

### Lead-in Questions

*(Ask, skip or simply gain affirmation based on info collected in pre-interview research)*

1. Can you tell us about your role in <name of the organization>?
2. How long have you been working with <name of the organization> in Nepal?
3. Could you tell us more about your work (could be personal experience from past organizations) and experience as it relates to programming with and for young people in emergencies?

*(If they were present in Nepal for the 2015 Gorkha earthquake response)*

4. Can you share a little bit about your experience responding to the 2015 earthquake?

### Background

*(Ask, skip or simply gain affirmation based on info collected in pre-interview research)*

1. How many employees work for your organization in Nepal?
2. Of your \_\_\_ employees, how many are under the age of 25?
3. How many people would you say benefit from your programming annually?
4. What percentage of the people who benefit from your programming annually, would you say, are young people?
5. If any, what percentage of your organization's budget is specifically earmarked for youth specific programming?
6. Do you think it's important to work with youth? If yes, why?
7. Would you say that youth engagement is part of the culture of your organization?
8. Are there policies and procedures specific to youth already in place within your organization that helps you engage with them? Is there a dedicated youth section/focal point at HQ, for example?
9. Does your organization include youth in disaster risk reduction (DRR) activities?
10. Do your rapid assessments disaggregate by age?
11. How does your organization fit into the Nepali Government's disaster response process? Or how does your organization work with the Nepali Government?

12. Which sectors are your current programs focused in?

*(Education, Livelihoods, Nutrition, Health, Protection, Shelter, CCCM, WASH, Food Security and Agriculture*

13. Which of your programs have a youth-specific focus?

14. Are any of your programs more popular or successful with youth than others? What are their names?

15. Do any of your programs have specific youth engagement strategies?

## **Program-Specific Questions**

You mentioned earlier that (names of programs) are more youth oriented.

1. Could you tell us a little more about (insert name of program)?

*(Only ask italicized questions if they do not answer without prompting)*

*What specific issue did/does it seek to tackle?*

*Who was/is the target population?*

*Does the program emphasize inclusion of vulnerable youth? (including youth with disabilities, orphans, young parents, LGBTQI, etc.)*

*Where was/is it located?*

2. Were young people involved in the needs-assessments in the design and implementation of this program?

If yes,

2.a. How were youth involved? Were youth engaged as assessors?

2.b. What were the youth specific metrics that you gathered? (ie disaggregate by age)?

2.c. What did you learn from involving youth in the assessment of the program? How do you think this added value to the program?

2.d. Looking back, what additional data would you gather if you did it again?

If no,

2.a. Looking back, do you think that engaging youth in assessment could have added value to outcomes of the program?

2.b. Would you consider using youth as assessors in future programs?

3. Did you partner with other organizations to implement this program?

If yes,

3.a. Was there a youth-focused/youth-led organization that you worked with?

3.b. What brought on this partnership? Was it post/during an emergency situation/in preparation for potential disasters etc.?

3.c. What did you think were the most valuable traits of the organizations that you partnered with that helped the program achieve its objectives?

3.d. Where do you see room for improvement? This can be in terms of the nature of the partnership, the capacity of your partner organization or your own etc.

If no,

3.a. Did you consider partnering with other organizations?

3.b. Do you think there are any benefits to this kind of partnership?

3.c. What are the challenges to these kinds of partnerships?

4. How were youth incentivized to participate in this program?

*(Only ask italicized questions if they do not answer without prompting)*

*Could you relate an engagement strategy/platform that you found most effective?*

*Are there any incentives within programmatic design focused on youth?*

*Are there any outreach strategies that were particularly marketed to youth?*

*Are there cultural or other barriers keeping young people from engaging with humanitarian actors?*

5. Were young people involved in the evaluation of this program?

If yes,

5.a. How were youth involved? Were youth engaged as evaluators?

5.b. What were the youth specific metrics that you gathered? (ie disaggregate by age)?

5.c. What did you learn from involving youth in the evaluation of the program?

5.d. Were there gaps in programming?

5.e. What didn't the assessments tell you?

5.f. How do you think this added value to the program?

If no,

5.a. Looking back, do you think that engaging youth in assessment/evaluations could have added value to outcomes of the program?

5.b. Would you consider using youth as assessors/evaluators in future programs?

6. Were there any interesting trends that you observed in the implementation of this program?

*(Only ask italicized questions if they do not answer without prompting)*

*For example, were women/girls participating as actively as men/boys? Were some communities more responsive than others?*

*How would you explain these trends?*

## **Sector-Specific Questions**

Since your organization does some remarkable work in <name of sector>, we would like to ask you a few questions about youth engagement in the sector.

### **I. Camp Coordination and Camp Management (CCCM)**

1. Can you tell us a little about your organization's work in CCCM?

*(Only ask italicized questions if they do not answer without prompting)*

*Where were the camps?*

*Why did you establish camps?*

2. When you gather disaggregated data on the profile of the camp, what youth specific information do you collect (age, disabilities, gender, education)?

*(Only ask italicized questions if they do not answer without prompting)*

*What youth-specific data do you currently not collect that you think might be useful in creating a youth-responsive program?*

3. How, in your experience, do young people generally respond to a camp environment?

*(Only ask italicized questions if they do not answer without prompting)*

*Do they take on new responsibilities at the family/community level? Do they actively seek help?*

*How are youth perceived by older adults and organizations in camp settings? Positively? Negatively? For example, are they perceived as being a threat to stability and security (particularly young males) or as particularly vulnerable groups (particularly young females)?*



4. In your experience, have you found that youth representatives are included in and actively participate in camp committee meetings?

*(Only ask italicized questions if they do not answer without prompting)*

*How might they be?*

5. Do you engage/have you engaged youth in the design and implementation of camp security measures? How?

6. How does programming in this sector overlap with other sectors?

## **II. Education**

1. How do you typically map and assess the education level and needs of youth in an area?

*(Only ask italicized questions if they do not answer without prompting)*

*Do you conduct surveys/rely on govt. census data?*

*What have you found useful/challenging in gathering comprehensive data across all population groups?*

2. Is there an example you can give us of a strategy you use/used to make education programs more accessible and responsive to the needs of diverse youth?

*(caste/minority status, gender, sexual orientation,*

*marital status, prior educational attainment/employment status etc.)*

3. What are the most common barriers you have observed to young people accessing education programs during/after an emergency?

*(e.g. distance, finances,*

*lack of female teachers, lack of WASH facilities etc.)*

4. What kinds of learning opportunities have you found that young people who are out of school are typically interested in?

*(e.g. traditional school curricula, TVET,*

*soft-skills training etc.)*

5. Is there an example you might share with us of how youth were involved in the design and implementation of education programming?

*(assessments, curriculum development, ToT etc.)*

*(Only ask italicized questions if they do not answer without prompting)*

*Did you find that this, in any way, changed the quality of the programming and its outcomes?*

*What were some challenges that you faced/things you would change?*

6. How does programming in this sector overlap with other sectors?

### **III. Food Security and Agriculture**

1. How are young people involved in food distributions?

2. How are they involved in mobilising communities, disseminating information? (agricultural practices, mapping food sources)

3. Which young people are involved?

*Gender? Older youth, or younger adolescents? Those with disabilities?*

4. Do households-headed by adolescents and youth access food distributions in the same way as other households?

5. Are youth being exploited in the food distribution and food production processes through forced labor or other means of exploitation?

6. What protection measures are in place?

7. How does programming in this sector overlap with other sectors?

### **IV. Health**

1. What would you say are the main priority areas in health programming for young people (in Nepal) in emergencies?

*(sexual and reproductive health, mental health, nutrition etc.)*

2. Do assessments currently look at the specific health needs of young people in emergencies?

*(Only ask italicized questions if they do not answer without prompting)*

*What, if any, have you found challenging in conducting these assessments? How may these be addressed?*

*How do you consider specific mental health issues for older adolescents and youth, who may be particularly susceptible to depression?*

3. What, have you found, are some of the most effective ways/platforms to provide sexual and reproductive health services and information to youth?

*(Schools? Youth clubs? Camps?)*

*(Only ask italicized questions if they do not answer without prompting)*

*What are some of the most common challenges you face in this regard?*

*How may these be addressed?*

4. Is there an example you can share with us of how the response to a crisis situation increased access to quality sexual and reproductive health services for young people?

*(Only ask italicized questions if they do not answer without prompting)*

*What are the main factors that contributed to making that possible?*

5. In your experience, do adolescents and youth actively involve themselves in providing psychosocial support to their peers?

*(Only ask italicized questions if they do not answer without prompting)*

*How might you promote/further promote this?*

6. How do assessments of psychosocial support identify/assess systems already in place or needed specifically for adolescents and youth (which are separate from systems for adults and children)?

7. How does programming in this sector overlap with other sectors?

## **V. Livelihoods**

1. In your experience, what are most young people most concerned with in terms of obtaining a means of livelihood?

*(Finding a job? Building skills/networks?*

*Receiving the necessary training/education?)*

2. In this community how do young people find jobs?

3. What kind of jobs are young people entering?

4. How does this compare to the way young people secured a livelihood before the earthquake/flooding?

5. How does programming promote the livelihoods of a diverse range of people (minority status, gender, sexual orientation, marital status, those with different educational attainment status etc.)?

6. How does programming link the different key aspects of obtaining a livelihood - education, training, skills, and employment?

7. How does programming in this sector overlap with other sectors?

## **VI. Nutrition**

1. How does your organization plan for the specific nutritional needs of young people?

*(Only ask italicized questions if they do not answer without prompting)*

*How, if at all, are young people engaged and accounted for when assessing nutrition needs?*

2. What are the greatest nutritional needs of the young people you work with?
3. How does your organization account for common gaps in nutrition among specific age/gender groups, such as young women?
4. How do you or can you engage youth in disseminating nutritional guidance?
5. How does your work overlap with health and food security programs or other sectors?

## **VII. Protection**

1. What kinds of disaggregated data do you currently collect to determine the protection needs of a community?

*(Only ask italicized questions if they do not answer without prompting)*

*What other data, that you currently may not collect, do you think might be most useful in determining the specific protection needs of young people?*

2. What, in your experience, are the key priority areas that should be addressed in protection programming for young people (in Nepal)?
3. Would you say that current assessment (needs and program quality) methodologies yield enough data on protection needs specific to youth?

*(Only ask italicized questions if they do not answer without prompting)*

*How, in your opinion, can assessments (needs and program quality) be made more sensitive to the protection needs of youth?*

4. What are some effective strategies to reach at-risk youth? This may include homeless youth, those in detention, young parents etc.
5. How does S/GBV affect adolescents and young people (particularly girls and young women but also boys and young men) within the context – rape, sexual abuse, sexual harassment, domestic violence, child marriage and other harmful practices such as chhaupadi, trafficking etc.?

*(Only ask italicized questions if they do not answer without prompting)*

*Are there any mitigation and response strategies in place?*

6. Are youth groups and networks actively engaged and utilised for dissemination of information to younger adolescents and children?

*(Only ask italicized questions if they do not answer without prompting)*

*What are some of the key challenges in this regard?*

*How can this be done better?*

7. Does your organization use digital media/social media to distribute information to the broader community? How are youth involved in this process?

8. How does programming in this sector overlap with other sectors?

## **VIII. Shelter**

1. Are young people involved in assessing shelter needs?

*(Only ask italicized questions if they do not answer without prompting)*

*If yes, how? What works? What can improve?*

*If no, why not?*

2. How can shelter teams reach a diversity of young people to ensure shelter options meet their needs?

3. How can shelter teams harness the skills and ingenuity of young people (all young people) in assessments and planning for shelter needs?

*(In identifying local materials and know-how, for example.)*

4. How does your shelter programming account for the privacy and safety needs specific to women and girls?

5. Do you think participatory approaches that involve young people in shelter and settlement safety awareness could be beneficial in Disaster Risk Reduction (DRR) for their communities?

6. How does programming in this sector overlap with other sectors?

## **IX. WASH**

1. How does your organization engage young people in WASH issues? (preparedness, assessment, Community-Led Total Sanitation (CLTS))

2. What are the priority areas for WASH programming in Nepal?

Menstrual hygiene management (MHM), safe access to potable water

3. How does your organization involve young people in developing strategies to meet specific WASH needs?

*(Only ask italicized questions if they do not answer without prompting)*

*For example, does your organization enable young people to lead school-based WASH initiatives?*

4. Given that one of the main ways in which young people access WASH facilities are through schools, how do you reach young people that are not in school in WASH initiatives?
5. How are young people involved in the design of hygiene messaging - particularly as it relates to cultural/generational differences in approaching personal and community hygiene?
6. How can young people – particularly adolescent girls and young women – be engaged in assessments to ensure that WASH facilities minimize the risk of S/GBV?
7. How does programming in this sector overlap with other sectors?

## **Wrapping Up Questions**

1. Based on our conversation today, is there anything else you'd like for me to know about your organization or the way it works with youth?
2. Are there any concerns you have about programming of this nature? Potential benefits?
3. Do you think that guidelines for integrating youth into the emergency preparedness and response process could be easily applied to your programs?
4. Do you have any suggestions for how to best operationalize these guidelines? (super important question!!)
5. What do you expect in a partnership with an INGO such as Mercy Corps?
6. Do you have any internal documents or reports you would be willing to share with us? If so, can you send them to me?

## Focus Group Discussion

### WELCOMING REMARKS

1. My name is \_\_\_\_\_ I am \_\_\_\_\_
2. I am here with my colleagues. That's \_\_\_\_\_[name]\_\_\_\_\_ and \_\_\_\_\_[name]\_\_\_\_\_
3. We are here working with \_\_\_\_\_ to learn more about ways that young people like you can be more involved in emergency response.

### SETTING UP THE DISCUSSION

1. Today we want to listen to your ideas and experiences. This is a safe space. No personal information identifying you will be shared. Please be honest. Be open, be brave, and be respectful of your peers. In order to make that a little easier, we will establish a few basic ground rules. Let's see if we can agree upon these - raise your hands if you agree.

- a) We will only speak one at a time
  - b) We will speak loudly and slowly so that everyone can understand us
  - b) We will not interrupt someone who is talking
  - c) If we have a really great idea or want to say something related to what the last speaker said, we will raise our hand and the moderator will call on us next.
  - d) We will ensure that this is a judgement-free zone
2. If you can't think of anything to share, it's okay! You can say "pass".

### ICEBREAKERS

#### 1. Two Truths and a Lie

Each participant introduces himself/herself and says three things about themselves - two things that are true and one that is untrue. The moderator and the other participants try to guess which one is untrue.

For example, My name is ABC and I am from Kathmandu. I go to school everyday; I like playing cricket; I own a flying car.

#### 2. Human Knot

Participants stand in a circle. At first, they do not hold hands. Once they are all standing, ask each of them to reach across and hold someone's right hand with their right hand. Then, ask them to hold someone else's left hand with their left hand. Each person should be holding two different people's hands. Once everyone finds hands to hold, the group will be tied up in a knot. They must then try to untangle the knot without leaving their hands. Rules are as below:

- a) Right hands only touch right, left only left
- b) Participants have to reach across; they cannot hold their neighbors' hands
- c) Each participant touches two different people's hands
- d) Participants do not let go of the hands they are holding

### 3. M&Ms color share

Each participant picks out 4-5 M&Ms (different colored candy) each. Depending on what colors they choose, they answer questions such as below:

- 1. Color 1: What do you love most about where you live?
- 2. Color 2: What do you want to change about your community?
- 3. Color 3: Tell us some reasons why you love your friends or family.

### FOCUS GROUP QUESTIONS

- 1. How do young people like you help in your community?

*(Give a personal example of how you have been involved in your community)*

- 2. Do you have a specific story about a way that you or a young person you know is involved in your community?
- 3. Tell us what you think are the biggest environmental risks in your community?

*(floods, landslides, earthquakes)*

- 4. Have you ever experienced something like that?
- 5. In what ways did this affect your everyday life?
- 6. Who were the first people to respond when this happened? What did your community do to respond?
- 7. Who was involved in the response?

*(was it adults, was it women, the men, the youth, the army, the police, the nonprofits?)*

- 8. Were you involved? If yes, how?
- 9. Were there other ways that you wanted to help, but couldn't? What got in your way?
- 10. How did your role in your community change after this happened?
- 11. What are some skills that you have that could be helpful when there is an emergency like this?



12. What are skills that you want to learn to be more helpful next time?

13. Is there anything else you would like to share?

14. Does anyone have any questions for us?

## **WRAP-UP**

Thank you so much for your participation! It was so wonderful to hear from all of you today. We want you all to know that \_\_\_\_\_[INSERT NAME]\_\_\_\_\_ is available to talk to you after this session, one-on-one, in case anyone has anything else you would like share.

## **MANAGING EXPECTATIONS**

Once again, thank you so much for everything you shared today. This is going to be a great help for us to plan how to better work with and serve young people in an emergency response. We want to let you know that this does not mean we are starting a new program immediately. We are going to share this information with the people who plan and deliver programs and they will determine what to do next.

## NGO Stakeholder Workshop

### Workshop Schedule

- 8:30 - 9:00 Registration
- 9:00 - 9:30 Introductions and welcoming remarks
- 9:30 to 9:45 Session 1 | Presenting the Compact and the Guidelines
- 9:45 - 10:30 Session 2 | Reflections on past experience in disaster response + share
- 10:30 - 10:45 Tea Break, casual discussion, team building activity
- 10:45 - 12:00 Session 3 | Participatory Programming for/with Young People
- 10:45 - 10:50 Instructions
- 10:50 - 11:40 Breakout to small group discussions
- GROUP A: Assessment, Analysis and Preparedness Planning*
- GROUP B: Implementation*
- GROUP C: Monitoring and Evaluation*
- 11:40 - 12:00 Share Out
- 12:00 - 1:00 Lunch
- 1:00 - 2:45 Session 4 | Scenario Exercise
- 1:00 - 1:05 Instructions
- 1:05 - 2:15 Breakout into Cluster Groups
- 2:15 - 2:45 Share Out
- 2:45 - 3:00 Discussion, reflection and wrap up
- 3:00 - 4:00 Key Informant Interviews and smaller follow up discussions

Join us for afternoon tea and an opportunity to engage in a key informant interview with the Columbia SIPA research team, if your schedule allows.

## WELCOMING REMARKS

Good morning everyone.

Thank you so much for joining us today for this workshop on operationalizing the Guidelines for Working For and With Youth In Humanitarian Action. We are so pleased you could join us.

[PAUSE]

Allow me to begin by giving you a little background about how the guidelines were developed and why we are here today.

[PAUSE]

As many of you know, the world's population of young people is at an all-time high. Of the 7.6 billion people in the world today, 1.8 billion are adolescents and youth between the ages of 10-24 years. And nowhere else in the world is Peak Youth more prominent than in Asia. Never before have there been so many young people. Never again is there likely to be such potential for economic and social progress.

[PAUSE]

This youth "peak" is coming of age at a time of increasingly destructive natural and human-made disasters. We simply cannot see the energy of young people wasted in this era where we are all forced to live with and deal with crisis.

[PAUSE]

Youth is the time when children become adults.

[PAUSE]

It's a time when young people begin to develop political and social ideologies. How young people – a broad yet specific demographic – transition through this period has a lasting impact on the future of societies, and humanity.

[PAUSE]

How young people engage and participate affects us all.

[PAUSE]

Young people the world over have skills, ingenuity, energy, creativity, a sense of justice, fairness and equality, and a capacity for mobilisation and motivation. These are powerful and positive assets.

[PAUSE]

And young people across the globe want the same thing: to be active participants in shaping safe and prosperous societies.

[PAUSE]

But, young people need all our support and investment in order to realize their own enormous potential.

[PAUSE]

This is what brought over 53 organizations together at the World Humanitarian Summit in 2016 to create the Compact for Young People in Humanitarian Action, called Igniting Hope.

[PAUSE]

Today's workshop is designed to explore the guidelines for how this Compact can be operationalized in the humanitarian setting of Nepal.

[PAUSE]

In Nepal, as we saw in the 2015 earthquake, young people are often at the forefront of humanitarian action, including as first responders; however, they are rarely listened to, and even more rarely treated as positive agents of change. Within humanitarian response, their assets and capacities remain largely untapped.

[PAUSE]

The Guidelines address this gap by ensuring that the priorities, needs, and rights of young people affected by disaster, conflict, forced displacement, and other humanitarian crises are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action. Today we will discuss the ways Nepali youth are currently involved in disaster response and provide examples of best practices for how to operationalize the Compact in the unique context of Nepal. This will help each of you strengthen participatory youth programming and create new opportunities for youth responsive programming.

[PAUSE]

We are doing this because time and again, we have seen that if we can foster hope and dignity, people can get through situations of tremendous loss and deprivation, sometimes even emerging stronger.

[PAUSE]

Strategic and effective programming, informed by the voice of youth, and driven by young people themselves, can help turn humanitarian situations into possibilities for transformation – of individuals, families and communities.

Thank you for spending your day with us to do this important workshop.

## SESSION 2 | PARTICIPATORY PROGRAMMING FOR/WITH YOUNG PEOPLE

### Introduction

The Guidelines were developed to assist Compact members to programme with and for young people, building on the potential of young people, and laying the foundation for adolescents and youth to continue contributing positively to their communities in the longer term.

To ensure programming is truly with and for young people, organizations need to make a conscious effort to reach out to and engage with all young people – female, male, younger adolescents and youth, and include young people with disabilities, LGBTQI adolescents and youth, and those of all linguistic, religious, and ethnic groups.

For this purpose, the Guidelines provide specific guidance tailored to each of the phases of the program cycle. This session aims at discussing measures recommended for each phase to assess their relevance in the Nepal context as well as to come up with more tailored solutions.

### Instructions

Within each group, discuss the activities listed in the Guidelines and:

- assess strengths and weaknesses of the activities and discuss any potential challenges that your organization might face when including these activities in your programmes

- brainstorm additional activities that could make programming more participatory

- consider how best practices/key challenges in each of the phases can be replicated/overcome within a youth-centered approach to programming

## Group A | Assessment, Analysis and Preparedness Planning

Objective: Ensure that assessments are youth-sensitive and participatory

Activities:

1. Use map to see where youth assessments are most needed and where youth can be drawn from to participate in assessments

*Determine/map number of youth in an area and what their backgrounds are (marital status, median age, educational status, etc.) beforehand*

2. Engage young people in participatory assessment (data collection and analysis)

*Ensure young people are on assessment teams and as staff*

*Ensure those with disabilities/ethnic minorities/genders/religions are represented in teams*

*Train staff on code of conduct and prevention of exploitation and abuse*

3. Ensure assessments include youth specific indicators (disabilities, etc)

*Develop youth specific indicators for assessments considering youth's inputs*

Best Practices	Key Challenges
Quick mobilization for rapid assessment	Cooperation with local government may be difficult because of lack of time
Good coordination with district and local level government officials and affected people	Lack of proper orientation on the assessment forms
Work with existing partners	Broadly targeted (outside strength and focus).

Questions for discussion:

1. How might we more directly engage young people when we do assessments following an emergency/disaster?

*For those who already engage youth in assessments - how is it done? what are the systems within the organization that enable you to do so?*

*For those who do not engage youth in assessments - what prevents you from doing it? What systems/tools/processes would you need to do so?*

## Group B | Implementation

Objective: Ensure that assessments are youth-sensitive and participatory

Activities:

1. Partner with local youth organizations in delivering services

*Identify youth organizations, establish partnerships, and build relationships in advance*

*Integrate their capacities into the organization's EPP process (establish communications protocols, communicate standards, and build accountability mechanisms)*

2. Provide institutional support and expertise

*Assess and build capacities for coordinated response and service delivery*

3. Identify specific needs of different youth in a disaster scenario (gender, employed/unemployed, differently abled, literate/illiterate, young mothers, refugee etc.) and ensure preparedness

Best Practices	Key Challenges
Quick mobilization of existing stock	Gain approval for implementation from District Disaster Rescue Committee
Timely cash programming through use of local institutions	Build trust with new partners (especially for cash distribution)

Questions for discussion:

1. How might we more directly engage young people in the implementation of programs following an emergency/disaster?

*For those who already engage youth in the implementation phase - how is it done? what are the systems within the organization that enable you to do so?*

*For those who do not engage youth in the implementation phase - what prevents you from doing it? What systems/tools/processes would you need to do so?*

## Group C | Monitoring and Evaluation

Objective: Involve youth in M&E activities and ensure that evaluated programs have considered/involved youth in their design, monitoring and evaluation

Activities:

1. Involve local youth orgs in M&E processes

*Map sub-groups of young people in the community + discuss collaboration options*

*Organize M&E capacity building workshops of young stakeholders*

2. Collect info on involvement/ consultation of youth at each stage of the project (assessment, design, implementation and M&E)

*Create evaluation indicators that measure involvement/consultation of youth at each stage of the project (assessment, design, implementation and M&E)*

3. Ensure evaluation team is gender-balanced and includes young people (staff or young volunteers)

4. Involve youth in the evaluation design

Best Practices	Key Challenges
Efficient use of existing forms through quick adaptation according to context	A lot of data collected but not much used
Use of technology	Assessment forms are too long and content is not well prioritized

Questions for discussion:

1. Humanitarian Response - How might we more directly engage young people in M&E activities following an emergency/disaster?

*For those who already engage youth in M&E activities- how is it done? what are the systems within the organization that enable you to do so?*

*For those who do not engage youth in M&E activities - what prevents you from doing it? What systems/tools/processes would you need to do so?*

2. Preparedness - Does your organization have a map/database of the youth associations present in the areas where they operate? Have you ever organized M&E capacity building workshops?



## SESSION 3 | TABLE TOP EXERCISE

<p><b>Background and Context</b></p>	<p>Nepal has a fragile geology and steep topography making it the 20th most disaster-prone country in the world. With regard to the relative vulnerability to climate change related hazards earthquakes and flood hazards, Nepal ranks, respectively, in the 4th, 11th and 30th among 200 countries of the world. Nepal continuously faces disaster impacts of high magnitude and intensity from a multitude of natural hazards.</p> <p>Nepal is exposed to several recurrent hazards every year. Due to lack of land use planning and zoning, rapid and unplanned urbanization, low per capita income, loss of natural vegetation in upstream coupled with inadequate preparedness, and extant vulnerabilities, Nepal’s exposure to multi-hazards often turns into medium to mega disasters.</p> <p>Nepal’s exposure to disaster risks is heightened by extreme weather conditions and climate change impacts. Water-induced disasters (namely flash floods, riverine floods and landslides), despite being the most predictable events cause increasing human sufferings every year. In terms of human loss, epidemic, earthquake, landslide, flood, fire, and thunderstorm appear as the key hazards claiming most lives. Fire, flood, thunderbolt, landslide and earthquake, however, are responsible for heavy loss of public infrastructure, private property and livelihoods.</p> <p>Although not a recurrent phenomenon, earthquake is the most significant hazard in Nepal resulting into serious humanitarian crises. The Gorkha Earthquake 2015 alone led to 8,970 casualties, 22,300 injuries and destruction or damage of more than 800,000 houses and heritage sites. Almost one-third of the population was impacted and similar proportion of GDP was lost due to this earthquake. The Government of Nepal immediately launched relief and recovery operations amidst overwhelming voluntary supports from communities, academia, media, NGOs, INGOs, private sector, bilateral and multi-lateral development partners, and friendly nations.</p>
<p><b>Scenario: 2020 Earthquake</b></p>	<p>1. Emergency: On a Saturday morning in early January 2020, a 8.8 richter scale earthquake strikes the Kathmandu fault line sending major shock waves across Nepal. Kathmandu and its surrounding valley are the worst hit, particularly thenorthern and southern suburbs of Kathmandu. Major infrastructure has been heavily damaged. Buildings have collapsed, roads are inaccessible, water and other basic services are operating only sporadically. Runways and buildings at the Tribhuvan International Airport are damaged. Only one of the country’s electrical power plants is fully functioning, so the supply of electricity is sporadic. Many cell towers have been badly damaged, making mobile communications challenging. Aftershocks also present risks to people remaining in or near partially damaged buildings. Heavy rains followed for five days after.</p> <p>2. Initial reports indicate that more than 3 million are affected throughout the country. 48 hours following the event, the death toll stands at approximately 8,000, with thousands unaccounted for in both rural and urban areas. Search and rescue operations are underway; the death toll is expected to rise. Preliminary information estimates that over 500,000 buildings are damaged or destroyed, including hospitals and schools. Roads are badly damaged and ground travel to some rural areas is impossible. The Government has requested international support.</p>

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<p><b>Inject 1</b></p> <p>(prompt 45 minutes of discussion/ problem solving)</p>	<p>Your organization’s main office building in Kathmandu is damaged and is unsafe/ inaccessible, the district office in Seti in the Far West region is also badly damaged. The Program Director is out of the country on leave. The status of all staff is not yet known.</p> <p><b>Task for Discussion:</b> Immediately following the earthquake, what are the top 10 main things to be done in the first 24 hours? Rank the tasks by priority and identify how youth could be engaged in carrying these out. What are some strategies you would use to mobilize youth? What ways can they help out and what can they not do? Who is responsible for managing them? What barriers or obstacles do you expect you would face? Rank the top five (5) things that could go wrong?</p>
<p><b>Objective</b></p> <p>(what is being tested)</p>	<p>Test strategies for youth engagement in crisis management (lines of communication and accountability), safety protocols, HR, comms – overall familiarity with roles &amp; responsibilities in emergency/crisis.</p>
<p><b>Optional Inject</b></p> <p>(to add challenge or complexity)</p>	<p>On camera interview request received from int’l media to discuss youth engagement strategies received. Please ID and prep a media focal point ASAP. What are key elements to include in talking points?</p>
<p><b>Inject 2</b></p> <p>(prompt 45 minutes of discussion/ problem solving)</p>	<p>Aftershocks have stopped. Five days following the earthquake, the Government has called on organizations to begin responding. UN OCHA has called the first coordination meeting in Kathmandu to share information and plan for a joint rapid assessment to be conducted within the week. Agencies are asked to sign up for assessment areas on the spot. Many current staff and their families are affected by the earthquake and are not ready to report to work. You will need at least 15 trained enumerators to carry out the assessment over 3 days, and there is a youth organization ready to be deployed.</p> <p><b>Task/questions for Discussion:</b> Please identify who would attend the coordination meeting. Outline how you will recruit rapidly, train, and roll out the assessment using youth. Discuss and list rapid recruitment resources. List your rapid assessment tools (and if they are already tablet-ready). How will you pay those conducting the assessment? How will ensure quality and safety is carried through?</p>
<p><b>Objective</b></p>	<p>Test assessments, safety/security, MEL in emergencies, operations/logs, finance, recruitment, and onboarding/training for youth engagement</p>
<p><b>Sector-specific Inject/ challenge</b></p>	<p>What are some ways that you can make your specific sector’s (WASH, Education, Protection, Health, etc) response to the crisis participatory for youth?</p>

## **CONTACT**

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### **About Mercy Corps**

Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within. Now, and for the future.



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