

**Data for Children
Collaborative**
WITH UNICEF

INSPIRE Accelerator

YOUNG PEOPLE ADVISORS REPORT AND GUIDE

Delivered by the End Violence Lab, University of Edinburgh

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I. INTRODUCTION

In 2020, the End Violence Lab at the University of Edinburgh with national partner universities and researchers from Brazil, China, Colombia, Cote d'Ivoire, Jordan, and Uganda set out to conduct a global systematic review of INSPIRE interventions to identify 'accelerators' to help achieve the targets for Sustainable Development Goals, including but not limited to: 16.2 to end abuse, exploitation, trafficking and all forms of violence against children and 5.2 eliminate all forms of violence against women and girls and 5.3 to eliminate all harmful practices, such as child, early and forced marriage, and female genital mutilation.

This work draws on the United Nations Development Programme SDG 'accelerators' concept. An accelerator is a pragmatic action, such as a service provision, law or programme intervention that has positive impact across multiple targets across SDG outcomes. Applied to the field of VAC prevention, the systematic reviews will identify interventions used to prevent violence that address violence and targets across multiple SDGs not associated with violence (Cluver, 2019). As an example, a cash-transfer programme aimed at reducing intimate partner violence may reduce intimate partner violence but may also reduce mental health burden SDG 3, increase access to education SDG 4, address gender equality SDG 5 and reduce hunger SDG 2.

There is increasing recognition that it is good practice to involve stakeholders—meaning end users such as the public, health professionals, implementers, and others—in systematic reviews, but limited evidence about how best to do this. Stakeholder involvement within systematic reviews has been proposed to enhance the actual and perceived usefulness of synthesised research evidence, addressing barriers to the uptake of evidence into practice. In the field of violence against children prevention this is particularly important since most interventions are designed *for* children and young people not *with* them.

Prompted by the Data for Children Collaborative team's *Youth Engagement Project Workbook*, we proposed engaging young people—Young People Advisors—to enhance the impact of the INSPIRE Accelerator Systematic review. By engaging female/male teams of



young people ages 18–24 years old from Brazil, China, Colombia, Cote d'Ivoire, and Uganda¹, all countries represented in the larger review, we focused on building the capacity of young violence prevention researchers with critical research skills so that they could help amplify the meaning of the findings from the review.

Two people staffed this project, The CSO Forum's Ms Janessa Bryan, who served as project manager oversaw communication with the YPAs and served to ensure the YPA programme stayed on course by managing the timeline and documents. The project lead was the University of Edinburgh's Professor Catherine Maternowska, who conceptualised the project, prepared the learning content overall and mentored the YPAs during the critical case study writing phase.

The **outcomes** of this project exceeded what was planned, details of which are highlighted below and found within this report:

- **A youth led publication** and co-authored [real time piece](#) addressing key VAC issues from a national perspective which complements a piece introducing the [INSPIRE study](#), both on the End Violence Partnership's Knowledge Platform;
- Findings from the systematic reviews developed into **5 case-studies** featuring youth-centred policy and practice recommendations, to be published on the EV Partnership Knowledge Platform as well as the University of Edinburgh's End Violence Lab website, related dissemination plans for the case studies are underway;
- **Participation in a global consultation** on a CSEA (child sexual exploitation and abuse) Solutions Hub under development with the Oak Foundation, Together for Girls, the We Protect Global Alliance and the End Violence Lab;
- **9 learning and exchange webinars** between youth in the five countries represented;
- A planned **peer-review publication** on engaging young people and youth in systematic reviews as end-users to build the evidence in this area.

The outcomes of this project were measured using a fully participatory outcome mapping methodology. The **impact** of this project is of course harder to deliver given the short timeline, but our YPA testimonies in the final section of the report attest to potentially significant impact.

¹Two young people from Jordan were also initially part of the project, through the UNICEF country office; however, due to language and time limitations the team was unable to remain in the project.



II. IDENTIFYING AND RECRUITING YOUNG PEOPLE ADVISORS YPA

Young people are key partners to ending violence against children, yet their insights, experience, and expertise are often missing from the violence prevention, intervention, research, and advocacy. Without intentional inclusion of active participation of children and young people at the local, national, and global levels, their contributions are often absent from multi-stakeholder groups and across sectors.

To address this gap, we included young people from the start of the project. The goal was that Young People Advisors (YPAs) would be mentored by the review researcher in their country. To avoid lengthy ethical clearance challenges, we worked with children over the age of 18 years, who were attending local universities and studying a variety of disciplines including geography, design arts, medicine, and economics.

Young People's Advisors were identified and invited to join the project drawing on knowledgeable members of the CSO Forum² of the End Violence Partnership. The CSO Forum's Director (Jenessa Bryan) served as Project Manager ensuring strong pre-existing connections with known national civil society organisations engaged with young people from Pathfinding Countries including Brazil, Colombia, Côte d'Ivoire, and Uganda. YPAs for China were recruited through the University of Edinburgh.

COUNTRY	CONTACT
BRAZIL	Childhood Brazil – a national civil society group on child rights, member of the Global Partnership to End Violence Against Children, and CSO Focal Point on Ending Violence Against Children; in addition, CEDAPS (Youth Build Brazil) was highly instrumental in supporting YPA participation and translation for Portuguese

² The Civil Society Forum to End Violence Against Children (CSO Forum) is a coalition of organizations advocating with the End Violence Partnership at the global, regional, and national levels. Learn more at: <https://www.end-violence.org/cso-forum>



CHINA	University of Edinburgh - the Comparative Education and International Development (CEID) pathway in the MSc Education programme, Moray House School of Education and Sport, University of Edinburgh
COLOMBIA	Alianza por la Niñez – a national civil society group on child rights, member of the Global Partnership to End Violence Against Children, and CSO Focal Point on Ending Violence Against Children
CÔTE D’IVOIRE	Forum ONG – a national civil society group on child rights, member of the Global Partnership to End Violence Against Children, and CSO Focal Point on Ending Violence Against Children
UGANDA	Uganda NGO Child Rights Network (UCRNN) – a national civil society group on child rights, member of the Global Partnership to End Violence Against Children, and CSO Focal Point on Ending Violence Against Children

Criteria for participation included:

- Two young people in each of the five countries, ages 18 years – 26 years old
- Gender balance: one young person identifying as female and one young person identifying as male
- Availability to participate in 5 global webinars
- Local engagement with an existing group on child rights or ending violence against children (to ensure pre- and post-project support)
- English proficiency was recommended, and webinars were conducted in English (with the exception of Portuguese interpretation); most materials were produced and shared in English
- Voluntary participation: including that young person may choose to not participate at any time in the project



- Diversity, equity, and inclusion statement was included in the invitation; participation was open to young persons not in school or not working, for example, and also encouraged young persons with lived experience encouraged to participate

Once young people were identified through collaboration with the above partners, potential candidates were recommended to the project and contacted with an invitation to participate. Where more than two candidates were suggested, we reviewed the CVs and short letters of intent submitted.

Consent to share contact information within our group was confirmed, and communication processes, as well as course expectations and certifications, were discussed and agreed upon following recruitment.

- **Communication** using SharePoint through the University of Edinburgh to save and share webinar files. The YPAs also set up a WhatsApp group, with an opt-out option, as not all YPAs chose to use WhatsApp.
- Finally, YPAs were confirmed to receive at the end of the project **a stipend** for their time and contribution to the research project, as well as a **certificate of participation** from the University of Edinburgh.



III. TRAINING THROUGH ENGAGEMENT, MEASUREMENT, AND SUPPORT

In the following section, the report reviews training delivered through learning exchanges in the form of nine (9) webinars and highlights three of those sessions on safeguarding, a cross-cultural exchange and how to build a case study. This section also reviews our measurement approach using an innovative and participatory outcome mapping methodology to understand and build consensus about how activities lead to outcomes and what is needed to understand change. The webinars were conducted between March and October 2021 (see: [Appendix I](#) for additional details).

Training through engagement: Webinars 1 – 9

In the first meeting of the YPAs, a project timeline was co-designed with all participant's input. The project initially planned for 5 webinars addressing a variety of topics including: 1) INSPIRE Accelerators; 2) Outcome Mapping; 3) Meet your INSPIRE Researchers; 4) YPA Reviews of the Interventions; 5) How to Write a Case Study. Three more webinars were added for content: 6) the UNICEF training on Safeguarding; 7) a webinar proposed by the YPAs to facilitate peer-led, cross-cultural exchange on EVAC; and 8) YPA Case Studies update: progress and research questions. Webinars were conducted in an inclusive and highly participatory approach.

Each YPA webinar began with a "check-in" to ask young people how they were doing throughout the project, as well as concluding with an outcome mapping tool to track feelings and learning. Webinars were scheduled with YPAs scheduling preferences using Doodle, and the webinar agenda was sent out in advance for YPAs with an open invitation to add content and bring questions, and each concluded with the outcome mapping tool.

Safeguarding

Because violence prevention is technically complex and politically sensitive, being able to discuss these issues through peer-to-peer learning is helpful.³ At the start of the project, safeguarding training was identified as a gap and so the YPAs, along with the entire project

³ See also the [End Violence Safeguarding Policy](#)



team including the senior researchers, participated in a short course designed by the UNICEF UK National Committee.

I like to recognize the importance of safeguarding which does not only belong to a specific group, it is important to everyone.

China

I have learned that children are very vulnerable and while working with them it is very important to protect them. As a member of a children's rights NGO in Côte D'Ivoire this will enable me to expand my actions and support more children.

Côte D'Ivoire

To keep communications interactive and accessible, a WhatsApp group was formed to compliment the more formal email communications, use of emojis and quick voting "thumbs up/thumbs down" as well as video, voice and chat were all utilised. Group activities utilised interactive applications and virtual tools, such as through Zoom, Padlet, and Miro.

A cross-cultural exchange on VAC

While all the webinars were participatory, Webinar 6 was exemplary, an unanticipated event showcasing a cross-cultural exchange inspired by the suggestion of a YPA from Uganda (and fully endorsed by YPAs from Brazil, Colombia, China and Cote d'Ivoire). Semi-structured questions were used to facilitate sharing and discussion, including:

- What are some examples of current issues affecting children in your country? (e.g.: What is in the news? What is on young people's minds?)
- What are some examples of how young people are addressing these issues in your country? (e.g.: sharing information, sharing resources, peer-support, advocacy, etc.)
- How could young people have more of a say in efforts to end violence against children? What are some ways to involve young people in decision-making that most impacts their lives?
- How can adults support young people as change agents? What could this group do?



The sophistication of the discussion prompted the idea to co-produce a real-time article from the 5 countries participating.

We really need to reflect on how to build a protection strategy when government agencies hinder the process of holding aggressors accountable. The state is often culpable through police institutional violence or anti-LGBTQIA+ legislation.

Brazil

Where technical difficulties limited full interaction, a writing option was proposed. In addition, the YPA team from Colombia devoted additional time and input during the editorial phase to ensure that the context of their intervention, particularly on violence and law enforcement, was clear and balanced. The young people were invited to review the final draft of the article and provided consent to include first names only and photos in the final publication.

Young people's experience, expertise and critical thinking skills were impressive, demonstrating an ability to connect violence against children with racism, sexism, post-colonialism, and exclusion of children and communities living in poverty. The final published piece, *Young People Advisors: A Conversation on Violence Against Children in Five Countries* is on the End Violence Partnership's Knowledge Platform.⁴

Case studies

An important output of the YPA project was to develop a case study based on one of the reviewed interventions with a youth-centred perspective to be published for the End Violence Knowledge Platform. Initially, it was assumed each YPA would create a case study, however, the global review produced a limited number of interventions that met review criteria. To accommodate, each country team worked together to produce one review. The webinar on case study training proved popular, building foundational research skills.

I learned how to build a case study in a clear, objective and relevant way to share the reality of my country; I like being able to contribute to the End Violence online platform.

Brazil

⁴ The End Violence Lab Real Time article, *Young People Advisors: A Conversation on Violence Against Children in Five Countries* (June 2021) available [here](#).



I learned how to assess different interventions and better understand the situations of violence in my community.

Cote d'Ivoire

I liked the structured model to carry out the review of the INSPIRE strategies and how much this structure involves us--and our opinions-- in its construction.

Brazil

In total, 9 webinars (4 more than initially anticipated) were conducted, reflecting a desire to meet, learn and exchange.

Measurement

Outcome mapping (OM) is a methodology for planning and assessing development programming that is oriented towards change and social transformation. Our practice of outcome mapping comes from a long history working with Matter of Focus, an Edinburgh-based company that has provided many services to the End Violence Lab. OM provides a set of tools to design and gather information on the outcomes, defined as behavioural changes, of the change process. OM helps a project or programme's participants learn about its/their influence on the progression of change and therefore helps those in the assessment process think more systematically and pragmatically about what they are doing and to adaptively manage variations in strategies to bring about desired outcomes.

By involving everyone in the planning, monitoring and evaluating, OM becomes more realistic and useful for collective learning, increased ownership of interventions, and engaging mutual support for changing behaviours.

Building the outcome map with the YPAs ensured that everyone understood not only what we were doing but why, creating a shared vision around the YPA programme overall. Using Padlet, we asked 5 critical questions to:

- Identify planned activities (*what we do*)
- Identify individuals, groups or organisations within the YPA ecosystem (*who we work with*)
- Plan and monitor behavioural or attitude change and the strategies to support those changes (*how we feel about it*)

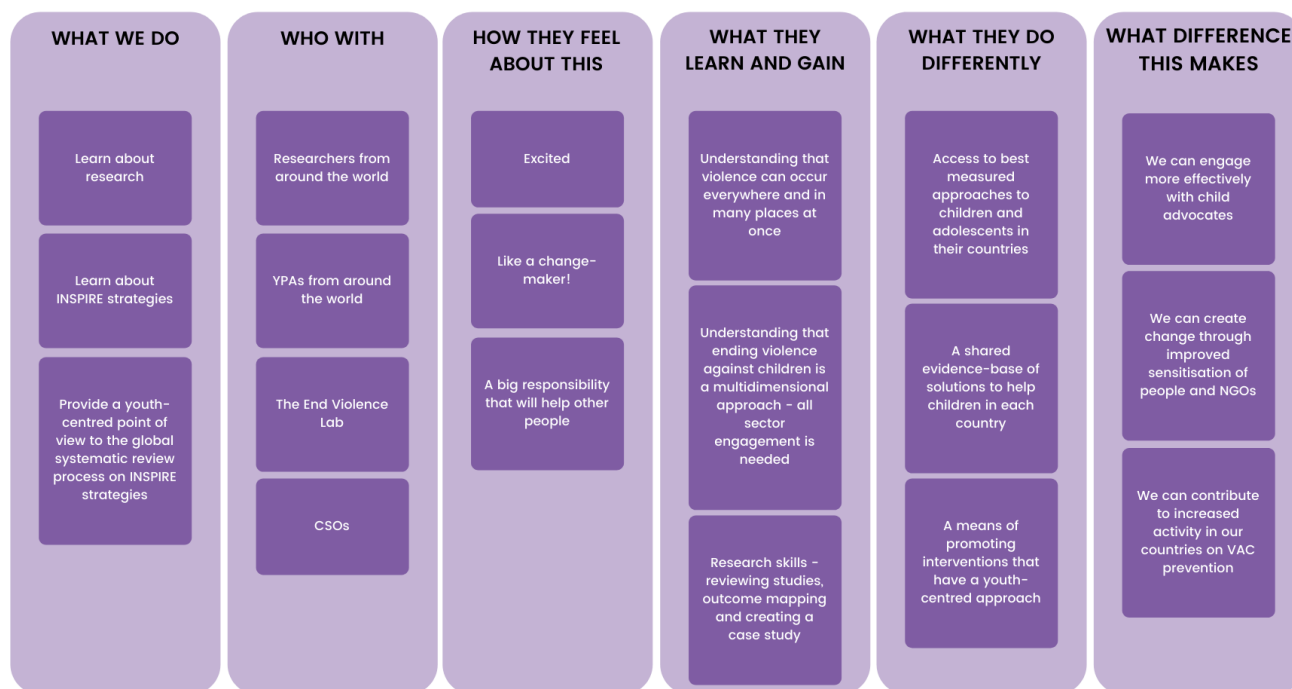


- Monitor internal practices of the project or program to remain effective (*what we learn and gain and what we do differently*)

We also measured overall impact (*what difference can we make*) drawing on observations and comments recorded by YPAs after each webinar.

Outcome Map: Young People's Advisors to the INSPIRE Accelerators Review

Adapted from: Matter of Focus



This is the first time I learned about 'outcomes' I liked it. I think I need to practice more, but it is so exciting.

YPA Anonymous

I learned to differentiate that "output" is the product and "outcome" is the result.

YPA Brazil

To monitor progress well as reflect, share, and act on the joint learning, YPAs were trained to record 'outcomes' following each webinar. The questions were designed to be short and clear (including for persons not fluent in English):



- What did you like?
- What could be improved?
- What did you learn today?
- What action will you take now? (Based on what you learned today)
- How do you feel about the statement: This is exciting, important, and I have a role to play... (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)

Outcome Mapping Tracking Tool

What did you like?	What could be improved?
What did you learn today?	What action will you take now?
This is exciting, important, and I have a role to play... <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree	Other comments...

I like the teamwork and the way different elements of evaluation are organized because they keep me focused.

YPA Anonymous

This outcome mapping tracking tool was used after each webinar, beginning from webinar 2 – webinar 8. Young People Advisors were invited to input directly into the Padlet and could choose to be anonymous or use their name. There were some limitations to using the outcome mapping tool particularly for YPAs participating in the webinars and using mobile phones. To accommodate this, we asked mobile users to use the chat function in Zoom and



then added their input to the outcome mapping tool. In addition, the Padlet link stayed open after the webinar to allow YPAs time to reflect and write their comments in English.

Support

Now more than ever, the field of violence prevention needs to prepare the next generation of researchers--and the YPA programme was a step in that direction. We offered foundational concepts and content necessary to understand the approach violence prevention promoted through INSPIRE. In this way, we encouraged the YPAs to engage with their senior research partners even though these connections could have been stronger. We also worked with them to contextualise their understanding of violence not only from a youth perspective but also from a national perspective--honoring their own indigenous knowledge. Support was offered via access to a shared folder serving as a knowledge and information platform and through more personal curated support.

Knowledge & Information Platform

The shared drive offered a variety of tools, resources and examples of research practice shared on the University of Edinburgh SharePoint. These included:

- INSPIRE materials such as: an introduction video, a brief overview of the INSPIRE package and of the strategies (available in multiple languages)
- Outcome mapping information
- Translation of YPA Review Template into Arabic, Chinese, French, Portuguese, and Spanish

A template for reviewing studies (see: [Appendix 2](#)) was co-designed with input from the senior researchers and translated into Chinese, French, Portuguese and Spanish. This tool was developed in a trauma-sensitive manner using third person language, inviting YPAs to draw from observations in their schools and communities, rather than to share personal experience. This trauma-informed approach to questions was discussed in detail with the YPAs. In addition, some of the YPAs used the chat, accessed webinar materials, or added information to the shared folder, including a university resource on case study examples shared by the YPA from Colombia.

By highlighting young people's advocacy around ending violence, we were able to help the YPAs relate to a much larger movement building effort involving young people. Two videos



were well-received: the first produced by the United Nations Girls Education Initiative (UNGEI) of young people's advocacy in several countries; and the second related to an announcement of the recent legislation passed in Colombia banning corporal punishment in all settings. The former was disseminated as a part of a recent Solutions Summit Affiliate Event organised by the CSO Forum's Working Group on Safe to Learn, and the latter included advocacy activities with children and youth by the national civil society group, *Alianza por la Niñez*, of which this project is connected through the CSO Forum.

Curated Individual Support

The project manager and lead offered open lines of communication with the YPAs, providing Individual support to all team members. Requests ranged from a request for enhanced methodologies in violence prevention for a university class to particular questions related to outputs for the project. Regular contact with the YPAs was maintained through: a YPA WhatsApp group, a YPA Group email, individual emails, and one-to-one support. Team members appreciated the regular contact from the project manager and were grateful for editorial support from the project lead, notably on the written pieces. Finally, and importantly, the project team also had access to university mental health resources and counseling referral should they be needed by a team member or one of the young people--however, this was not needed.



IV. CHALLENGES AND KEY RECOMMENDATIONS

Challenges encountered in the project were noted by the project leads and importantly recorded in the OM tool which was filled out by the YPAs following each webinar. Access to translation and access to technology were considered most problematic. Challenges with the Zoom platform and the varied experiences (context dependent) highlight issues of the digital divide.

Communication

Challenges

Communication proved challenging, working originally in 6 languages (Arabic, Chinese, English, French, Portuguese, and Spanish). The challenge was too great for our Jordanian participants who opted out of participating despite the project team's repeated efforts to access translation. The project did not anticipate the need for translators (since basic English was one of the criteria for recruitment). Translation is particularly important when addressing research methodologies, INSPIRE strategies, or sensitive content.

The person leading the meeting speaks very quickly and makes it hard for me to follow because I can't grasp everything. Also if we could have clear and detailed notes after each meeting would be great.

Cote d'Ivoire

The challenge of translation was raised regularly during the webinar and captured through regular outcome monitoring. Challenges included difficulty accessing interpreters in key languages, Zoom interpreter platform errors for providing simultaneous interpretation in Portuguese, and a lack of research published in languages other than English.

Violence prevention is a technically complex field and working with young people to impart new skills in research and evaluation requires that they fully understand in their native language. Researchers from Brazil and Cote d'Ivoire attempted to intervene but their workload was heavy and even so, securing volunteers was not sufficient. Project leaders



sought the assistance of UNICEF Country Offices but this proved ineffective. A function on Zoom calls was initiated by the resourceful Brazil team, but the function was not always working. Google translate was used as often as possible but was insufficient.

Recommendations

Overall, securing language access in advance of the project is crucial for young people's participation and retention, and especially to ensure diversity, equity and inclusion of young people with systems experience.

- Facilitators should be careful to speak slowly and clearly
- Conversational and/or academic English proficiency may be adequate, but additional language access support is noted for technical topics, research (most available in English), and for critical discussions on complex and interconnected topics, such as violence
- Invest adequate time for regular and frequent communication with YPAs, group and one-to-one types of communication, and using multiple channels of communication (webinars, emails, WhatsApp, and group messaging)
- Key materials should be translated and back-translated by native speakers
- Global projects must formally(not voluntary) secure translators as part of the project budget
- Notes should be circulated after each webinar, however these need to be translated

Meaningful participation

Challenges

General Comment 12 of the UN Convention on the Rights of the Child sets forward 9 basic requirements for meaningful and ethical participation of children⁵:

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child - Friendly

⁵ Committee on the Rights of the Child, General Comment No.12, The Right of the Child to be Heard, CRC/C/GC/12, July 2009, [para 3](#). See also Save the Children, *The Nine Basic Requirements for Meaningful and Ethical Children's Participation*



- Inclusive
- Supported by Training/Trained adults
- Safe and sensitive to risk
- Accountable

For participation of young people to be meaningful, it must also be inclusive. This requires attention to diversity, equity and inclusion through the life of the intervention/project. For example, academic requirements were intentionally *not* set in the nomination criteria for the young people advisors, and an effort was made to include young persons with lived experiences, including in alternative care, with a disability or other risk factors for exclusion. The challenge though was the criteria for minimal English proficiency, which implies a bias against young people who are more likely to experience social exclusion or violence.

Recommendations

- Include an intentional approach to diversity, equity, and inclusion throughout the project, including during recruitment
- Budget for translation and interpretation to allow for non-English speaking young people's participation
- Use non-traditional teaching and training methods for learning and participation, including use of videos for more visual learners
- Secure in advance social and emotional support with a process and protocol in place for young people to access the support -- this is especially important to think through when researching and discussing topics of violence. Ensure that young people know how to ask for help and feel confident in asking for support

A recommendation from the senior research team was to bring the YPAs together with the researchers more regularly to build a "team" (versus adults in one group [researchers] and young adults in another group [YPAs]).

Time

Challenges

Young people lead full lives, whether pursuing higher education, working, taking care of family members, and/or actively engaged in their communities. It is important to consider the demands of young people's schedules in the planning for research projects. Among this



cohort, two YPAs were allied health students balancing study and hospital shifts during the project (Uganda), three were young leaders in civil society or faith-based organisations (Brazil, Côte d'Ivoire, Uganda), one was pursuing a career in public service (Colombia), and all were students, several involved in graduate studies.

Recommendations

- Co-create the project work plan with deliverables and a timeline with young people
- Schedule meetings in advance to meet their schedules, using tools like Doodle. NB: For young participants, this may require non-traditional meeting hours in evenings or weekends
- Share webinar materials -- including agenda, slides, resources or tools -- well in advance of the webinars. This is especially helpful for persons who may need time to translate or understand the information
- Keep time: 90 minutes is best for webinars; 60 minutes is too little time for translations and technology delays, and 120 minutes is too much time for focus and concentration
- Try to minimize scheduling changes as much as possible
- Create and share a contingency plan from the beginning to account for possible delay or interruption to the timeline

Maybe share those forms with us in advance in order to get familiar with it and more specific questions.

Colombia

The sessions were good but time management was not always effective.

China

I thought we could have more time and moments to share good practices. In addition to how we can act to safeguard children and adolescents in countries with state violations of rights, for example.

Brazil



The case study output

Challenges

The actual outputs of this study--a case study of an INSPIRE intervention--were variable. Participants from the Americas (Brazil and Colombia) produced excellent case studies with a clear grasp of the science involved. Likewise, the mentoring from the senior researchers was strong and this was reflected in the final product. For others, such as the Ugandan team, the struggle to produce a clear narrative was trickier, and even after multiple edits the case study required a great deal of work. The fact that the Ugandan senior researcher fell ill likely figured into the general lack of support provided to the enthusiastic Ugandan team.

Members from China and Cote d'Ivoire produced sub-par products. Language problems were most likely the biggest impediment. Even so, basic science writing skills such as referencing sources and creating a sense of logic in the narrative were missing in both cases.

Recommendations

- Make sure that outputs are realistic and match the competencies of the participants
- Ask non-English speakers to produce outputs in their native language and if possible
- Where accustomed, as in the case of Chinese students, use a proofreader

University Management Systems and Stipends

Challenges

Ensuring that each of the YPAs received their stipends for this project proved extremely challenging. Issues around currency (choice was often limited to global North currencies), bank systems (UK banking requires certain criteria) and overall form filling was difficult both for the YPAs and for the University administrator. We built new simplified forms and provided training on how to fill them out but this did little to resolve the systemic issues around currency movement.

Recommendations

- Ensure that the project manager is well-versed in the process and understands this is their job to vet forms before reaching the University system
- Consider using established NGOs in YPA countries as the recipient for funds



V. CONCLUSION

Keeping In the spirit of this project--to include young people in the research process and recognise their role as end-users of violence prevention strategies--our conclusions here, are embedded in theirs.

Our overall goal was to engage young people in the systematic review process by imparting research skills so that they could provide useful critiques of reviewed INSPIRE interventions. Evidence is accumulating that peer learning creates greater confidence and independence in learning and deeper and more informed understandings of different topics. The project achieved this, with the young people and through co-creation processes, democratic decision-making and self-determined actions.

From the perspective of the course manager and lead, it was a heavy lift. In addition to working across several continents, in multiple languages, the YPS both need and more importantly want a lot of mentoring. The project took a great deal of time--webinars ended up being twice as long as anticipated and edits to the real time piece and the case studies were extensive. That said it was a labour of love. We learned as much from them as they did from us--and their motivations to help children and become better researchers are remarkable.

The YPAs highly valued this programme. Throughout the course monitoring and during the graduation ceremony, the YPAs confirmed their appreciation for learning new research skills and tools and finding the opportunities to exchange with young people from different backgrounds. Regularly, the YPAs expressed interest in taking what they had learned and bringing it back to apply to their studies or to the organisations where they work.

All outcomes were met. Together we also co-authored, on the End Violence Knowledge Platform, a real time piece addressing key VAC issues from a national perspective; we built an active outcome map that captured learning along; and we provided the space for learning and exchange between youth in the five countries. The development of case studies from each country team was a big achievement, and along the way the YPAs expressed gratitude for the training and editing skills offered. The project also exceeded



outcomes; all the YPAs joined the End Violence Lab during a consultation with Young People to see how they might envision a Child Sexual Exploitation and Abuse Solutions Hub.

An effective and impactful project is defined by what success looks like for its end users.

This project was designed to address end-users needs. We finish our report going back to our end-users: the Young People Advisors. As part of the Outcome Mapping, at the start of the project, we asked the YPAs to envision success by asking: *What they would learn & gain* and *what they would do differently* because of their engagement with each other and the project process. Readers can review what the YPAs aspired towards in the final two columns of the original Outcome Map on p 8 of this report. Below captures their actual results--*in their own words*--testimony of the project's achievements and of the power of putting young people at the centre of research and practice to prevent violence against children.

What they learned & gained:

I liked knowing more about the [prevention] mechanisms that we can use in order to not cause harm or, when caused, reduce its impacts.

Colombia

I learned that the excellence of research is how much it involves different views and perspectives and how important it is to follow this path.

Brazil

I learned how to review INSPIRE interventions with a youth-centered approach.

Colombia

I have improved my own research skills during this project.

Côte d'Ivoire

There are effective methods for mapping a child's vulnerabilities and supporting them in communion with their reality and with respect for their decision as well, depending on the context.

Brazil

I gained conceptual knowledge around what a systematic review is and how it works by working alongside the senior researcher.

China



When designing such a tool [INSPIRE intervention], it is very necessary to consider all the age brackets and ages. It is more likely you will extract more information.

Uganda

So often 'international' projects of which I have participated are not truly international—everyone is from a rich country or the North. Now I know what an international project can be: the peer-to-peer learning from people all over the world was unusual and wonderful.

China

What they will do differently:

In my country there are many precarious neighbourhoods with children exposed to risks. I now want to get more involved in my community to help create listening centres, an awareness series, and use these mechanisms to help vulnerable children.

Côte d'Ivoire

I'll remember to always involve the public as part of the intended social intervention.

Brazil

I will Investigate more the situation of violence in Colombia.

Colombia

I'll have a new look at the children around me and raise this agenda within my work environment, to reflect on how much we can use our approach [Outcome Mapping] to make effective changes.

Brazil

I'm going to work to more sensitize the parents on violence against children.

Côte d'Ivoire

Before I thought that research was not for me—I didn't believe I had the skills or ability. This programme has completely shifted my stance—now I want to be a researcher! I can see how an academic perspective is possible and can be translated into real world impact.

Brazil



APPENDIX 1: YOUNG PEOPLE ADVISORS WEBINARS 1-9

In total, nine webinars were conducted between 1 April and 30 September 2021. The following outline is shared as an overview of the webinars training content, and to be adapted and utilised for future project planning:

Webinar 1: INSPIRE Overview and Accelerators Research, April 1 2021

- Introductions of project team and young peoples advisors
- Content: INSPIRE Presentation
- Video Resource shared: WHO Global Status Report introduction video, shared as a refresher on the INSPIRE strategies (available in English, Spanish and French)
- Group Activity: Input to and agree upon YPA workplan and communications process
 - Results: 1) YPA feedback to draft workplan; 2) YPAs discuss and agree to set up
 - WhatsApp group in addition to group emails
- Next Steps:
 1. Get to know [INSPIRE](#) (in your language)
 2. Check out [your country data](#) in the WHO Global Status Report
 - Review your country profile page
 - Review graphics and data points
 - Be prepared to share with your team
 3. Join the Team:
 - Designated [shared space](#) on University of Edinburgh website using Microsoft Teams

Webinar 2: Outcome Mapping, April 14 2021

- Pre-work: What is Outcome Mapping? Review of research from Matter of Focus
- Content:
 - Creating a Contributions Approach: How do we collaboratively tell the story? (Young people, researchers, stakeholders, etc.)
 - Group Activity: Relational Learning through outcome mapping
 - How do YPAs feel?
 - What did they learn?



- What will they do differently?
 - What difference does this make?
-
- Results: YPAs create their Outcome Map against which progress is assessed
 - OM tracking tool explained and shared

Webinar 3: UNICEF Safeguarding Training with Research Team and YPAs, April 15 2021

- The event was recorded

Webinar 4: Meet the INSPIRE Systematic Review Researchers, April 19 2021

- Introductions from University of Edinburgh staff and researchers
- Introductions from the YPAs in each country team
- Presentation of the YPA work plan developed in Webinar 1 (led by a YPA)
- Process of reviewing research findings on EVAC
- Group discussion and decisions
 - Expected final outputs
 - Communication--with each YPA teams connected to their researcher by email; YPAs then follow up with the researcher to introduce themselves electronically and begin collaborating as a country team

Webinar 5: Reviewing EVAC Research, May 4 2021

- Check-in and debrief from Webinars 3
 - What questions do you have about Safeguarding training?
 - How is the communication with your team's researcher?
- Content: How to use the YPA Review Tool to assess the interventions (translated into Arabic, French, Mandarin, Portuguese, and Spanish)
 - What is your assessment of the intervention? What has changed?
 - What are your observations as a young person in the country?
 - Would this intervention work with young people in your school/community
 - What is missing?
 - Were children engaged or included in the intervention?



Note: This tool was developed in a trauma informed way to use third person language, inviting YPAs to draw from observations in their schools and communities, rather than to share personal experience.

- Group Activities
 - Revising the Workplan timeline: request to extend and add webinars
 - Outcome Mapping
 - Actions
 - YPAs proposed an additional webinar to facilitate cross-cultural exchange on EVAC context in their countries
 - YPAs to follow up with their researchers on research studies on INSPIRE interventions to review; use tool to review at least 2-3 studies each

Webinar 6 (optional): Cross-Cultural Exchange, June 1 2021

- Voluntary participation: YPAs from four countries participated in the virtual session, and YPA from a fifth country participated by email due to difficulties accessing internet to join the webinar live
- Content: Facilitated session with semi-structured questions
 - What are some examples of current issues affecting children in your country? (eg: What's in the news? What's on young people's minds?)
 - What are some examples of how young people are addressing these issues in your country? (eg: sharing information, sharing resources, peer-support, advocacy, etc.)
 - How could young people can have more of a say in efforts to end violence against children? What are some ways to involve young people in decision-making that most impacts their lives?
 - How can adults support young people as change agents? What could this group do?
- Video resource shared: UNICEF produced video of young people's advocacy in different countries on ending gender-based violence in schools, shared from the CSO Forum EVAC Working Group on Safe to Learn, End Violence Solutions Summit



Affiliate Event (May 2021). Additional Example shared: new legislation announced in Colombia banning corporal punishment in all settings

- Result: YPAs coproduced a Real Time article sharing first-hand observations and ideas on ending violence against children in their countries

Webinar 7: How to Write a Case Study, July 1 2021

- Content: Presentation on How to Write a Case Study
 - PowerPoint presentation on how to build a case study
 - Resource shared: A YPA put together a one-page resource list of case study research and examples from their university work to share with peer

Webinar 8: Research progress update, August 20 2021

- Content: Review of Case Study outline
- Group Activity: YPA updates

Webinar 9: Graduation! October 2021

- Content: Project culmination and plans for disseminating our work
 - The story of our project, the processes and products we participated in creating.
 - Validation of the report to Data for Children Collaborative with UNICEF
 - Four steps to dissemination plan - with credit for young people's research
- YPA Stipends: review of invoice form and information needed to further process stipends
- Group Activities
 - Present YPA certificates and celebrate!

Sample certificate:





APPENDIX 2: INTERVENTION REVIEW TEMPLATE

YPA REVIEW TEMPLATE

The goal of this YPA review is to understand the intervention from a young person's perspective.

In the Section I we would like you to provide some basic details about the intervention. In Section II we want to 'take you back' to when you were about 12-years old. Our questions should guide you through this process—feel free to elaborate on anything.

You should write about 2 pages on each intervention, but feel free to write more. This review should take you no more than 45 minutes! Don't worry about grammar or correctness and please produce these in your whatever language is easiest.

Section I

Name:

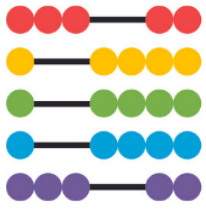
Date of Review:

Title of Intervention:

List the main INSPIRE strategy/strategies used in this intervention:

Please describe more specifically the following:

- **For whom is this intervention intended to help (parents, children, teachers, students, etc.)? Is there a particular age of children that the researchers are targeting?**
- **What are the main types of activities involved in this intervention (trainings, group meetings, etc.) and at whom are these activities targeted (children, parents, teachers etc.)?**
- **Does the intervention seem age- and context-appropriate for setting where it is taking place and for the children it is trying to benefit?**



**Data for Children
Collaborative**
WITH UNICEF



INSPIRE Accelerator YOUNG PEOPLE ADVISORS REPORT AND GUIDE

Delivered by the End Violence Lab, University of Edinburgh

October 2021



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