Learning from our peer educators

A guide for integrating and reflecting participatory youth research in the A+ assessment country case studies

IPPF

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May 2013

PANOS LONDON ILLUMINATING VOICES

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Acknowledgements

Abbreviations and acronyms

CSE	Comprehensive sexuality education
Danida	Danish Development Cooperation Agency
FGD	Focus group discussion
IPPF	International Planned Parenthood Federation
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
YFS	Youth-friendly services

Glossary

Comprehensive Sexuality Education

The IPPF Framework for Comprehensive Sexuality Education states: *'Comprehensive Sexuality Education seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships. It views 'sexuality' holistically and within the context of emotional and social development. It recognises that information alone is not enough. Young people need to be given the opportunity to acquire essential life skills and develop positive attitudes and values.'*

Critical stories of change

Actionaid developed this process, which uses participatory, community-based methods of documenting, reflecting and learning about how their interventions have contributed to positive social change in poor peoples' lives. The approach is summarised in this Actionaid document, *Using Critical Stories of Change to Explore Impact on Social Change,* (http://povertyandconservation.info/docs/20080215-AWF-BL-FFI_Cambridge_Workshop_07_Carrol_ActionAid.pdf)

Member Association

IPPF Member Associations are independent, registered non-profit organisations operating in 172 countries, which provide sexual and reproductive health information, education and services through 65,000 service points. Those services include family planning, abortion, maternal and child health, and STI and HIV treatment, prevention and care.

Reproductive health

IPPF endorses the definition of reproductive health agreed at the International Conference on Population and Development, which stated: *'Reproductive health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.'* Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition is the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility.'

Sexual health

IPPF endorses the United Nations definition of sexual health as *'the notion of sexual health implies a positive approach to human sexuality and the purpose of sexual health care should be the enhancement of life and personal relations and not merely counselling and care related to reproduction and sexually transmitted diseases'.* (http://www.ippf.org/resources/media-press/glossary/s)

Sexual and reproductive health and rights

This term denotes a focus specifically on the human right to sexual and reproductive health and to have access to health services (which encompass physical, mental and social wellbeing in relation to sexuality) and contraception; and for females, males and transgenders and transsexuals to have the freedom to have, choose and control sexual relationships.

Sexual and reproductive health services

'*These services include the constellation of methods, techniques and services that contribute to reproductive health and wellbeing through preventing and solving reproductive health problems. It also includes sexual health.*' (http://www.ippf.org/resources/media-press/glossary/s)

Sexual and reproductive rights

The IPPF Charter on Sexual and Reproductive Rights (2003) covers 12 basic human rights, in order of relevance to IPPF's mission, of which sexual and reproductive rights are named as one key area of rights. The charter specifically and directly links sexual and reproductive rights to basic human rights.

Sexual rights

IPPF endorses the definition of sexual rights agreed at the Fourth World Conference on Women, which stated that: '*The human rights of women include their right to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence. Equal relationships between women and men in matters of sexual relations and reproduction, including full respect for the integrity of the person, require mutual respect, consent and shared responsibility for sexual behaviour and its consequences.*' (http://www.ippf.org/resources/media-press/glossary/s)

IPPF addressed sexual rights in *Sexual Rights: an IPPF declaration* (2008), which complements the charter and represents a move to delink sexuality from sexual and reproductive health (a political objective of some sexual and reproductive health and rights activists) and express a human right and inclusive vision of sexuality.

Theory of Change

Theory of change is not a simply defined term. It is about a critical and reflective way of thinking about project design and management. This way of thinking is used to express an understanding of changes sought, by taking into account complexity, critical thinking about context, assumptions, and the actors and actions involved in working toward and achieving that change. In the A+ project, the triangle approach is a visualisation of a combination of priorities and intervention areas, in the context of an IPPF vision for sexual and reproductive health and rights for young people that will lead to transformative positive changes for young people. Transformative changes are ones where individual and collective political, economic, social and cultural norms, relationships and institutions are changed in ways that make them more equal and more just. (Eguren 2011: p5).

Further reading on theory of change: Eguren, I (2011) *Theory of Change: A thinking and action approach to navigate the complexity of social change processes*, The Hague: Hivos; Vogel, I (2012) Review of the use of 'theory of change' in international development, London: DFID.

▌Background

The International Planned Parenthood Federation (IPPF) Central Office commissioned Panos London in July 2012 to conduct a global assessment of the A+ Programme for Adolescents and Advocacy for Sexual and Reproductive Health and Rights (SRHR). The A+ programme[1] is a 3-year, 16-country initiative funded by Danida that is concluding in 2013.

Panos London then put together the A+ Assessment Team and commissioned Dr. Johnson, University of Brighton, to lead the in-country research and design the methodology which is the focus of this guide.

The A+ assessment had four main objectives:

1. To assess achievements in relation to the programme objectives and assess the value added by the A+ programme to IPPF Member Associations, Regional Offices and Central Office

2. To generate evidence about innovations, good practice and key themes related to youth-friendly services, comprehensive sexuality education and advocacy for young people's sexual rights, which can be scaled up

3. To identify programme implementation challenges and develop recommendations to strengthen IPPF youth programmes, with a focus on sustainability; and

4. To increase awareness about the approaches and outcomes of IPPF youth programmes (both internally and externally).

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This guide will follow the IPPF convention for referencing the A+ programme. When referring to the entire global initiative, the term programme is used. When referring to it at country level, where it is being implemented by Member Associations, it is termed the A+ project.

Involving beneficiaries directly and substantively in the planning, implementation, monitoring, evaluation of and learning about programmes increases their success and impact, enhances their value for money and is necessary for sustainability. But most of all, substantive and ongoing participation is key to achieving a rights-based approach. of young people in planning and activity implementation has enabled staff to understand young people much better and appreciate their contribution.

The A+ assessment included four case studies of A+ projects in Benin, Kenya, Nepal and Nicaragua, a desk review of A+ project documents and background materials, and an online survey of all 16 participating Member Associations. All of these contributed to a main assessment report on selected themes, issues, main messages and lessons.

The four case studies included participatory research by and with youth participants in the A+ programme. This research set out to identify and explore youth perspectives on Sexual and Reproductive Health and Rights (SRHRs) in the varying and changing contexts in each of the four countries, and had three main objectives:

• To explore young women's and young men's perspectives and understanding on sexual and reproductive health and rights

• To understand what it is like to be young, how young people's rights are realised and how change happens in different contexts; and

• To ensure that understanding and analysis of the A+ programme began with and built on the experiences and perspectives of young people themselves.

The youth-led research explored how the A+ projects had promoted a combination of positive changes, including looking at the role of comprehensive sexuality education (CSE) and youth-friendly services (YFS) in meeting sexual and reproductive health needs and strengthening sexual rights in different contexts. It also explored how Member Associations' institutional commitment and work on building stronger communities supported an enabling environment for youth sexual and reproductive health and rights.

Panos London's assessors also met with other key stakeholders in each of the case-study countries. The purpose of these meetings was:

• To understand what mechanisms or strategies in different contexts result in desired outcomes for young women and young men

• To consider how the A+ programme has contributed to these outcomes; and

• To triangulate the findings from the youth participatory research.

Panos London's methodology recognised the importance of context in determining which strategies and mechanisms would be best suited to improve the sexual and reproductive health and rights of marginalised young people. It therefore took into account the complexities of different project contexts. In keeping with the A+ programme, the approach was rights-based, gender sensitive and participatory.

1.2 Purpose of this Guide

The guide is a tool that can be used by Member Associations and other organizations to plan and implement future participatory research and/or programme assessments with young people.

It covers the case-study component of the A+ programme global assessment[2] and covers the methodology, agenda, approaches and exercises that the assessment team members used during four country visits. It covers face-to-face interaction and research with different stakeholders at country level, including participatory reflection and research with young people. The main focus during the case-study visits was on capturing youth perspectives and generating Member Association support and initial capacity for using a participatory evaluation approach, involving youth-led research, analysis and discussion.

Youth co-assessors, Nepal

2 Methodology

Panos London applied case-study research in four project locations in Benin, Kenya, Nepal and Nicaragua. The data-gathering methods for the in-country work were qualitative, youth-focused and participatory. The methodology was designed to tell the story of what it means to be young in different contexts, how sexual and reproductive health and rights have changed over time and how the A+ programme has contributed to change in varying contexts. The 'why' question was important, and was used to delve deeper into the issues raised by young people in regard to the realisation of their rights.

The research also engaged with a spectrum of different stakeholders, including marginalised young people, staff and managers in the Member Associations and broader stakeholders working with children in schools and on policies that are relevant to sexual rights.

Critical realism and context

The participatory research approach drew on critical realism, in terms of assessing how programmes were working, who was benefitting and what strategies or mechanisms were working in different settings. The Panos London realistic evaluation[3] approach started with the assumption that the A+ programme has worked differently in different contexts and that it will not achieve the same outcomes, in the same ways, in each A+ project country. There will be learning that is specific to each Member Association, and learning that is relevant across the different country settings.

The methodology focused on identifying a theory of change[4] in the A+ programme (as expressed in the A+ triangle approach - see figure 1). Assessors then looked at the interactions and relationships between context (in each Member Association's A+ project), mechanisms (how the Member Association implemented the A+ project) and outcomes (what changed in each project) to understand how and why changes occurred, and the role of the A+ programme in bringing about these outcomes.

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Realistic evaluation is a method that ensures that the socio-cultural, political and economic complexities and role of context remain integral to analysis. Realistic evaluation is useful in going beyond identification of outcomes to look at how they are produced, as well as helping to capture what is significant about variations in context that affect how the interventions have been implemented. Further information about realistic evaluation methodology can be found in Pawson R and Tilly N (2004) Realistic Evaluation. London: Sage.

4
Theory of change is not a simply-defined term. It is about a critical and reflective way of thinking about project design and management. This way of thinking is used to express an understanding of changes sought, by taking into account complexity, critical thinking about context, assumptions, the actors and actions involved in working toward and achieving that change. In the A+ project, the triangle approach is a visualisation of a combination of priorities and intervention areas, in the context of an IPPF vision for sexual and reproductive health and rights for young people that will lead to transformative positive changes for young people. Transformative changes are ones where individual and collective political, economic, social and cultural norms, relationships and institutions are changed in ways that make them more equal and more just. (Eguren 2011: p. 5). Further reading on theory of change: Eguren, I. (2011) Theory of Change: A thinking and action approach to navigate the complexity of social change processes, The Hague: Hivos; Vogel, I (2012) Review of the use of 'theory of change' in international development. London: DFID.

Figure 1
IPPF's 'triangle' approach to youth programming
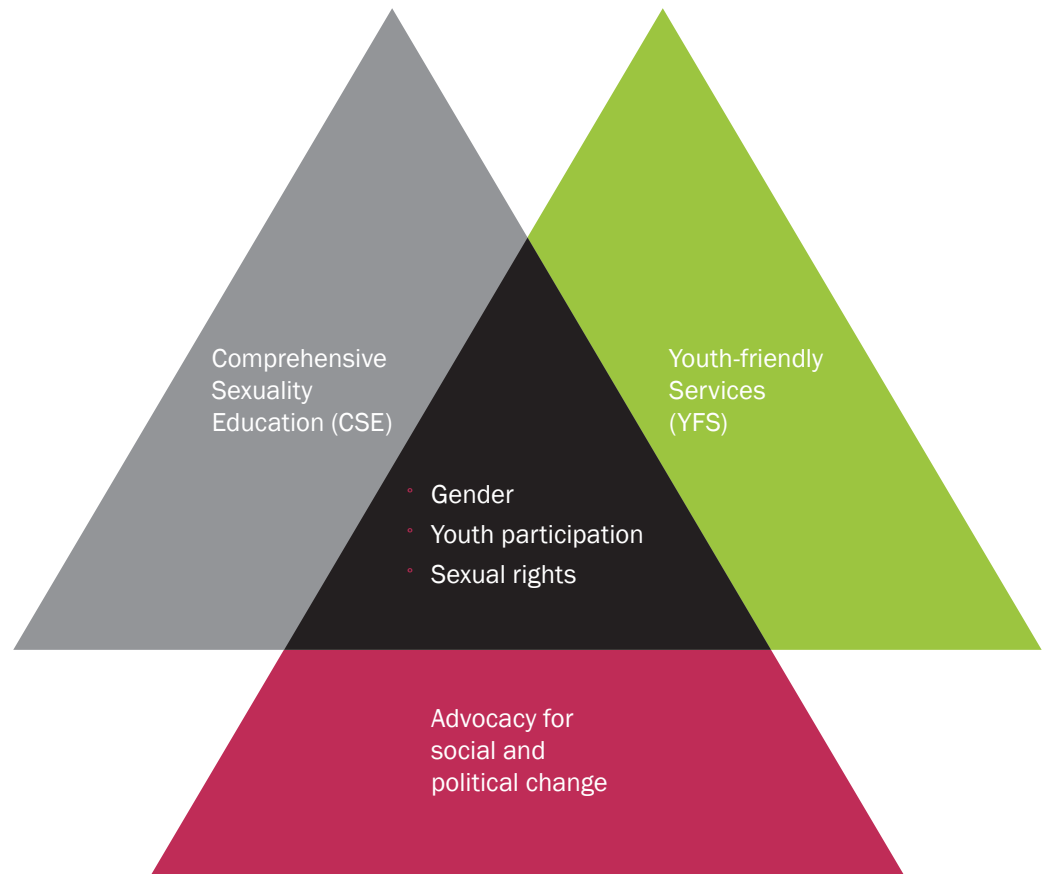
A key element of critical realism involved identifying different stakeholder perceptions of context-mechanism-outcome (CMO) configurations. In other words, to determine, in varying contexts, and according to different stakeholders, what mechanisms or strategies were effective in achieving different outcomes. Improved social change programming depends on understanding and translating these mechanisms and strategies effectively into programme design and management

In this assessment, the case-study approach had the overall purpose of exploring how change happened with regard to realising youth sexual and reproductive health and rights in different contexts. This was achieved through building a collective in-depth understanding of the perspectives of young people, staff and broader stakeholders in the local communities and in policy and programming decision-making locally, at country and regional levels and in the IPPF Central Office.

Rights-based participatory research

The case studies took a rights-based approach and included the participation of rights holders. Young peer educators designed, conducted and analysed their research to provide evidence on issues that they prioritised as key to recognising sexual and reproductive rights for marginalised young people in their local context. Their analysis formed the basis for the analysis for the rest of the A+ assessment. Case studies explicitly recognised sexual and reproductive rights as integral expressions of basic human rights, where progress toward claiming them was a research objective. The research prioritised the perspectives of different stakeholders, including the direct beneficiaries and rights holders: young women and men. It was grounded in the IPPF commitment to sexual and reproductive rights and sexual rights being inalienable basic human rights. It followed an ethical research framework (see section 2.2), including understanding inclusion, gender, and non-discrimination.

Choice of locations

Panos London and IPPF Central Office worked together to select four A+ projects to be the country case studies, using the following criteria: a regional spread of countries on different 'tracks'[5] of the components that make up the A+ programme; the extent to which there is an opportunity for learning that can be gained from implementation of A+ across different IPPF regions; and the capacity of the Member Associations to be involved in logistics and co-assessment of the programme.

The case-study locations were in: East and West Africa (Kenya, track 2 and Benin, track 1), South Asia (Nepal, track 1) and Western Hemisphere (Nicaragua, track 1). The research aimed to describe the context and to ask questions to understand youth realities, and how different mechanisms have resulted in outcomes across the different contexts of the cases.

Where there were multiple sites for implementation in an A+ country, these were the criteria used to choose the assessment site:

- Implementation of the A+ project over the longest time, so there is a lot to learn (i.e. activities were robust and there will be rich stories to tell about the project) and/or the site where you feel the most significant achievements and changes have been made

- The site can accommodate the workshop: there is a suitable workshop venue, close to the consultant's and co-facilitator's accommodation

- The site can be reached within half a day from the Member Association's Head Office, so that travel time can be accommodated within the existing schedule

Telling the A+ story of change with youth co-assessors: Participatory research methodology

The Panos London approach was based on evidence that learning and participation are the foundations of positive, inclusive organisational development and change, successful and effective programming and value for money. Meaningful participation of young people and Member Association staff in countries contributed to strengthening their reflection, evaluative thinking and their capacity to analyse and use data for planning and action. Through the methods used in the country case studies and described in this guide, the process contributed to building safe spaces, trust and on-going dialogue, with the substantive involvement of young people, to drive planning and suggest improvements for implementation strategies.

Given the scale and available resources for the global assessment, the participatory methodology was used in a specific component of the four country case studies. The youth co-assessors in the country case studies determined the issues that they researched and how they wished to present their stories. Telling the story of the A+ project from the perspective of young people who were directly involved resulted in a different and critical perspective that could not be gained from carrying out research with adults and staff and from documents.

The young co-assessors told their stories of context and changing sexual and reproductive health and rights in the locations where the A+ programme was implemented. The use of critical stories of change[6] and photo stories were validated ways of facilitating young men and young women to reflect on their situation and express their knowledge, issues and impact on them to different levels of decision makers and management. Youth participants were holders of knowledge, researchers and co-assessors. They were best placed to describe what it meant to be young in their given contexts, what the different aspects of

the A+ project meant to them and what changes it brought to their lives. The Panos methodology put the young people's contributions at the centre of the analysis and learning, not just using them as information gatherers or as sources of information analysed by others. The Panos approach was sensitive to power relations in the local context, as well as power dynamics in assessments themselves, seeking to minimise or eliminate bias that might come from extracting young people's information out of context or having it become tokenistic in a larger analysis.

Examples of the questions young people sought to answer

What is your story: What in your life helps you to fulfil your rights?
What do you see as barriers to realising better sexual relationships and behaviours?
How do you express your sexuality, and why?

The main means for involving young people in the assessment was through a five-day workshop carried out at one of the A+ project sites (see also Section 3). The following pages of this guide describe in more detail how this participatory research methodology was organised and carried out in each of the four case-study countries.

Overview of the participatory workshop with young people

Prior to the Panos A+ assessment team member's visit, the Member Association was asked to choose a core team of 8 to 10 young women and men, who were involved in the A+ project, to participate in the participatory research workshop to be trained and facilitated to be the joint co-assessors and informants. Ideally, the group was equally female and male and included young people who would be considered by the Member Association as being marginalised.

In the participatory workshop, the young women and men received training on how to identify issues of importance to them ni their local context and conduct ethical interviews with their peers and other members of the community. They also received training on the ethical research framework[7] (see section 2.2), and learnt how to give informed consent to their participation in the assessment and consent to their evidence being used. Ethical research training also covered the need to get verbal consent from other participants in gathering evidence for their photo stories and how to document the consent they received from people they photographed and interviewed (see Appendix 1).

They were trained on how to use cameras and compose photo stories, including how to work in a participatory way with their peers and with other people in the community, using photography to collect evidence and create photo stories.

The young people then spent two days collecting data, guided by the training they had had in how to conduct sensitive and ethical interviews with different types of interviewees and in different situations in the community. Young people worked in pairs. They were encouraged to go out into the community and to find a range of people to interview, paying attention to age, sex, power, income and other social and structural factors. They could contact the Panos assessor or the workshop co-facilitator for guidance at any time. At the end of each day, they met at the workshop site to download their pictures and share any challenges and successes they might want to mention. It was also a chance to identify and discuss emerging themes.

In the post-data collection analysis session on the final day, the youth co-assessors prepared PowerPoint presentations of their photo stories and presented them to the other workshop participants. The young people then

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Ethical research covers how to represent people's perspectives with dignity, and how to get the stories and interviews they would like in the time that they have available.

discussed the stories, drawing out themes from the stories. They reflected on others' perspectives of their own stories and analysed together the information they had gathered.

Then, the Panos assessor and co-facilitator worked with the young people to co-produce an overall presentation, which included the young people's information, information from people they interviewed, their analysis of their findings, as well as their pictures and excerpts from their workshop presentations. The co-created presentation ensured that the voices, knowledge and findings from the young women and men who participated in this research was conveyed directly and in the correct context to other stakeholders. Where possible, young people presented their findings to local decision-makers and the Panos assessor used this presentation to present the young people's research to the Member Association staff at the project site and key local stakeholders, Member Association staff at the Head Office and to the IPPF Regional Office staff.

2.1   Themes and questions for the A+ assessment

The Panos London A+ assessment team identified the following themes to guide the in-country assessments. The themes were identified through discussions of the assessment questions in the initial terms of reference IPPF provided in the tender for the assessment, the desk review and an initial workshop with the IPPF Central Office staff who commissioned and manage the assessment and IPPF staff involved in adolescent programming and monitoring and evaluation (M&E):

1. Different perceptions of youth SRHR
2. How change happens in varying contexts
3. Programme operations
4. Organisational systems, relationships and partnerships
5. Overarching: youth participation
6. Overarching: social drivers of inequality (including gender)
7. Overarching: advocacy
8. Value for money and sustainability

After identifying the key themes, the specific questions were developed and explored in detail with young people, Member Association staff, IPPF Regional and Central Office staff working on the A+ programme and other key stakeholders at country level. A selection of these questions was included in an online survey to all of the 16 Member Associations participating in the A+ programme. The online survey ensured that the assessment included the perspectives of all of the participating Member Associations. The themes and questions are summarised in Appendix 5.

1.5   Participatory analysis, iterative feedback and validation

Participatory analysis was central to this participatory research approach, and a main characteristic that set it off from other peer-led review methods. The first element of participatory research was engagement with young people in collecting information and sharing knowledge. Youth co-assessors analysed their own researched stories to illustrate issues that they wanted to raise more broadly with other A+ project stakeholders. It was this participation in the analysis that ensured that their information and perspectives were central to the assessment.

The research process was iterative and built on learning gained throughout the process. The Panos assessors used participatory methods in interviews and focus group discussions to delve more deeply into issues raised in the participatory research with young people, to gather new information and to clarify and validate information already gathered.

Panos assessors presented young people's perspectives directly to Member Association, IPPF Regional and IPPF Central Office staff. In this way, the young peoples' co-produced assessment findings were fed directly into learning for ongoing sexual and reproductive health and rights programme development and for improving organisational policies and strategies.

The use of the assessment themes and questions (see Appendix 5) ensured that analysis was structured and consistent, allowing comparisons across the A+ programme.

Iterative sharing for participatory analysis, feedback and validation

The learning and analysis collectively developed during the case-study visits were shared in the following ways:

- Youth co-assessors prepared presentations of their perspectives, findings and analysis for key Member Association A+ project staff, other Member Association staff, local board members and other local decision-makers at the project site where the workshop was held;

- The Panos assessor shared the youth co-assessors' presentations with staff at the Member Association Head Office, which then acted as the basis for more in-depth discussions, analysis, feedback and framing for covering assessment questions designed for the Member Associations;

- Iteratively, the Panos assessor shared the youth co-assessors' presentation and information gathered at the Member Association level with A+ staff at the Regional Office, as the basis of in-depth discussions, feedback and framing for assessment questions designed at the Regional Office level;

- The Panos assessment team shared drafts of the case-study reports with the IPPF Central Office, Regional Offices and Member Association staff and incorporated their feedback in the assessment;

- The Panos assessment team carried out an online survey of all 16 participating Member Associations, based on the assessment themes and questions and informed by the findings from the country case-study research;

- The Panos assessment team presented the summary findings from all four case studies and preliminary findings and lessons from the overall assessment with staff at the IPPF Central Office and feedback was incorporated into the assessment. A presentation prepared by the Panos London Team to share at all levels.

2.2   Ethical Research Framework

Panos London used an ethical research framework that was based on its own draft ethical research guidelines and IPPF's child protection policy guidance[8] and the following three main objectives for this particular project:

1.   **Keeping children and young people safe**

2.   **Ensuring there is an inclusive and thoughtful process**

3.   **Facilitating research that is worthwhile to the participant**

Using the points listed below, these objectives were discussed with the young co-assessors to establish what they understood by them, to reach agreement about how they would be reflected in the workshop ground rules and how to use them in planning and carrying out their research. Ethical informed consent and confidentiality forms can be found in Appendix 1.

1. **Keeping children and young people safe**

- Planned the safety of the co-assessors when doing the fieldwork, for example, they worked in pairs and had clear timetables of where co-assessors would be and when;

- Facilitated spaces for discussion of awkward issues relating to sexuality and other personal issues;

- Trained young co-assessors and the Member Association co-facilitator about ethical interview and research protocols and how to use ethical consent forms;

- Agreed with participants their identification, including a discussion of how people would be referred to in the text, for example, by age and sex or title, and that all participants would be thanked personally in reporting, unless they declined to be acknowledged or because their safety was at risk;

- Agreed with participants about confidentiality and how to use fictional scenarios, so that their identity is not obvious.

2. **Ensuring there is an inclusive, thoughtful and meaningful process**

- Created a safe space to talk about sexual and reproductive health and rights;

- Ensured that there was a detailed understanding of context and issues relating to sexual and reproductive health and rights in that context, partly through working with a local co-facilitator;

- Ensured understanding of concepts and issues around inclusion, stigma, discrimination, and representation;

- Made sure diverse voices were heard and strove for an inclusive process, where different people are involved, taking into account issues of disability, varying ages, sex, gender, ethnicities, religions and local languages/dialects as far as possible;

- Used appropriate body language to recognise power differentials;

- Practiced being good listeners;

- Considered whether the young co-assessors were representative, especially whether they included marginalised young people that the A+ projects have tried to reach.

3. **Facilitating research that is worthwhile to the participant**

- Created transparency about expectations and was clear about what is and is not possible;

- Established a clear understanding of what the assessment research is and how it would be used;

- Raised young people's voices through a range of media including audio and photographs;

- Provided a comfortable setting, refreshments and social events and opportunities;

- Ensured awareness of travel policies and per diems locally;

- Ensured the research was dynamic and flexible to local timing and context;

- Included young people as part of the assessment process including identifying, planning, carrying out, analysing and reporting their own research, and avoided tokenism;

- Provided the opportunity for different stakeholders, including young people, to feedback on the country research findings and reports.

3   A+ assessment country case-study visits

The following section provides a detailed account of what happened during the country visits by Panos assessors. Agendas for the key meetings and workshops are provided below and the notes refer a selection of tools in Appendix 3.

The Panos assessor started their country visit with introductions being made to key stakeholders at the Member Association to review and confirm the visit objectives and plans for the workshop, interviews and meetings later in the visit. One of the initial meetings was always with the A+ manager or staff member working on the A+ project.

The initial meeting about the A+ project concentrated on the Panos assessor being able to situate the A+ project in that particular organisational and country context relevant to understanding sexual and reproductive health and rights in the wider context. Initial findings from the desk review were shared and discussed, along with Member Association A+ project theories of change. This meeting also ensured that final logistics were in place for travel to the project location and carrying out of the participatory research workshop with youth.

> It was important that they understood that the key objective of the A+ assessment was to place young people at the centre of the assessment process to provide participatory research-based learning to feed into future strategic thinking and programming.

3.1   Finalising preparations for the participatory research workshop co-facilitation

Prior to the visit, Panos A+ assessment team members explained the value of having an appropriately skilled co-facilitator to work with the Panos assessor. The Panos assessor was a skilled facilitator of participatory research methods and working with young people. However, given the scope of the workshop and language and cultural differences, it was valuable to enlist a co-facilitator for the workshop. This also serves to build participatory facilitation capacity in the Member Association.

Ideally, the co-facilitator was familiar with the A+ project, had existing participatory facilitation skills and was interested and available to facilitate throughout the five-day workshop. They would have some experience facilitating as part of a team, and with the methods and exercises that were used in the workshop. Co-facilitators were skilled at asking the 'why' questions and in being sensitive to following important leads as stories unfolded in particular contexts. Having a co-facilitator who was known to the young people helped build their confidence that the workshop was safe space and confidence to address sensitive and personal issues and to define their own stories.

Having a local co-facilitator allowed the inputs of the Panos assessor to be translated into local languages (when English, French or Spanish were not the most appropriate to convey meaning) and responses translated back to the Panos assessor. The co-facilitator was expert at interpreting body language and cultural issues that the Panos assessor might have missed. The co-facilitator helped to ensure that the workshop ran smoothly and that other meetings between the assessor and stakeholders were arranged.

Key responsibilities of the co-facilitators

- Co-manage participatory exercises, which included explaining the exercises, ensuring needed materials were distributed and working correctly, and answering questions from participants

- Co-facilitate large and small group discussions, explaining the exercises, offering encouragement, listening for conflict or confusion, ensuring equal access to discussions and respect for the ground rules, facilitated discussions

by using why question prompts and helping participants to pick up on topics and explore them further than they would on their own.

- Help manage the photo story process of organising the teams, offering them support as needed, helping to download, label and store audio and visual products generated by the participants.
- Co-facilitate group discussion and analysis of the young peoples' findings and experiences.
- Help participants make PowerPoint presentations
- Contribute to an open, relaxed, confident and fun workshop environment.
- Organise food and refreshments
- Organise any reimbursement arrangement with participants
- Take photos and audio that can contribute to documenting the assessment
- Translate as required.
- Running sections of the workshop in local languages.
- Help make needed local arrangements for the assessor

The main way to transfer capacity and shared understanding of the participatory assessment approach was through the close and ongoing collaboration of the co-facilitator with the Panos assessor throughout the country visit. When the co-facilitator did not have much experience with participatory workshops or methods, the Panos assessors endeavoured to mentor them during the workshop and in the evenings. This approach worked well.

Logistics for the workshop and visit

The Panos assessor relied on the Member Association to arrange all local logistics and transport for the visit. The assessor communicated with the Member Association prior to arrival to select a local A+ project site to be location for the workshop and community-based stakeholder interviews. The Member Association arranged for a workshop venue suitable for 10-12 young people and two facilitators to work comfortably.

Equipment

A full list of what equipment was needed and set up of the cameras can be found in Appendix 2.

Certificates

Where participants expected certificates for participating in the workshop, it worked best to have the Member Association be responsible for generating them.

During the workshop

During the period of time when the young people were researching their own stories, the Panos assessor and co-facilitator were shown key A+ project activities and worked with some focus groups of different stakeholders, including other young people, parents, service providers and Member Association partners. At the end of the workshop, the co-produced presentations were shown to local Member Association staff and key stakeholders invited to the session.

After the workshop, back in the capital and Member Association Head Office

After the participatory research with young people, the Panos assessor carried out information gathering with Member Association staff, including finance, advocacy and youth participation staff, as well as with wider national-level stakeholders.

Figure 2
Overview of the A+ assessment team member in-country schedule

Day	Who	Main Assessment Tasks
1	Head Office A+ manager	Greeting staff in Head Office. The story of A+ How change happens, descriptions of the context. Travel to project site.
2	Co-facilitator Interviews with main staff in project site	Meeting with co-facilitator to agree strategy for the week. Work with A+ staff on the story of A+, A+ objectives and levels of youth participation, gender and advocacy, value for money and sustainability. Prepare for workshop.
3&4	Core team of young co-assessors	Workshop with young people: To address the questions: How does it feel to be young and how are SRHRs realised and comprehensive sexuality education and youth-friendly services perceived. The team takes part in a series of participatory tools as planned in assessment that they then use with peers. Training on facilitation and research plan.
5&6	Peer research and FGDs	Young people carry out their own research: co-assessors work with peers and people in the community on stories with support when required. Panos London team member and co-assessor also do FGDs with key stakeholders identified with team – young people, parents, service providers.
7	Core team of young co-assessors	Workshop with young people: team analysis and planning presentations.
8&9	A+ staff Key players in Head Office Other stakeholders	Feedback presentations with young people and from others at project site to the Member Association headquarters, further discussion with Member Association staff and other stakeholders to discuss stories of young people and the strategies/ mechanisms that have worked and that have been challenging, children's participation, gender, value for money and sustainability.

The assessor gave a presentation to the Member Association staff in the Head Office of the co-produced presentation of the young peoples' stories of change and facilitated discussions about them. The assessor checked that all of the assessment themes had been covered, including addressing the strategies and mechanisms that have worked and that have been challenging and value for money.

Regional Office visits

In two cases, the Panos assessors were able to meet with relevant Regional Office staff to explore different perspectives and to discuss details of the stories of change generated by the youth-led participatory research. In the other two cases, the discussions with the relevant Regional Office staff were conducted over Skype.

Meeting with Member Association, Family Health Options Kenya

List of meetings and agendas

Initial meetings with Member Association staff

Where: In Head Office or Project Site
Who: Key A+ staff in Head Office
Objective: To understand the story of the A+ Programme
Time needed: – 0.5 day

Figure 3
Initial session with Member Association staff

9
Theory of change is not a simply defined term. It is about a critical and reflective way of thinking about project design and management. This way of thinking is used to express an understanding of changes sought, by taking into account complexity, critical thinking about context, assumptions, the actors and actions involved in working toward and achieving that change. In the A+ project, the triangle approach is a visualisation of a combination of priorities and intervention areas, in the context of an IPPF vision for sexual and reproductive health and rights for young people that will lead to transformative positive changes for young people. Transformative changes are ones where individual and collective political, economic, social and cultural norms, relationships and institutions are changed in ways that make them more equal and more just. (Eguren 2011: p.5). Further reading on theory of change: Eguren, I. (2011) Theory of Change: A thinking and action approach to navigate the complexity of social change processes, The Hague: Hivos; Vogel, I (2012) Review of the use of 'theory of change' in international development. London: DFID.

Session	Activity	Notes/ Toolkit
1. National and local perspectives and introduction to the story of A+	The changing context of young peoples' sexual and reproductive health and rights A+ programme theory of change[9] Check Member Association service statistics from desk review	How change has happened over time and how this has fitted in the broader context See Tool 3 and 7. Using post-its and questions to define the vision, outcomes, conditions for change and the role or added value of work of the A+ project, as defined locally Take stats to check

Meeting with co-facilitator

Where: Project site
Objectives: To get to know each other, purpose of review, discuss Panos London approach, context issues, workshop details, timing and roles
Time required: 0.5 day

Figure 4
Agenda for meeting with co-facilitator

Agenda	Activity	Notes/ Toolkit
Introductions	Team member and co-facilitator exchange details about previous experiences as facilitators, and experience with participatory research methods	Space and room is important to plan with facilitators, also plan roles and energizers for the next day. Facilitators can help with taking pictures, audio and running energizers as well as other aspects of the workshop that they feel comfortable with.
Discuss with aid of guide	- Roles of PL team member, co-facilitator, co-assessors - PL approach and research themes - Overall timetable and agenda of workshop - Issues of local context, language and body language - How to work together	
Workshop details	PL assessor and co-facilitator review and practice the workshop methodologies (see Appendix 3 for full details) 1. Introductions, expectations, ground rules, setting the dynamic for safe sharing, and that 'I am the one who doesn't understand, they are the ones with the knowledge' – their stories and perspectives are important. No right answers. 2. Looking at young people's sexual rights, changes over time, aspirations, A+ achievements, challenges and outcomes. Identifying stories of change to explore through field work. 3. Introduction to using cameras, camera practice and feedback etc. Planning and preparing to document and tell the stories – what makes a good documentary or story, multiple perspectives, different media – illustrate (show don't tell) etc. Give young people cameras overnight to take some pictures of neighbourhood and facilities.	

Participatory research
workshop, Benin

3.2 Participatory research workshop with young women and young men

This workshop is divided into three main parts: an initial 2-days of workshop sessions; 2 days of data collection and 1 workshop day of analysis. It has the following four objectives that will lead to co-assessors trained up in participatory research,produce stories of change, and generate findings about youth perceptions of these changes, issues and needs that can be directly conveyed to decision makers and other stakeholders. Specifically:

1. To understand the perspectives of young people on changes in youth SRHRs over time;

2. How A+ Adolescent programming has contributed to changes;

3. Train a team of young co-assessors to carry out investigation into key issues that they identify;

4. Co-analyse youth-led research findings;

5. Co-produce presentations of their findings

The team member can take advantage of informal (but on the record) conversations with A+ staff on site throughout workshop period about project, context, advocacy, comprehensive sexuality education and youth-friendly services

Initial workshop sessions
Who: 8-10 young women and men; assessment team member (lead facilitator), Member Association co-facilitator
Where: project site
Time: 2 days full-time for facilitated informant discussions and training; 2 days data collection in the community; 1 day analysis and presentations

Figure 5
Sessions 1-3 Agenda, Days 1 and 2
(see Appendix 3 for list of Tools)

Session	Activity	Notes/ Tools
1. Establishing Trust and Making a Safe Space	Introductions	Take time for this – use invisible ball and some fun theatre name games, actions for things you like or writing with your waists. Also discuss ground rules (see Tool 1).
	Introduce assessment Expectations and agenda	What is the assessment/research? Why are we here? Discuss expectations and introduce how much young people know and have been involved. Use of physical ranking lines (see Tool 2) to find out how much they know about Member Association/A+ , what they think about youth participation, exploring issues about marginalised youth and who has been involved. Also level of support of the young people by family and in the community.
	Setting the safe space to work	Re-emphasise - who has the knowledge? Language to work in (see Tool 1) Pull out key principles from project's ethical framework – for example: Is it worthwhile and for who? Is it fun? Does it affect anyone else negatively? Is it a safe and secure? Are people treated with respect? Feed this into ground rules
Ethics-important to introduction and gaining buy-in	Introduce ethical forms	The youth-led co-assessment will only work if participants feel it is worthwhile and so the assessment needs to be introduced really clearly using the Introductory information sheet and ethical consent forms (see Appendix 1).
	Stories of change in youth SRHRs over time	How change happens, pulling out issues of context – discussion (see Tool 3). Also discussions about changes experienced/ would like to experience. Draw out aspects of Context that facilitate/ hinder SRHRs. Can also refer to ranking lines on family and community (see Tool 2.)
2. Introducing Young People to Cameras And Discussions about Rights, Outcomes and Context **Evening and next morning**	Introducing young people to cameras and taking good photographs	See Tool 4 parts I and ii about photo story and use of cameras in Treasure Hunt activity Body language – statues of good and bad interviews (see Tool 1)

	Draw out outcomes of change	Positive and negative scenarios regarding sexual relationships and behaviour and what you would like this to look like – outcomes. What are our assumptions and how has A+/Adolescent Programmes and mechanisms achieved outcomes (see Tool 5).
	Photo story challenge Review photo stories Identifying stories of change	Tool 4, Part 3 How to show and tell the story, asking questions Need to let half young people take cameras and then the othe half analyse and present as only limited (5) number of cameras
3. Issues of gender, inclusion and marginalisation. How to identify, show and tell the story	Recap and addressing gender, inclusion and marginalisation	Eyes and ears from day before recap, or recap using ball, or round in a circle. Groups of young men and young women pick out three key gender points and then discuss. Broaden out discussion to other issues of inclusion and discrimination. Then identifying barriers, and facilitators leading which issues to investigate.
	Understanding youth perspectives on A+	Young people's experience of A+, understanding difficulties and what has worked well. What would you invest your own money on? World café style (see Tool 6) or small group discussions to identify themes and cluster them. Incorporate gender analysis by splitting groups by gender and/or colour coding post-its/ cards.
	Planning the work (story gathering)	Identify 3-4 key issues to investigate investigate in pairs/groups of young people (see Tool 4, Part 3)
	Responsible Practice	Ensure young people have resources (cameras empty with batteries) and ethical forms and permission organized where needed Plans for groups shared Trouble shooting and point of contact (see Tool 4, Part 4)

Note: Energisers through the 2 days will be needed, led either by the participants or by the facilitators. Facilitators need to bring a list of ice breakers and energisers to have ready to use.

Young people's research

Who: Teams of youth workshop participants
Objective: For young co-assessors to carry out their own research into four areas they have chosen for investigation into issues of programming and context in youth SRHRs planned during workshop
Time: 1 to 2 days. If community research is planned for two days, a rest day may be inserted in between.

Figure 6
Agenda for 1 or 2-day youth research

Day	Activity	Notes/ Tools
	Teams of co-assessors take photos and interview people in their community	
After half day or evening (if possible in remote locations, otherwise plan mentoring)	- Reconvene to feedback on initial experiences - Revise plans as needed - Download photos from all teams, tag to keep organised	
Day 2 (if scheduled)	Teams of co-assessors work in the community as on day 1 Reconvene to feedback and download photos	

Focus group discussions (FGDs)

Who: young people, peers not involved in the workshop, parents, teachers, service providers
Objective: To gather different perspectives on changing youth SRHRs and how different mechanisms work to produce different outcomes in the changing context
Time: Assessment team member carries these out during youth fieldwork days (estimated time needed - 6 hours)

Figure 7
Topic notes for carrying out Focus group discussions (FGDs)

Session	Activity	Notes/ Tools
FGDs to gather different perspectives on SRHRs locally	Introduce assessment, using the introductory sheet; get informed consent	see Appendix 1
	How SRHRs understood and how change happens in context	Understanding of SRHRs and how this is translated into work in service delivery and advocacy. Stories of change in youth SRHRs over time. Changes experienced/ would like to experience Draw out aspects of Context that facilitate/ hinder SRHRs

		Through discussion although if group can do photo activity on SRHRs and YFS and see Tool 3. 2a and b
	Outcomes and contribution of A+	Draw out outcomes of change How has A+ affected this change – outcomes from A+/Adolescent Programmes and mechanisms that have achieved outcomes

Workshop (analysis and presentation) with young people

Who: Youth workshop participants
Objective: To facilitate young co-assessors to analyse and present their research/ investigation and draw out key findings and messages
Time: final day of the workshop/all day

Figure 8
Outline notes for analysis and presentation

Session	Activity	Notes/ Tools
1. Analysis of findings and preparing presentation	Feed back on experience	Best and worst thing about fieldwork Check ethical processes Re-introduce staff as resource person Analyse in pairs - 2 pairs in Group 1, 2 pairs in Group 2
	Prepare the stories and presentations	Group 1. prepares photo story Group 2. discusses findings/ messages in common Swap Group 1. discusses findings/ messages in common Group 2. prepares photo story Groups present Discuss findings across photo stories Construct presentation Re-visit consent forms and agree on anonymity and recognition
2. Presentation	Young people and facilitators present analysis and recommendations	Young people present to local decision-makers their research findings, analysis and recommendations prepared on power point. Facilitators also present methodology and overall recommendations so far to verify.

Presentations and Further Discussions

Who: Workshop participants, team member and Member Association staff at project site
Objective: For youth co-assessors to present the key findings and messages to Member Association staff and other key stakeholders at project site

Figure 9
Agenda for the presentation of key findings and messages

Session	Activity	Notes/ Tools
1. Present findings from young people's stories	Presentation of process of the assessment research	Note: Previous presentation of PL also included questions to be asked of Member Association as well as messages from young people and their presentations: - Being young in [insert location] - Talking about sex - Findings of research in stories/ pictures relating to issues - What has worked best/ what has been done and achieved - What is there left to do - What have you found difficult or what could be done differently - What could be built on
	Presentation of findings and key messages from co-assessors and Panos London team member	
	Questions and discussion (some of which will still be discussed in Member Association) of findings to be taken to regional and Head Offices	

Meeting with key staff from Member Association in the Head Office

Objectives: (1) To understand key issues relating to how A+ fits into broader Member Association work; (2) to assess the effectiveness of A+/Adolescent programming and to draw out any learning; and (3) to convey the co-produced presentation about the youth-led research and get Member Association staff reactions, as part of validating the participatory research findings.

Session	Activity	Notes/ Tools
1. Further details on assessment and how A+ fits with broader work in Member Association	Any questions about assessment research and ethical protocol	

	How A+ fits into broader work of Member Association	Diagram of Member Association country programme then discussion – different themes, priorities and structures. Also how does it fit with 5 As, advocacy, governance etc.
	Objectives of A+	Explanation of youth programme – actual and planned activities, scoring objectives (see Tool 8)
	Context/mechanism/ outcome links	What would you plan and for what outcome and why? Explore causal links between mechanisms and outcomes (See Tool 9)

Meeting with Member Association finance and M&E – 1 hour

Objective: To understand information flows and what information is of value

Session	Activity	Notes/ Tools
1. Information flows and value for money	Information flows and what is used	Relationship diagram (See Tool 9)
	Check stats from desk review	Take stats to clarify
	Value for money and sustainability	Discussion or ranking (See Tool 10)

Meetings with broader stakeholders – 1 hour

Objective: To understand external view of A+ and assess whether relationships have been productive

Session	Activity	Notes/ Tools
1. Understand relationships and assess A+	Introduction to assessment	Use info sheet and discussion
	What they know about A+/Adolescent programming and power dynamics	Relationship Diagram (Tool 9)
	A+ Objectives	Discussing or scoring objectives of the A+ (see Tool 8)
	Value for money and sustainability	Discussion or ranking (Tool 10)

IPPF Regional Office engagement

The perspectives that emerged from the country A+ project sites and Member Association Head Office level were shared and discussed with staff working on the A+ programme in the Regional Offices. In instances where the Panos assessor could meet with Regional Office staff directly, they facilitated sessions, using some of the tools provided in this guide (ref appropriate appendixes) to explore issues of how change has happened in the A+ projects, organisational relationships and systems important for A+ implementation, and value for money.

Engagement with the Regional Offices was important to the assessment. It provided the means to translate the findings from the research with young people directly to staff at this organisational level, which enhanced the depth and quality of the discussions, feedback and perspectives from this level.

Day	Who	Tasks
Day 1, 2 hours	Key players in adolescent programming in any way, including finance staff	Presentation of key findings from Member Association level visit
Rest of Day 1	Selection of above	Theories of change, descriptions of the context, strategies/ mechanisms that have worked and that have been challenging, organisations and systems, relationship, value for money

Agenda for Presentation and Discussion - Day 1, 2 hours

Objective: To feedback from Member Association level and gain some understanding of A+ at Regional Office level

Session	Activity	Notes/ Toolkit
1. Presentation from Member Association level and discussion	Introduction to assessment and ethical framework Presentation of process, findings and key messages by PL team member Questions and discussion of findings	Presentation given at Member Association

IPPF Central Office

An initial workshop was held with the A+ team to explore how change happened in the A+ programme and how A+ has fit with the broader IPPF organisational systems and policies at the global level. The A+ Central Office project officer for the assessment participated in the first country case-study visit, which piloted this guide and the case-study methodology. This helped to build understanding of the approach and feedback during the pilot strengthened the approach.

Collaborating on learning methodologies with users at all levels adds value and strengthens the usefulness of the assessment. The Panos assessment team continued to share revisions to the guide and drafts of country studies with the A+ staff and the IPPF Central Office, and held regular discussions with them.
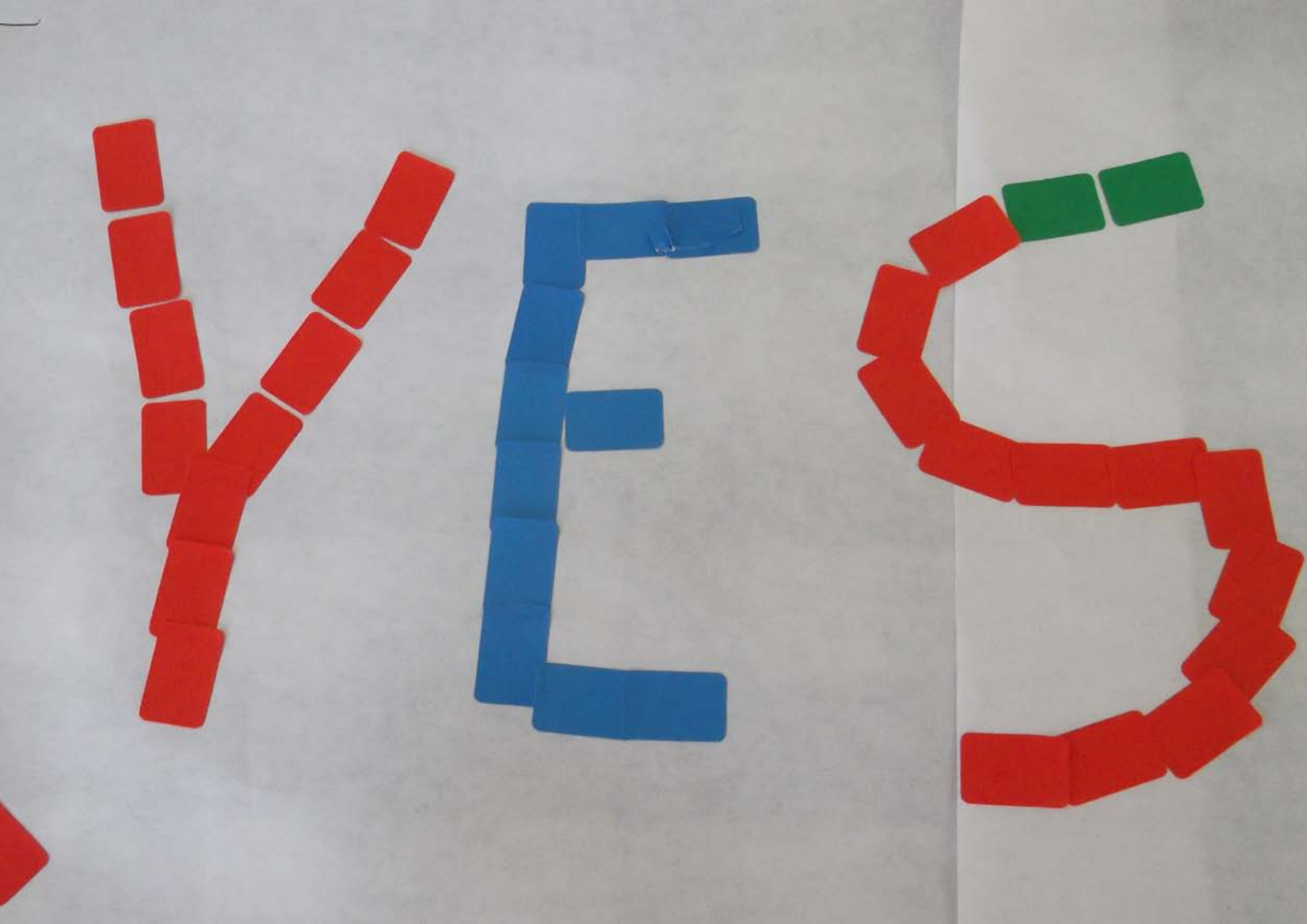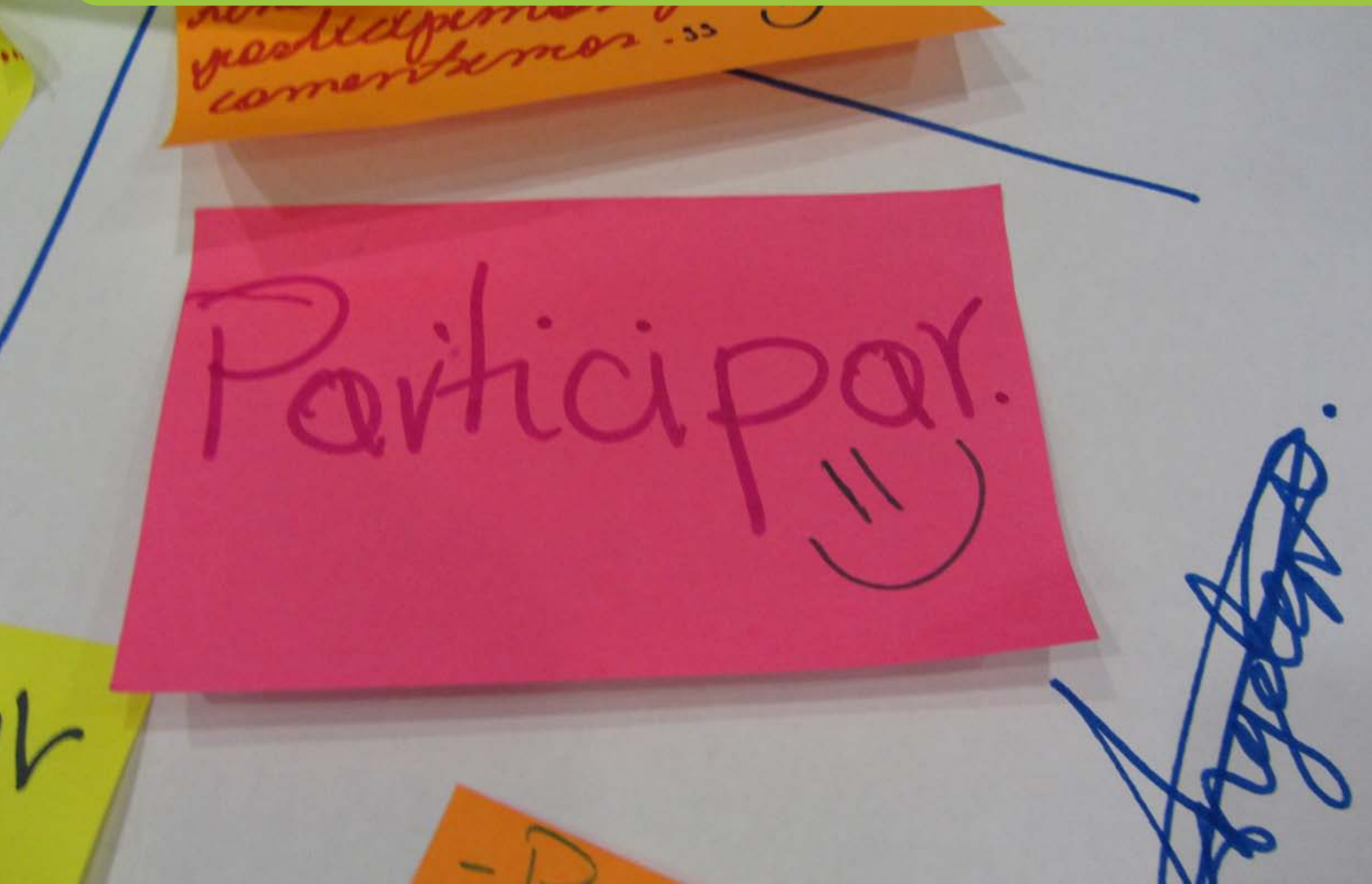
Appendices

Appendix 1: Information sheet, informed consent form and confidentiality agreement

Appendix 2: Resources needed for participatory research

Appendix 3: Tools to help to explore themes in participatory workshops with youth

Appendix 4: Guidelines for A+ assessment team members cocumenting assessment research activities

Appendix 5: A+ assessment themes and questions

Appendix 1: Information sheet, informed consent form and confidentiality agreement

Notes on using Information Sheet/Informed Consent form

The youth-led co-assessment will only work if participants feel it is worthwhile and so the assessment needs to be introduced really clearly using the Introductory Information Sheet and ethical informed consent forms.

After adapting the location specific information as needed, both of these forms can be printed out double-sided to leave with each of the young researcher workshop participants. Each of them will need to complete and sign two copies of the form. They will keep one copy of the form as a record of their participation and consent, and the other will be kept by Panos London and IPPF as a record of their consent. If photocopying is available, the participants can complete and sign one form, which can be copied to provide the copy for Panos London and IPPF.

Assessment team facilitators should make sure they have plenty of copies of both consent forms printed out.

In addition to this, there is a photograph consent form for the young co-assessors to take out with them to record, for each photograph, that they have obtained verbal consent from the subject(s) in the photo (shown by the subject's initials).

Please also see Panos London's ethical framework for working with research participants in section 2.2.

Note to facilitators: The [CAPITALISED TEXT IN SQUARE BRACKETS] require revision to reflect the details for which the form is being used.

CONSENT FORM AND INFORMATION

for taking part in [INSERT LOCAL PROJECT NAME] research

Why is the research being carried out?

The [LOCAL PROJECT] has been trying to make sure that young people have better information about sex and relationships, so that they can have more control and choices and know where to go for help, support and services. They have done this by working with young people, teachers and schools, parents and other local people, and the government.

Similar projects are going on in 15 other countries across the world, which together make up the 'A+ programme', which is managed by an organisation called IPPF. The A+ programme is coming to an end this year, and IPPF has asked us (Panos London) to find out how it has gone, what difference it has made, and what we can learn from the experience. This will help IPPF to plan new projects to help young people get the support, information and services they need for healthy sexual behaviour and relationships. It will also help the [LOCAL PROJECT] team to tell others about the work they have been doing, and the difference it has made.

How will the information be used?

The information we collect through this research will be written up into a report of the [LOCAL PROJECT AND MEMBER ASSOCIATION] in [COUNTRY]. It will also be used for a report and multimedia presentation on the whole A+ programme. These will be given to IPPF, [LOCAL PROJECT] and the organisation which provided the money for the project, Danida. The reports and presentation may also be used by IPPF and [LOCAL MEMBER ASSOCIATION] to let others know about their work, or convince others (including the government) of the need for more work of this kind.

We promise

We make the following promises to you:

•   We will use the photos to present a dignified image of you, young people and your community, and only to illustrate the issues and changes related to the [LOCAL PROJECT].

•   We will give you the opportunity to review the photographs taken before they are used.

•   We will not give identifying information with the photos (except for first name and district)

•   In any photographs you took that we use in the report, presentations or multimedia product, we will use your first name only to give you credit for taking the photo

Your consent

By agreeing to participate, you consent to have the information you share at the workshop be used in Panos London's report and multimedia presentations, which may be seen publically, in your community, elsewhere here in your country and in other countries, unless specifically request otherwise to us now or any time you change your mind.

You promise to explain to everyone you photograph why you are taking the photos. You promise to obtain consent from people whom you photograph that they agree to have their photographs be used by the member associations, IPPF and Panos London for any reports, presentations, or multimedia product, You will get this consent from everyone you photograph by having them initial the photo log and consent form you will use when taking photos.

CONSENT FORM

Before you sign this form, you must confirm that you understand and agree to all of the following information.

I confirm I have understood the information about the assessment and have had the opportunity to ask questions

I understand that I am volunteering to take part. I am free to stop at any time, without giving any reason and without my rights to services being affected

I understand that if there are concerns regarding child safety and well-being the assessment team may have to let another responsible adult know

I understand that if I am under 16 my parent or carer also has to agree to my taking part

I (print name)   ....
agree to take part in the A+ Assessment.

Signed: ....   Date: ....

Signature of parent/carer ....   Date: ....
(if under 16):

Contact details:

Thank you for completing this form

Whom to contact if you have any questions or concerns:
[INSERT LOCAL COORDINATOR'S NAME AND CONTACT DETAILS]

PHOTO LOG SHEET

CAMERA NUMBER:

NAMES OF PHOTOGRAPHERS:

DATE(S):

IMAGE NUMBER	PERSON and	PICTURE SEEN (person writes their initials)	CONSENT GIVEN to use in report and public presentations (person writes their initials)

Signed: ....

Appendix 2: Resources needed for participatory research

Facilitation

The process requires a skilled facilitator who is confident to ask the 'why?' questions and follow important leads as a story unfolds in any particular context. It also ensures that as peer researchers, the young people feel confident to define their own stories and are given a safe space to do this so they feel comfortable in their participation and in addressing sensitive and personal issues, with the support of the facilitator(s).

Participatory workshop with youth

- Projector to show photos and presentations for young person's workshop
- Computer(s) to download pictures and create PowerPoints
- At least 5 small digital cameras plus memory card and extra batteries
- Memory sticks and extra CDs to leave with project and young people
- Audio recorder
- Flip charts and thick coloured felt pens/markers
- Post-its – at least 6 colours
- Coloured sticky dots
- Plasticine
- Coloured A4 (just a few sheets)
- Certificates, if culturally appropriate for workshops
- Making tape/ cello tape/ blue tack
- Plenty of refreshments and food, also lots of water
- Speakers to create youth club atmosphere (optional)

Support from the Member Association

- Logistical help with workshop including food, transport etc.
- Logistical help with cameras, downloading pictures, taking photos and audio recordings
- Logistical help with certificates and photocopying information and consent forms
- If the Member Association has someone available who is experienced in participatory methods and meeting facilitation, meeting facilitation can be jointly shared

Appendix 3: Tools to help to explore themes in participatory workshops with youth

The tools in this appendix are referenced in the proposed workshop agenda in the guide.

TOOL 1:
Establishing a safe space: ground rules, creating relaxed and comfortable workshop and interviewing spaces, establishing who knows what and what language(s) will be spoken

1a. Creating a safe space

An essential condition for equitable and open participation by both young women and young men is creating a relaxed atmosphere that encourages openness and free and respectful expression. Facilitators can do this by using games, energizers and ice-breakers. It is important to provide plenty of food and refreshments, especially water, where it is hot.

The layout of the chairs and tables should be informal and encourage interpersonal interaction and discussion. If the facilities exist, young people can play their own choices of music using available computers. In some contexts, such as in Nepal, participants may be comfortable with and want to sing, which can be encouraged, if it is natural in the given context.

1b. Ground rules

At the same time, ground rules are critically important in establishing and maintaining safe space. The goal of ground rules is to ensure that everyone agrees, from the start, that each person will demonstrate and maintain mutual respect. They are also important for maintaining and orderly process where the group accomplishes what it has set out to do. Ground rules are more effective when they are generated by the group themselves, where they discuss and agree on each one, ensuring common understanding and buy in. In these ways, these rules play a positive role, helping participants to be able to relax and feel secure about participating.

Safe space and ground rules are foundational to working equitably when young women and men are participating. Gendered relations in every society mean that young women may feel less confident, be more constrained about speaking and participating and their views can be marginalised, if the dominant discourse is gendered to male power.

1c. Agreeing on language(s) to be spoken in the workshop

In the initial session, young people are asked - how many languages do you speak? The facilitator can use ranking line style (see Tool 2 below) or have participants run to different parts of the room according to their answers, e.g. everyone who only speaks and asks questions in Kiswahili go to one corner and those who also use English to speak and ask questions go to the other corner. The facilitator asks who speaks [insert a local language or dialect]? And they move to a different corner. It can be helpful to discuss how different languages are used for different kinds of contexts and subjects.

A ground rule can be that the participants are allowed to speak any language in the workshop room. When facilitating in a language other than the language spoken by the Panos team member, the role of the co-facilitator is particularly important, although issues of bias need to be taken into account. Ideally, young men's and women's perspectives that are gathered through use of the visual tools would be directly translated.

1d. Establishing safe space for conducting interviews: Statues to explore body language

This exercise has young people split into two groups. Each group prepares a statue or freeze of a 'bad interview'. They show the other group who can then change the statue into a 'good interview, and discuss issues such as eye contact, body position and language, being at the same level, and not answering the phone during an interview. It is important to establish if the young people making up the 'bad interview' statue mind people moving them physically to make a statue of a' good interview'. If they do, then the other group can tell them how they want them to change their positions themselves. In some contexts, sex difference may matter, and it may be possible, as was the case in Nepal, for the girls to move girls and the boys to move boys.

These exercises can be useful when used alongside discussions about the ethical framework so that issues of informed consent, confidentiality, gender sensitivity and the process of research can be discussed fully, while also making sure timings and logistics fit in with the young people's lives and work.

> **TOOL 2: Ranking Lines: To explore different experiences of the local project, perceptions of youth SRHRs and young people's participation**

Ranking lines are an exercise where one end of the line signifies the positive some issue or condition that is being explored and the other end is the negative. For example, one end of the line represents happy, and the other end sad and the issue is who a person feels about dropping out of school to take a job. The line and the ends can be anything being explored, for example, in discussing advocacy, one end is a lot of experience of participation and the other end is for having none. Young people place themselves on the line. The facilitator then asks why they are there and how would they move up the line. It can also be put on flipchart to record the session as shown below or photos taken of the different ranking lines.

Different colours (dots and post-its) can be given to staff, young men and young women, so that there can be gender analysis of the information emerging from the ranking line exercises. This technique can also help young women to draw out issues that they may not otherwise feel comfortable about speaking out about in a group.

The ranking lines can be used to explore the following questions:

- What is the level of your participation in the project/programme
- What is the level of marginalised young people in the project/programme
- What level of support is there for SRHRs in your family?
- What level of support is there for SRHRs in your community?

Youth participatory research team carrying out the ranking line exercise, Nepal

TOOL 3: Exploring change: Constructing theories of change and understanding how change happens participation

There are different approaches of how to construct theories of change (ToC) and of how to understand how change happens. For example:

1. The Panos Team member could ask for three or four key activities of A+ programming to be put on post-its (e.g. advocacy training, mobile outreach etc.) and then placed under a column titled strategies/approaches. This see how these activities fulfil the A+ objectives, what conditions are needed for change to happen in order to reach the required goals/vision. The way in which change is constructed can then be discussed in relation to the theory of change from IPPF Central Office – integrated triangle approach[11] . Participants can be asked if the triangle approach make sense – or how could it be changed?

2. Taking the theory-of-change diagram constructed from the desk review (see Figure 10 as example), traffic light the different mechanisms: Green for went well in this context; Amber for implemented but some learning; Red for not implemented.
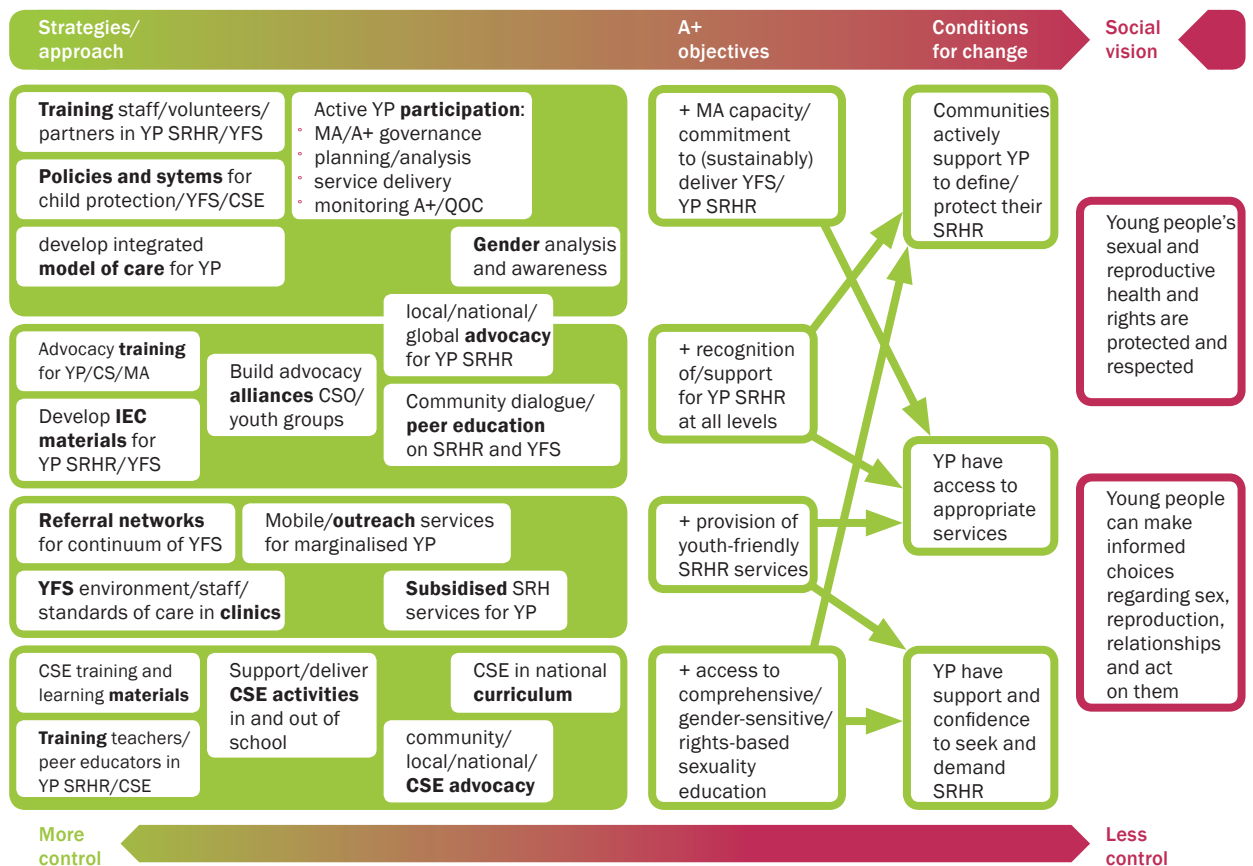
   Next to the stickers will be written '*WHY?*' and '*LEARNING?*' to allow further discussion of the particular aspects of context that led to the use of the different mechanisms.

3. Most significant change stories can be told by participants in the form of photo stories or drawings showing their journey on a road or river. Stories can then be used to develop narrative(s) which explore changes in context and the link between context and outcomes in youth SRHRs in the form of a drawing, such as a tree diagram exploring roots and fruits of change. The discussion of change can then lead to a more detailed description of context and an understanding of context-mechanism-outcome configurations in different contexts.

   It is also appropriate to gain an understanding of how the context and attitudes towards SRHRs have changed over time, pulling out key elements of the context that have influenced change. This could be done using a timeline in a group or individually, with indications of why change happened.

11
IPPF's integrated triangle approach is a theory of change which depicts three overlapping circles (Education, Services and Enabling Political and Social Conditions (which includes Advocacy), with cross cutting issues such as Youth Participation, Gender and Partnership (see Figure 1)

Figure 10
Theory of change diagram based on desk review

TOOL 4: Participatory research using photo stories: Supporting young people to use photo stories to gather and interpret information and explore change

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IMPORTANT EQUIPMENT NOTES FOR THE FACILITATORS
- Set the picture settings to automatic and resolution to best/highest quality
- Be very comfortable with how the camera works before trying to show anyone else how to use it, minimally:
- Know how to turn the camera on and off
- Know how to focus, use the zoom, snap the picture
- Know how to recall a picture to review it on the camera screen after taking it and how to reset it to taking new pictures after the review
- Know how to delete individual pictures after reviewing them on the camera
- Know how to download/transfer photos from the camera to the laptop
- Know how to delete photos from the camera memory
- Before the workshop, change the batteries in each camera.

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a. Introducing young people to cameras, taking good photos and treasure hunt

1. Before giving the cameras to the participants: COMPOSITION

Explain that the most important thing about taking a photograph is to think about the composition of the picture (what is and what isn't going to be in the picture).

Ask everyone to make a frame with their thumbs and forefingers (demonstrate this, as it usually takes a couple of goes for everyone to get it).

They should imagine that this is the frame to a photograph - ask them to move their arms around so they can frame a picture with lots of people in it and then a close up of someone's face and then just their eye.

Ask them to think about where people and objects are in the frame are they filling it, over to one side etc.

2. Hand out the cameras

Show everyone how to:

- Turn the camera on and off

- Take a picture

- Look at the picture

  Make sure everyone can do this before moving on. Encourage those who can do it quickly to help the others. If sharing cameras make sure everyone has a go. Then:

- Show everyone how to use the zoom

- Explain (and demonstrate) that it is always better to move forward rather than to use the zoom. There is less risk of blur from shaky hands

- Explain that it is important to pay attention to the direction of the light. Aim to have the light behind you or to one side not behind the subject of a photo because you lose detail. Let people try out taking photos with the light coming from different directions.

  Encourage people to move around until they find a good position where the light helps show what they want to show etc.

3. Treasure hunt

Purpose of activity: To get used to the cameras and to help think about different ways to take photographs set the group the task of a photography treasure hunt.

They have 15 (or 20) minutes to work in pairs and take turns taking the following 10 photos (change these to suit context but make sure there is a mixture of style etc. in there)

Encourage them to take a little time over each photograph, thinking about where the light is and to moving around until they get the best angle.

- A building
- A photograph of someone from a high angle
- A photograph of someone from a low angle
- Something blue
- Something that makes you happy
- Something that makes you sad
- A close up of hands
- A sign
- Someone or something that is moving
- The same face from three different angles

Go round during the 15 minutes and troubleshoot problems with using cameras and make sure everyone who wants to have a go does get to use the camera.

Everyone comes back together and looks at each others' photos or you put them all on a slide show on the laptop. Ask people to choose favourites and explain why. Point out features that make photographs strong (i.e. good framing). Make suggestions about what might make a photograph convey a stronger message.

b. Overnight task: Photo story challenge with guidance on identifying and presenting story

This is a task for the evening and overnight. In pairs ask the peer assessors to plan and make a photo story about what they do that evening. The story can have no less than 6 and no more than 10 photos. The photos need to tell the story without words.

c. Reviewing photo stories from previous evening - quickly

In session one, day two: Participants spend a few minutes looking at each others' photos and attempt to tell the story.

Give some feedback on the images, for example, noting good framing or problems with light.

d. Identifying stories of change

Ask the peer assessors to break into pairs/groups.

Each group is asked to prepare a 5 minute presentation about the change that they have identified and about which they want to investigate and tell a story.

This 5 minute presentation should tell everyone the following about the story

- What is the change
- Who does the story involve
- When did this/does this/will this story happen

- Where does/did it happen

- How do we know about it

- Why does the change happen or not

  Each group presents in turn.

  There can be 5-10 minutes for discussion after each presentation, during which the other participants can:

- Ask questions for clarification

- Make constructive suggestions about what/who else might be in the story

- Express any concerns they have

  After all the presentations the group should look across all the stories in the light of the work they did on day one. Make sure that they are covering what they think is most important. Consider what is missing. Are these the right stories?

  ### e. How to show and tell the story

  Each group considers what is the best way to communicate the story they have chosen to tell, and to work through the following tasks/questions:

  What photographs do you need to take to illustrate the story?

  What questions do you need to ask?

  Who do you need to interview?

  ### f. Asking questions

  Use examples from the groups' plans to make sure everyone understands how to ask open questions and avoid leading questions, and to restrict use of close-ended questions to clarification.

  ### g. Planning the work (story gathering)

  Each group is asked to produce:

  Lists and schedules of the people they need to involve, the locations they need to photographs of etc.

  Mapping can also be done to identify places to go and can add to data.

  Roles are assigned in the groups - who will take the photographs, who will ask questions, who will document the answers etc.. Who will make sure that consent is gained from everyone they involve.

  ### h. Responsible practice and trouble shooting

  Consent and confidentiality – why they are important and how to make sure you have consent.

  Hints and tips for starting and ending an interview.

  Allow time at the end of the day to make sure everyone has a schedule, knows what they are doing and to deal with any outstanding issues/questions

  ### *Additional photo activity to do with other participants*

  Make time during each meeting/interview/FGD/workshop to ask everyone who takes part in the assessment (and you meet face-to-face) to:

- Take a photograph that represents young people's sexual rights?

- Take a photograph that shows a youth-friendly approach?

  (In some contexts it may be more effective to ask people to produce a drawing and for you to take a photograph of the drawing.)

  As far as possible, note the explanation for the picture and note the photo no. beside it so they can be matched up afterwards as a caption.

TOOL 5: How change happens – outcomes in varying contexts

Sexual relationships and behaviour outcomes / pulling out issues of context and gender

The discussion is about outcomes in terms of sexual relationships and behaviour.

Divide a flip chart into two columns - one label 'Positive' (e.g. What is helping?) and one 'Negative' (e.g. What is hindering?). Ask the young people to think about positive and negative scenarios in groups, write them on post-its, and stick them onto the chart according to whether the outcomes are positive or negative - then group these according to outcomes. The whole group then discusses the results and explores the scenarios for the outcomes.

When negative and positive scenarios are discussed, it is important to delve down deeper by asking 'Why?' questions: Why have the young people put that? What does it mean? Why is a scenario positive? What would be the alternative to negative scenarios? Why is it negative? It is important to try to draw out aspects of behaviour that make the scenario either negative or positive.

It is helpful to have the group think about what the world could look like. The result is two visions – the world we want to see and can exercise our sexual rights and the world we do not want to see. In this way we can get to the outcomes that young people want to see in work on sexual and reproductive health and rights. What do they think the world should look like in terms of sexual relationships and behaviour?

Some issues are more universally accepted than others that have much more disagreement (e.g. masturbation or homosexuality). The discussion can help to identify the roots of positive context for sexual rights which can form the basis of a vision of a better world/ social change. Here assumptions made about different issues can be discussed such as unpacking some of the structural limitations and understanding some of the gender dynamics.

TOOL 6: Mechanisms and Strategies

It will be important to draw out issues about gender and context here so that they can be picked up in the session on gender first thing in the morning on the second day of the young people's workshop.

6a– World Café

Details about mechanism in that context that have helped to achieve outcomes above.

A World Café is set up to explore the experiences of young people in the A+ programme and to understand the mechanisms that have helped to achieve the positive vision (in Tool 5) and the some of the principles from the ground rules we aspire to move towards to achieve good sexual relationships and behaviour. The questions help participants to think about how young peoples' experiences in A+ have contributed to this change.

Divide the number of participants by four. That number is the number of café tables that will be needed. Each table will have four people. One of the four will be the host. At each table, young people are given people pens, post-its, plasticine and tape and encouraged to be creative, draw and share as they talk. They may draw and make illustrations or discuss and write notes. The flipcharts are laid out on the tables like table cloths in a café.

Although cafés can run so that the tables start with a topic and come up with their own questions and discussion points, in this case, it makes sense to start the participants off with two questions:

Youth co-assessors carry out World Cafe exercise, Kenya

1. In your experience, how has the [LOCAL PROJECT] helped to meet the positive picture? How? In what way?

2. What have you specifically done with [LOCAL PROJECT]? What were the easiest to do? What were the more difficult? How did you overcome difficulties? Drew out discussion about challenges, how they could be overcome – practical suggestions.

Each table spends about 20-30 minutes exploring these questions. Then, the facilitator calls time and everyone except the host changes tables. At the new table, the host explains to the newcomers what has been discussed (main themes arising, what has been achieved and how it was done [activities]), and the newcomers explain what they discussed at the previous table (following the same format as the hosts). In these ways, the discussion is deepened each time there is a shifting of the tables.

6b. Tree diagram

Purpose: To explore the young people's perceptions and experiences of the project, the relevant inputs and the results and outcomes.

'Tree' exercise

Description: The tree is a useful metaphor to discuss the project and change objective as a whole, integrating the different elements, such as inputs, threats, activities, outcomes and even sustainability. These can either be drawn out through a group brainstorm and put down directly on the group diagram, or discussed in group-work and later in plenary synthesised and put onto the tree diagram.

Begin by introducing the metaphor of a tree, drawing a rough sketch of a bare tree (right) and talking through the different elements:

1. The trunk is the identity of the tree – its basis – in this case the social change we are working for.

2. The branches are the different types of activities undertaken in the project

3. The branches bear fruits, and flowers, which represent the outcomes or results. In this case we showed the personal changes as flowers and the wider community change as fruits, including some green (less mature) and even some which have fallen from the tree, or rotten/infested.

4. The tree needs nourishment including roots, sun, rain – and we used these different elements to illustrate the inputs of the project (sun), individuals/ society (roots), and external political environment (rain).

5. Threats include bugs and pests, which are more endemic, but also human threats such as loggers, or in this case fumigating aeroplanes!

6. The tree can also host animals, such as ants (activists in this case), birds and small animals.

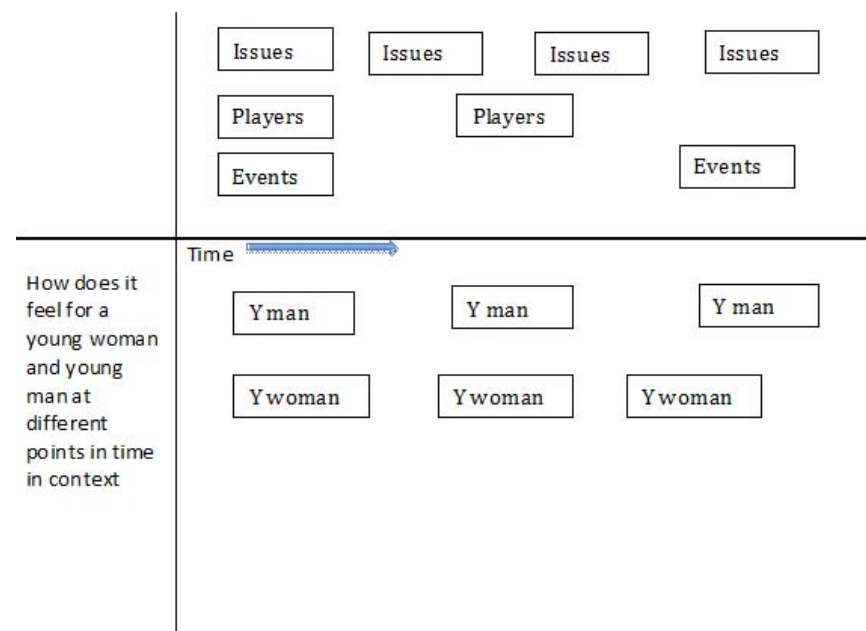7. Seeds which fall from the tree can sprout and create new trees.

Adding fruits and flowers to the tree diagram

TOOL 7: Change over time of context of SRHRs

We split the session into four discussions:

1. What change we want to see;

2. Activities (here they prepared small presentations for each youth group) which we later discussed and synthesised – this because they obviously wanted to tell me about their own work;

3. Outcomes – what changes have we experienced – this drew on lots of previous sessions looking at changes for women and men over time, but also looked at "what has changed for me";

4. Brainstorm on inputs and threats.

	Issues	Issues	Issues	Issues
	Players		Players	
	Events			Events

Time →

How does it feel for a young woman and young man at different points in time in context

	Y man	Y man	Y man
	Y woman	Y woman	Y woman

Youth co-assessors, Kenya

TOOL 8: A+ objectives and priorities

This explores how the context for youth sexual and reproductive health and rights has changed over time at the national and regional level. A timeline is drawn and then different coloured post-its coded for issues, players and events are added by a group of staff (this could also be done with young people). Afterwards another colour is added to show key experiences of context as felt by a young man/ a young woman at different points over the time line, for example attitudes to young people's sexual relationships, control and choice, pregnancy, abortion etc.

This could also be done as a river or road diagram where people draw important parts of their journey and explain why they were important or why there were waterfalls in the river or barriers in the road.

Matrix ranking of how A+ has met or has not met it's objectives

An exercise to do with A+ Staff and adults or youth who know the A+ programme well.

Objectives	😵	🙁	🙂	😀	Why?
To increase institutional commitment of IPPF Member Associations to youth-friendly services					
To build a supportive community for young people's SRHR					
To strengthen and expand existing SRH services for young people, especially the most underserved and vulnerable					
To increase access to comprehensive, youth-friendly, gender sensitive sexuality education					

Critical stories of change for each of the areas of the A+ programme

With A+ staff and adults or youth who know the A+ programme well. This is done individually, although individual work or work in pairs can be successful in focus groups with participants interviewing each other.

Critical stories of change can be used to develop narrative(s) which explore changes around the objectives of the programme within the participants' own contexts, from which causality related to the A+ programme can be drawn or explored using tools such as the tree diagram (exploring roots and fruits of change - see Tool 6b).

Ask participants to identify the most significant change brought on by the project. Ask them how it happened, how it affected them and others, how it

affected the youth-friendly services or the attitudes in the broader society for example. Participants can then tell stories, make their own videos or photo stories, diaries or journeys draw on a road to tell their most significant change.

Role Play or Using Visuals and Photos

With A+ Staff and adults or youth who know the A+ programme well

Participants in different groups choose to work on different areas of the A+ Programme. Role Plays can be constructed around the assessment/ research question;

or participants can be given the resources to visually answer questions with quotes;

or questions asked in as a semi-structured interview.

TOOL 9: Relationship diagrams

There are various different ways to understand institutional relationships and power dynamics

Drawing relationship diagrams

This is suitable for global and regional programmes, also Member Associations at management level. Participants are asked in buzz groups to discuss what they know about the A+ programme and put this on post-its. The groups then present back and post their post-its, which become clustered on a flip chart. Participants are then asked to draw a relationship diagram in the form of a river or road between A+ and other aspects of their work, other adolescent programmes and broader organizational policies (and stakeholders). Barriers to stop flow or aspects that help flow can be added to the diagram. The diagram is then explained and short explanations added on post-its to the diagram.

OR

For in-country work, draw a diagram of the local project by representing different themes, priorities, structures and so on and how the 5 A's are key within the project (e.g. project resources, clinic services etc.). Where does A+ fit, in terms of advocacy, governance etc., how advocacy priorities are selected, and how A+ does or might feed into this. Explanation of youth programming including youth-friendly services and youth participation.

Flow charts with discussion

Participants draw flows with boxes giving descriptions of what type of information is useful and what it is used for, and what information is collected but doesn't seem to be used. The flow chart is the actual situation. The participants then add post-its to say what they would change in the flow of information. This can be used to ask the following questions:

• What are the information flows, management and financial systems, decision-making processes and power dynamics?

• What are the monitoring, evaluation and learning and reporting systems and indicators used for the programme? How is data used and how useful has this been for learning and improving programme?

• What has been learned about monitoring youth-friendly services and youth participation in monitoring?

Using venn diagrams to understand organisational power dynamics in the programme/region

• Key players are listed – these can be organisations, groups of people, powerful individuals, the media, government departments etc.

• 3 different sizes of Perspex circles are cut out – several of each size.

- The participants label the circles depending on the power of the key player in the process (an organisation, group or individual)

- The circles, representing different key players are placed depending on how they have worked together (overlapping) or not (apart) with each other.

- Changes to current power dynamics are then noted with arrows and post-its.

Figure 3
Explanation of what the circles in the venn diagram mean
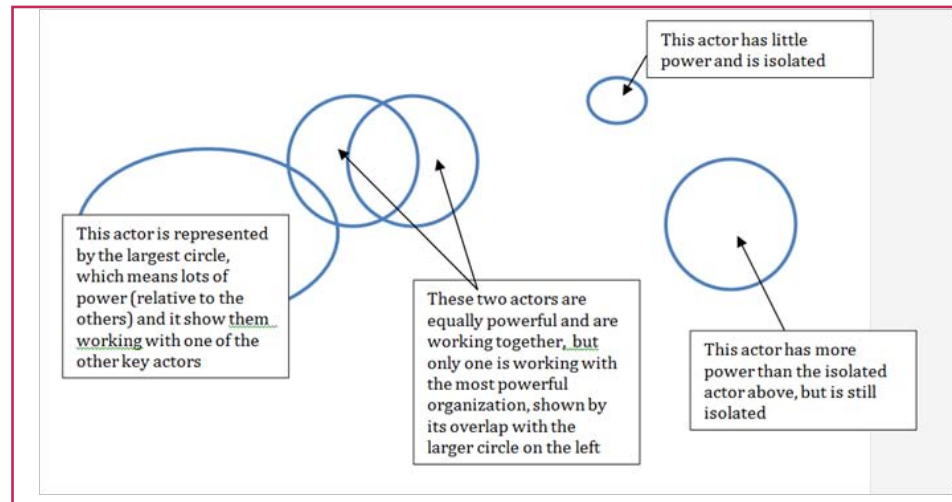
TOOL 10: Value-for-Money rankings

Using card sorting: Value-for-Money ranking with indicators

- Identify different programmes addressing SRHRs and put them on cards

- Rank these in terms of value for money

- To get indicators, ask why the programmes are in the position they are in to get indicators

  Or

- Once programmes have been identified carry out matrix ranking to get indicators (this will only be possible for facilitators who have facilitated this before).

Using a spider diagram: What does Value-for-Money (VfM) mean to you?

The spider diagram can be used with young people or staff. The spider at the centre of the web is VfM. Participants discuss the web in pairs and people call out or write post-its to say what it means to them. Discussion about what aspects are being achieved and which are dreams. Can use traffic lights on dots to indicate which are being achieved, on the way, or not possible, with post-its for description.

Timelines: Visuals or plans with explanation of sustainability

Timelines can be done with A+ staff and young people. Participants present plans or draw on a timeline what has been achieved and will happen in terms of sustainability in Programme A+, including identifying area of the programme which it will be difficult to sustain.

Appendix 4: Guidelines for A+ assessment team members documenting assessment research activities

1. General image gathering

BY RESEARCHER

Content

The team members want photos that illustrate the places, activities and people that you encounter on the case-study visits. This is to illustrate the case studies but also to be part of the multimedia output. A multimedia output needs a good deal more visual imagery than a print report so please try to take plenty of good quality (composition/focus) pictures and vary them in style and content.

As a general guide take photos of

- the exterior of every building (clinic, school etc) that you visit
- different towns or villages that you visit
- signs for buildings, places etc (e.g. road sign to Kisumu, sign outside a school or a clinic or office)
- interviewees, people in workshops – photos of them doing things together or talking or presenting back to each other

Try and take pictures that give a feel of different places and what happens there.

If shown round youth centres/clinics etc. Then take photos on your way round that give a sense of different spaces and activities that happen there.

Take portraits of the peer assessors and key A+ staff members

Variety/style

Settings: the Canon camera is set to automatic settings which should suit most contexts. The camera is set to produce best quality - please don't change these settings.

Try to avoid using the flash

(Please read notes on taking photos for the young people's workshop as a guide to thinking about angles, light etc.)

Take a range of shots including

- Wide/long shots that take in whole scenes or groups of people
- Close-ups of people, objects, activities etc.
- Portraits
- Photos with movement and activity in them

Photography in the youth workshop and for the multimedia output

The use of cameras in the youth workshop is very valuable and the photos generated by the workshop exercise will be the main source. As possible, but second to other evaluation tasks and priorities, is to collect the types of additional photos described above. One option might be to engage participants or the co-worker seconded by the Member Association to collect these types of additional photos.

Workshop participants could be encouraged to think about taking a sequence of shots to tell their story, and that more natural/less posed pictures can tell strong stories. Shots of other stakeholders you are interviewing is great if it works out, but not necessary. If someone strikes you as a great interview and you are likely to quote them, nice to have a shot if can work out.

2.   **Audio documentation**

BY RESEARCHER

• Please audio record all interviews, FGDs and workshop plenaries.

• Make sure you are familiar with the audio recorder before the trip. And know how to check the audio levels to make sure you are recording but not distorting the sound.

• In workshops or groups or in locations like the youth centres, you could record a few minutes of general sounds.   Also any music played/songs that you hear – this will provide background music for use in the audio visual output.

3.   **Storage and organisation of media files**

Please back up and organize photo and audio files each day.

As we will be handing over images and audio to an editor to produce the multimedia we need to ensure that all media is clearly and consistently organised.

For photo labelling, it is recognised that it is time consuming and the priority should be on labelling and organising at least minimally to aid use—firstly being your own use in the field as needed and for your use in the reports. We are crediting the photographers—under the photos in reports and listed at the end of the multimedia product.

At the end of the project, we have to turn over all photos, so minimally organising them into folders—even if it is very macro: workshop, Member Association, Regional Office, will be helpful.

For ones you know are really the better ones, that are likely candidates to be used, it would be really helpful to have them set aside and identified.

If possible though you can follow the following system:

Set up the following folders prior to the trip:

• General doc images

• General doc audio

• Question images

• Peer assessor images

All photos need to have file numbers that identify them and can link them to relevant captions, and information including location, date and name of subject in the photo (where relevant). This needs to be consistent across the 4 locations.

For general doc images folder

This folder should contain all images taken of all activities, excepting those taken by the peer assessors and the images that we ask each participant to take.

Group the photos by each separate activity (e.g., interview, focus groups, etc.) in different sub folders

Use a unique identifier for each photo. Starting with a country identifier

- K for Kenya, Ni for Nicaragua, Be for Benin, Ne for Nepal

And its own number starting with 001

E.g. K001

Peer assessor images folder:

Please make a basic back up of these and then a working folder.

Basic backup

- Copy all of the images from each camera into a sub folder with the same numbers, i.e., Cam1, Cam2, etc.)

- This is just so we have a record and can match consent.   Don't change images in these folders.

Then copy this folder and make a working folder to use with the peer assessors.

Please order each story in a its own sub folder named with the name of the story

When organizing the photos for use with the young people please use a consistent ordering system e.g. KYP001 for the images, so they can be linked to captions and other information or the name of the story and a number.

Question images

This folder is for all the photos taken by participants in the assessment in response to the same question.

Please label these photos with the country code i.e. K for Kenya, Q for question and then a unique number, e.g., KQ001

Type the captions or explanations noted when the photograph was taken and label them with the corresponding image code. These should be in a word document in the same folder.

Key points for documenting audio

Group the audio files by each separate activity (interview, focus group discussion, etc.) in different sub folders

Use the following system: country code – audio – unique no. e.g. Kaudio001

If you have been noting down key times on the audio files during sessions please list these under the corresponding audio file name in a word document in the same folder.

No one is expected to tape whole interviews or workshop sessions etc.

As a situation allows, if someone says something notable, it often works well to ask them to repeat their statement for the tape recorder, after a conversation or at the end of a workshop exercise or discussion with a small group. What is important is to have access to a quiet place.

If it works well with a group of youth, you might have them do a journalist role play, where they interview each other or do vox pop/person in the street interviewing. These are ideas, rather than mandatory.

Appendix 5: A+ assessment themes and questions

THEMES	QUESTIONS	
1. Perceptions of Youth SRHR	What are the different perceptions of youth Sexual and Reproductive Health and Rights (SRHRs) and Youth-friendly Services (YFS)?	A range of perceptions will be recorded around issues of SRHRs and how different stakeholders define key issues relating to SRHRs and youth-friendly services.
	What is it like to be young in the context of a given location/situation?	
	How do different stakeholders , particularly young people, define, understand and value young people's SRHRs and YFS, with attention to gendered differences?	
2. How Change Happens	What is the working theory of change for different stakeholders?	This will include gaining an understanding of the theory of change for different stakeholders—as they understand it and in relation to how the IPPF Adolescent Programme's integrated triangle approach has been understood and implemented. Using a realistic evaluation framework, Context-Mechanisms-Outcome (CMO) configurations will be identified in different contexts. This will include an in-depth exploration of context and the mechanisms that have been effective in achieving outcomes in the different settings.
	Why involved in this? What do they hope to achieve? What is their vision of change?	
	Has the Integrated Triangle Approach been used and does this make sense?	
	What is the context for young people accessing their SRHR?	
	Has the programme changed over time and how?	
	What can be learned from the feedback gathered from/ by young people?	
3. Programme Operations	How well are the objectives of the A+ programme met in the 3 tracks and in different contexts?	Investigation will include understanding evidence of the commitment of Member Associations, which mechanisms or strategies are working and which are not, and understanding different people's indicators. In particular, the outcomes of exposure to more CSE for young people, community and service providers will be explored. The team will also look at how the programme has changed over time.
	- Increasing Institutional Commitment	
	What evidence is there that Member Associations' commitment to SRHRs has increased? How would you be able to tell? What are their indicators?	
	Which strategies were more effective and why?	

	- Building a Supportive Community	
	What evidence is there that the context for young people to access their SRHRs has improved? How would you be able to tell? What are your indicators?	
	How have Member Associations built safe spaces for young people (YP)?	
	Which strategies were more or less effective and why?	
	- Improving Youth-friendly services	
	What evidence is there that SRH services are more youth-friendly, i.e. that YP are able to access appropriate SRH services and feel more comfortable doing this? How would you be able to tell? What are your indicators?	
	What evidence is there that A+-related advocacy for YFS played a role?	
	Which strategies were more or less effective and why?	
	- Comprehensive Sexuality Education (CSE)	
	What evidence is there that CSE is more comprehensive, including being more gender sensitive and embracing diversity? How would you be able to tell? What are your indicators?	
	How has CSE been accepted in the policy and service provider context?	
	What evidence is there that A+-related advocacy for CSE played a role?	
	What are the outcomes of exposure to more CSE for young people, community and service providers?	
	Which strategies were more or less effective and why?	
4.	How does A+ fit in with boarder organisational priorities and strategies	The relationships between the A+ project, youth programming, Member Associations, IPPF ROs and CO will be explored, including examining information flows, management and financial systems, decision-making processes and power dynamics. Reporting systems and indicators will also be discussed including what has been learned about monitoring youth-friendly services and youth participation. The engagement of appropriate stakeholders, in appropriate ways at different levels, will be explored as well as discussing whether these relationships are meaningful.
	What are the relationships between A+, youth programming and IPPF?	
	What are the relationships between A+, other programming in the Member Associations?	

	What are the information flows, management and financial systems, decision-making processes and power dynamics?	
	What are the monitoring & evaluation and learning systems and indicators used for the programme?	
	How is data used and how useful has this been for learning/improving programme?	
	What has been learned about monitoring YFS and youth participation in monitoring?	
Partnerships	How have other stakeholders have been involved in partnership?	
	In what ways have stakeholders been engaged and interacted at different levels and is this meaningful?	
5. Overarching - Youth Participation	How has the A+ Programme achieved meaningful youth participation?	This will include examining the nature and level of youth participation and looking at issues of direct engagement, representation and the relationship between the role of youth and effectiveness in achieving outcomes.
	What is the nature of youth participation in the Member Association organisation and in the A+ project?	
	How representative are the young people involved?	
	How has youth participation contributed to achieving A+ outcomes?	
	What has been learned about youth participation in providing YFS?	
6. Overarching - Social drivers of inequality	How are social drivers, such as age, sex, sexuality and gender, understood and reflected in the A+ Programme?	The assessment will look at barriers to inclusions and inequality by looking at the dynamic interactions among social and structural drivers that cause and perpetuate inequality and exclusion. Integrating power analysis will be important.
	What are examples of how gendered roles and power relations are understood in programme, amongst key stakeholders (Member Associations, ROs, IPPF)?	
	Is there evidence of gender analysis being applied during planning, implementing and monitoring the A+ project? If not why not?	
	What has been learned about gendered roles and relations in providing youth-friendly services?	
	In what ways is sexuality being addressed in YFS?	
	Are YP able to discuss relationships, discrimination and gendered inequality?	

	What are examples of how the Member Associations understand the roles, impacts and complex dynamics of intersecting drivers of inequality in the A+ programme?	
7. Overarching: Advocacy	How is advocacy defined and expressed in the A+ programme context?	Advocacy is often defined and carried out in different ways, depending on context, organisational culture and given programme or strategic priorities. For example, advocacy can mean building support for a change. And in the same programme or Member Association, it can also mean seeking to change policy and practice at a given level or levels in society (see also programme operations above).
8. Value for Money and Sustainability	What can we learn about value for money?	This will include gaining a more in-depth understanding about how different stakeholders define VfM and sustainability and what indicators of success they would identify. The approach will include finding out how different stakeholders define value, including exploring their indicators. For sustainability plans for continuation of elements of the programming, successful influencing and future timelines will be discussed.
	Have VfM considerations been part of planning, implementing, monitoring or evaluating the A+ programme?	
	How do different stakeholders define value and what are their indicators?	
	What elements of the A+ programme are sustainable and why?	

KEY:

CSE   Comprehensive Sexuality Education

FGD   Focus group discussion

KI   Key informant interview

MA   Member Association

MEL   Monitoring, Evaluation and Learning