

# Participatory research with adolescents and youth in the Middle East: a toolkit to explore how social, economic, environmental and political crises shape young people's well-being

Sarah Al Heiwidi, Nicola Jones, Agnieszka Małachowska, Kate Pincock, Elizabeth Presler-Marshall and Sally Youssef

September 2022



# Table of Contents

1	Introduction and purpose of the toolkit	1
2	Research activities	3
3	Virtual community mapping	7
4	Covid-19 virtual group discussions	10
5	Experiences of climate change	13
6	Experiencing economic and political crisis	18
7	Risks of gender-based violence	23
8	Perceptions and experiences of inequalities	31
	References	38

# 1 Introduction and purpose of the toolkit

This toolkit presents participatory research tools that have been piloted and used by the Gender and Adolescence: Global Evidence (GAGE) programme in Jordan and Lebanon to explore how young people's lives are shaped by economic, social, environmental and political crises. In the Middle East and North Africa (MENA) region, the past decade has seen unprecedented upheavals, including the Syrian refugee crisis, Lebanon's worst ever economic crisis, rising challenges around climate change, and political upheavals and instability rendered more challenging by the Covid-19 pandemic. While much has been written about these crises from a macro-level perspective, we know relatively little about how young people have experienced these crises and are responding to these challenges.

The GAGE longitudinal research study (2016–2026) addresses this research lacuna using a mixed-methods approach, which includes participatory research with 120 marginalised adolescents in Lebanon and Jordan. The GAGE conceptual framework places adolescents at the centre and seeks to understand – through young people's own voices – the multiple and intersecting factors that shape their lived experience and their ability to realise their full human capabilities. The framework pays particular attention to the availability, relevance, effects and quality of services for adolescents (particularly adolescent girls) in conflict-affected areas – again, from adolescents' perspectives. This evidence is used to contribute to policy and programming dialogues on progress towards achieving Sustainable Development Goal (SDG) targets on gender and other areas that fundamentally impact adolescents' lives.

This toolkit brings together a series of research tools that have been developed, piloted and implemented between 2019 and 2022 with the GAGE participatory researchers – older adolescent girls and boys, aged 15–19 years in 2019 – from host and research communities in Jordan and Lebanon. GAGE works with the most marginalised and disadvantaged young people, including married girls or those at risk of early marriage, in-school and out-of-school girls and boys, boys in armed forces or at risk of joining, and adolescent boys and girls with disabilities who take part in empowerment programmes. The aim is to measure the effects of development interventions focused on social cohesion, conflict prevention and peace, voice and agency, economic empowerment, and gender equality. The participatory research is longitudinal in design and we plan to work with and follow the participants over the course of 5 years.

The profile of the young people involved in the participatory research groups largely determines the focus of the research activities. GAGE facilitators provide the young participants with the voice and space to influence the research process, guiding the focus towards specific issues that are of most relevance to them. With support from the facilitators, the young people used a set of participatory research tools, which include participatory photography, and community and virtual mapping, to explore the effects on young people of the intersecting crises that have unfolded around them.

The toolkit is organised as follows. We begin with a brief overview of the literature on the key principles and approaches to participatory research with young people. We then present a general introductory session on conducting participatory research sessions with young people and undertaking participatory photography. The remainder of the toolkit presents a step-by-step guide to six key tools that explore different aspects of adolescents' and young people's experiences of economic, social, environmental and political crises.

## 1.1 Participatory research with young people: key principles and approaches

There is no single definition of participatory research, which is more accurately considered an approach to research rather than a research method. However, it is generally agreed that participatory research is done with or by research participants, rather than on or to them (Cornwall and Jewkes, 1995; Baum et al., 2006; Bradbury-Jones et al., 2018; Ozer, 2016; Freire et al., 2022). In essence, participatory research is collaborative rather than extractive, with evidence generated jointly between participants and facilitators. As participatory research aims to empower individuals or communities, Freire et al. (2022) observe that it can also be seen as an intervention. Participatory research has emerged over the past two decades as an especially potent way to engage with young people, as it is seen as a route to improving individual outcomes and promoting social change (Ozer, 2016; 2017; Ozer and Piatt, 2017; Bradbury-Jones et al., 2018; Cullen and Walsh, 2020; Suleiman et al., 2021; Freire et al., 2022). Building on broader understandings, Ozer states that participatory action research with young people:

...is an approach to scientific inquiry and social change grounded in principles of equity that engages young people in identifying problems relevant to their own lives, conducting research to understand the problems, and advocating for changes based on research evidence. (2016: 89)

Rodriguez and Brown (2009) provide the simplest distillation of the key principles of participatory action research with young people: topics must be relevant to the participants; research must involve participants as collaborators rather than subjects; and the research process must be transformative for participants. The literature (including a brief published by UNICEF Innocenti on adolescent participation in research, Ozer and Piatt, 2017) delineates four iterative phases that are necessary if research is to be considered genuinely participatory and collaborative: topic selection; research methods and design; data analysis; and reporting back and taking action for change. However, several systematic reviews have observed that this rarely happens in real life – sometimes because of young people's own desire to avoid 'boring' analysis (Jacquez et al., 2013; Anyon et al., 2018; Cullen and Walsh, 2020; Raanaas et al., 2020; Freire et al., 2022).

Although participatory research in general can empower research participants and improve research outputs, participatory research with young people opens up especially exciting opportunities. This is partly because of the developmental imperatives of adolescence and emerging adulthood, which centre around the need for agency and social connection – both of which are fostered by participatory research (Ozer, 2016; 2017; Ozer and Piatt, 2017; Suleiman et al., 2019). A growing body of evidence suggests that engaging in participatory research has myriad positive impacts on young researchers, including: improved agency, communication and leadership skills; more supportive peer and adult relationships; enhanced critical thinking skills and renewed interest in academic subjects; and improved civic engagement, which can have particularly transformative impacts for the most marginalised young people (Ozer, 2016; 2017; Ozer and Piatt, 2017; Anyon et al., 2018; Suleiman et al., 2019; Raanaas et al., 2020). The exciting opportunities that participatory research opens up for young people are also due to the way in which the approach provides insights into worlds that are quite often closed to adults (Ozer, 2016; 2017). Collaborating with young people not only provides valuable insider perspectives – which are key to improving research validity and shaping effective programming and policy – but may be the sole route to rendering sensitive issues such as sexual practices or intimate partner violence more visible (Ozer and Piatt, 2017).


Just as participatory research with young people opens up opportunities, it also presents some ethical challenges. First among these is to make sure that participation does not cause harm. Special care is needed when working with young people who are especially vulnerable or marginalised (such as married girls or girls with disabilities), when discussing sensitive topics (such as sexual health or violence), and when including young people in data analysis (because of heightened concerns about confidentiality) (Auerswald et al., 2017; Ozer and Piatt, 2017; Cullen and Walsh, 2020). That said, it is vital that the adult researchers who are facilitating participatory research groups are mindful – especially with the older adolescents and emerging adults who are better able to understand and give continuous consent – of the need to balance protection concerns with opportunities for empowerment (Auerswald et al., 2017; Ozer and Piatt, 2017; Bradbury-Jones et al., 2018; Cullen and Walsh, 2020).




# 2 Research activities

These tools are designed for gender-segregated groups of adolescent boys and girls, with each group comprising 8–10 participants (aged 15–19) from the Palestinian and Syrian refugee communities or host communities. This section explains how to run a session for each research activity. The sessions and tools are listed in chronological order.


Each tool has between four and six symbols:




This symbol explains the purpose of the tool.




This symbol tells you what materials you need for the session.




This symbol tells you how many participants should take part in the activity, and whether they should be in single-sex or mixed-sex groups.




This symbol tells you how much time you need for the activity.




This symbol tells you how to integrate the participatory photography too.




This symbol suggests how you can include peer-to-peer interviewing in the activity.




**Purpose:** To familiarise participants with the GAGE programme, its aims and activities, and to introduce the participants and facilitators to each other.



**Materials:** Whiteboard + whiteboard markers or blackboard + chalk; coloured Post-it notes with the names of the participants written on them; bowl.



**Participants:** Gender-segregated groups, 8–10 adolescents per group.



**Duration:** 2–3 hours.

## 2.1 Introductory session

This introductory session explains the purpose of the GAGE programme to the adolescents taking part in the activity. It offers an opportunity to answer any questions participants might have about taking part and the purpose of the research. It is also an opportunity to explain what participants should do if they feel uncomfortable about any aspect of taking part. The aim is to create a safe and welcoming space for adolescents to share their experiences and perspectives.

## Welcoming the participants

*[Facilitators should cover all of the following information on the GAGE programme and adolescents' participation]*

### Group introductions

*[This activity introduces everyone in the group to each other. You will need to use the whiteboard or blackboard. Please take a photo of the board before erasing its content!]*

1. Before the session, write the names of participants on coloured Post-it notes. Put these in a bowl.
2. Write participants' first names on the board (one by one), and ask them to say 'Hello' when you write their name up, and then ask the group to reply by saying 'Hello' – followed by the participant's name. *[Do not write the names up in any order. Names should be written in a random style and with enough space left between them for the activity under point 4 below.]*
3. Ask the participants to stand in a circle. The facilitator should stand in the middle of the circle with the bowl of names. Randomly, choose a participant to draw out a paper and ask them to call the name aloud, and then start a conversation with the person whose name they drew. The aim is to ease up initiating conversations and to make sure that participants meet others in the group who they do not know.
4. Give participants 15 minutes to meet each other and find out things they have in common. Each time they talk to someone in the group and find something in common, they should draw a line between their names on the board. On this line, they should write the things they have in common (up to 3 words), and/or what they liked about this person (they are free to use emojis, symbols, small drawings or words!).
5. When the 15 minutes are up, ask the participants what they notice about the things that the group have in common and what they like most about their group.

*[Allow each participant to express themselves, read the names randomly from the board to ask them about their opinion. Make sure each participant got involved and shared their reflection with the group!]*

*[After finishing the activity, give the participants a 30 minutes break before moving to the second section of this session. Tell the participants that your first fun activity together will start after the break!]*

## 2.2 Introduction to participatory photography

The participatory photography tool is designed to teach participants skills in photography and digital storytelling. It explores participants' experiences and perceptions of what it means to be an adolescent girl or boy in their community. This tool allows participants to express themselves and to reflect on their realities and the issues or challenges they face in their daily lives, using the power of images.



**Purpose:** To teach adolescents how to use a digital camera and to take photographs, as well as how to use photography to tell a story and to reflect on their realities or to express themselves.



**Materials:** 10 fully charged digital cameras, 10 chargers, facilitators' laptops.



**Participants:** Gender-segregated group of adolescents, 8–10 participants per group, plus individual activities for 8–10 participants.



**Duration:** 3–4 hours.

## Format

This section explains how to conduct the introduction to participatory photography session. For this exercise, all you need is your digital camera!

[Make sure you have cameras available for each of the participants prior to the session and that all cameras are fully charged prior to the session.]

Icebreaker: Before you start the activity, take 10 minutes to ask participants to think about the proverb, 'An image is worth more than a thousand words!' and what it means. [Keep a record of participants' interesting answers!]

## Introduction to participatory photography

At the beginning of the session, explain to the participants that participatory photography aims to explore their experiences and perceptions of what it means to be an adolescent in their community. Explain that participatory photography is a tool that adolescents can use to express themselves or to tell their own and other stories through photos.

## Give out the digital cameras

After you have explained the aims of the session, give a camera to each participant.

Then explain their responsibility in handling the camera. Tell them that they are being trusted to look after it and to protect it from any damage, and that they should keep it in the same condition as it was when they were given it (make them feel that they have a precious item – do not tell them that they are keeping the cameras at this stage!).

[Give out the cameras to participants. Write on a sticky label the participant's full name and stick it on the camera. Tell the participants not to remove these labels.]

## How to use the camera

Now, ask the participants to follow your instructions on how to use the camera.

## Start by showing them the camera and its parts.

1. Start with the camera and its case; tell them that the camera should be always kept in its case to protect it when they are not using it.
2. Show them the battery and the charger, and how to put in and take out the batteries.
3. Show them how to hold the camera correctly.

## Now explain the camera settings.

1. Start by showing them how to turn the camera on and off.
2. Show them how to set it up on 'auto mode' setting. Tell them that the camera should always be set up on 'auto mode' setting. Explain that this setting automatically sets the functions according to the conditions (light, distance, etc.), and it allows them, as beginners, to think about the image they want to capture rather than the technical features. Explain that using 'auto mode' setting means they don't have to adjust the set-up for each photo they take.
3. Show them how to turn on 'high quality', and turn off 'digital zoom'.
4. Show them how to use the focus techniques – then practice the techniques with them.
5. Show them how to zoom – then practice using zoom with them.
6. Show them how to use flash – then practice using flash with them.

## Good practice:

Tell the participants that they should: (1) always know where their camera is; (2) always use the camera case; (3) always hold the camera by its strap; (4) never delete photos; and (5) stand steady when taking a photo.



Tell the participants that now you will do a portrait exercise so that they can practice taking portrait photos.

### **Portrait exercise**

Ask the participants to take portraits of each other. Ask them to do it with the flash and without the flash. Then ask them to compare the pictures that they took with flash and without flash, to see the difference.

Then ask them to continue practising using the flash and focus features for 10 minutes.

After 10 minutes, tell them that you need to discuss ownership of the photo.

### **Introduction to ownership**

Ask the participants: Who owns your photo – you, as the photographer, or the person in the photo?’

Facilitate a group discussion for 10 minutes. After that, explain to participants that the photographer is the one who owns the photo because they are the one who took it. But the photographer should always ask consent to take a photo of another person or group of people before they take the photo. This is to protect themselves from possible legal action or harm, as well as protecting and respecting other people’s right to privacy.

### **Treasure Hunt activity**

Tell the participants that you will now do another fun activity with them. Give them a list of treasure hunt items they have to find and photograph. Tell them they have 30 minutes to take photos from the list below.

#### **Treasure hunt list:**

1. Something that is your favourite colour.
2. A unique pattern.
3. Something you like in this centre/space.
4. A detail that no one else will have noticed.

Tell them to keep the following things in mind:

**Framing:** Think about what needs to be in the frame and what should not be, and think about all the choices you are making (angle, background, position of the object in the frame, etc.)

**Focus:** Half-press the button, with the subject in the centre, and only fully press when it has focused and you have chosen the frame you want.

**Don’t rush it:** Do not snatch the camera away. After you make the decision to take a photo, the camera still needs to do the work. If you pull away too early you could have motion blur, or miss the frame you want. The camera will take less time to take a photo with more light, and if you have not zoomed in.

**Flash:** Think about where the light is coming from and try to make sure there is enough without using the flash. Generally, keep the flash off and only use it when you know you need it (e.g. when light is behind the subject and you cannot change that, or there is no light source strong enough).

Ask the participants to take photos of things no one else will photograph, in a way no one else will think to photograph them, and wish them good luck!


After 30 minutes, ask each participant to share with the group one thing that they learnt and one thing that they enjoyed during this activity.

Wrap up the session and ask the participants if they have any questions. Make sure that all the participants are able to use their camera and to take good photos.


Before ending, remind participants to bring their fully charged camera with them to the next session. Ask them to practice using the camera and taking photos at home.

# 3 Virtual community mapping


The virtual community mapping tool is designed to explore the virtual sources from which adolescents get information, ideas and social contacts beyond people in their direct community, and how this varies by gender. It allows us to explore the similarities and differences between older adolescents' physical and virtual worlds (for those who are active readers or are active online). This tool also helps us understand the impact that print and electronic/digital media can have on adolescents' ability to achieve their full personal, social and cultural development.




**Purpose:** To explore the virtual spaces that adolescents use in their daily lives as well as the sources from which they get information, ideas and social contacts beyond people in their community, and how this varies by gender. .



**Materials:** For this activity, adolescents must draw a map of the digital devices they use and link each one to the activities they do using that device. They will list the social media platforms they use and how they use them.

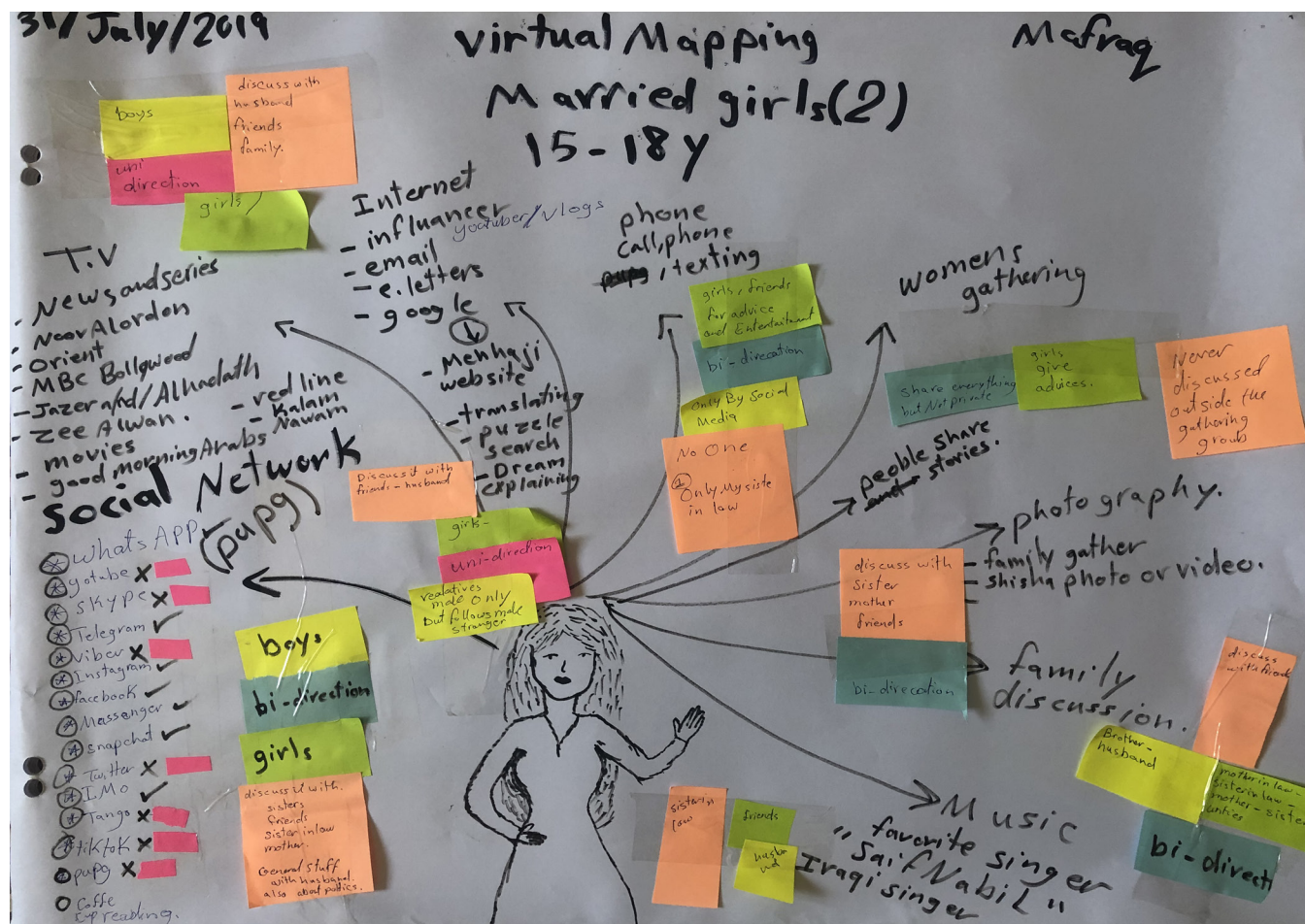


**Participants:** Gender-segregated groups aged 15–19 years, 10–12 participants per group.



**Duration:** Around 4 hours.

Figure 1: Example of a virtual community mapping exercise



Explain to the participants that they need to imagine themselves as invisible beings who exist in a virtual space – outside their physical world – and draw a map of all their activities, the mediums that they use, and the spaces that they visit in this virtual world, as well as the people they interact with or follow.

Then, they will draw a map of their virtual presence and generate their own map, detailing any sources from which they get information, ideas and social contacts beyond people in their physical community/world (see Figure 1 for an example). They can think of any printed, electronic or digital media platforms/spaces and social media or communication mediums or platforms, as well as the devices or tools they use to access these. The aim is to find out how young people access to virtual world and how they use virtual spaces.

## Prompts and questions

### Access and sources of information

1. Ask the participants how they get information, ideas and social contacts beyond people in their immediate community. You can explore all possible sources with them, including:
  - › print media (letters, books, magazines, newspapers)
  - › digital media (emails, eBooks, e-magazines, e-newspapers, blogs, etc.)
  - › electronic media (television [TV], radio, films, school assembly)
  - › music and lyrics (messaging, what singer stands for)
  - › mobile phone (messages, calls)
  - › internet access and usage – which sites do they use? How do they use it and why? (using computer/ laptop, phone, network shops, school, etc.)
  - › social media – online access and usage (e.g. do they use Facebook, email, WhatsApp, Instagram, games, applications)? How do they use these, why, and with whom? Are they consumers or actively engaged? Is their communication tool with people already known or is it a separate online community, involving people they have never met in person?
  - › interaction with hometown (if they are migrants or displaced), how, why, and with whom?
  - › interaction with emigrants/diaspora, how, why, and with whom?
  - › interaction with outsiders/immigrants, visitors, returnees, camp and non-camp refugees with

host population, communities in different regions/ religions/sects, etc.

### Frequency of access and usage in virtual worlds

2. Ask the participants how they access these sources (using personal phone/other family member's phone, computers/laptops [whether personal or not], network shops, library, school, organisation, newspaper/magazine subscriptions, etc.) and how often do they use these sources?

### Value of virtual sources and the relation between adolescents' virtual and physical worlds

3. Ask the participants about the type of ideas or content they learn from these sources (literary, politics, development, rights, education, health/sexual health, puberty, etc.). Table 1 presents a list of prompts you can use to get the participants thinking.
  4. Ask the participants if they discuss any of this content with others online/or through other media modes? Do they actively engage in these discussions (are they consumers or actively engaged)? Do they share content that they learn with others online/or through other media modes? If so, who do they share with, and why?
  5. Ask the participants who they connect with virtually (friends, influencers, random people, celebrities, etc.). Do they actively communicate with these connections? Who? Why? How?
  6. Ask the participants if they discuss their virtual experiences or discoveries with anyone in their physical world? Probe who, why, what issues do they discuss/share?
  7. Ask the participants if new technologies like internet and mobile phones have an impact on adolescent behaviour, and how? Probe the positive and negative impacts of technology.
  8. Ask the participants what these impacts mean for parents, and the way they parent their children?
  9. Ask the participants if available programmes/services can support more positive use of media, and how?
- Access by gender and different groups of vulnerable adolescents
10. Ask the participants about similarities and differences between them and some of their peers in the same community who are of the opposite gender, or

between adolescents with and without disabilities, between refugee adolescents and host community adolescents, between adolescents from different regions, religious sects or nationalities or from other countries.

Online safety

11. Ask the participants if they trust the sources that they listed in their map, and why. If not, why and how can they protect themselves from fake content and fake users? And do they have anyone to teach them how
- to protect themselves from fake content?
12. Ask the participants what risks they generally face in their virtual world? (Risks of pornography, substance abuse [including cigarettes, alcohol and other drugs], harassment, exploitation, etc.).
13. Then for online sources, ask the participants if they feel safe, and if they know of any ways to protect themselves online? Is it the same for adolescents of the opposite gender? And do they have anyone to teach them how to be safe online?

Table 1: Prompts on content that participants can learn in the virtual world

The table presents a list of prompts based on the six capability domains explored by the GAGE longitudinal study. <sup>1</sup> You can use these prompts to probe the type of information that adolescents can learn in the virtual world.

Domain	Content/Information
Education and learning	<ul style="list-style-type: none"><li>• Educational access</li><li>• Educational aspirations</li><li>• Education quality</li><li>• Successful education transitions</li></ul>
Psychosocial well-being	<ul style="list-style-type: none"><li>• Resilience and emotional intelligence</li><li>• Emotional support</li><li>• Social support by peers</li><li>• Quality psychosocial services</li></ul>
Voice and Agency	<ul style="list-style-type: none"><li>• Mobility and access to safe spaces</li><li>• Access to age-appropriate information and digital technology</li><li>• Voice and decision-making within the family and community</li><li>• Civic engagement</li></ul>
Bodily integrity and freedom from violence	<ul style="list-style-type: none"><li>• Protection from age-based violence, including corporal punishment and bullying</li><li>• Protection from sexual and gender-based violence</li><li>• Protection from early, forced and child marriage</li><li>• Protection from female genital mutilation/cutting (FGM/C) and other harmful traditional practices</li></ul>
Sexual and reproductive health and rights, health and nutrition	<ul style="list-style-type: none"><li>• Physical health</li><li>• Good nutrition</li><li>• Access to age- and context-appropriate puberty education and support</li><li>• Access to age- and context-appropriate sexual and reproductive health information, supplies and services</li></ul>
Economic empowerment	<ul style="list-style-type: none"><li>• Employment aspirations</li><li>• Numeracy/financial literacy</li><li>• Market-appropriate technical, vocational and business skills</li><li>• Access to resource endowments (e.g. land) and assets (e.g. savings and credit)</li><li>• Access to decent and age-appropriate employment</li><li>• Access to age- and gender-sensitive social protection</li></ul>

<sup>1</sup> For a detailed overview of GAGE’s conceptual framework, see GAGE consortium, 2019.



# 4 Covid-19 virtual group discussions

These small group interviews are aimed at adolescents who already know each other. They focus on the impacts of Covid-19 on the six GAGE capability domains.



**Purpose:** To help explore the impacts of Covid-19 on adolescent capabilities.



**Materials:** Virtual sessions. The modality of these group discussions will differ by community, depending on young people's connectivity and access to devices.



**Participants:** Gender-segregated groups of 15–19-year-old adolescents, 2-5 participants per group.



**Duration:** 45–60 minutes.

## SESSION 1: Questions grouped depending on school status

### Version A. for Adolescents in school

#### Part 1: Education and learning

- Has Covid-19 changed your access to school/ vocational training? How?
- What about the time you can dedicate to learning? Did that change? Do you have more or less time now? Why?
- If you had a choice, what would be the highest level of education you would like to obtain? Do you think that Covid-19 will affect your chances of going back to school/continuing your education? What about the focus of your education?
- What about your access to the internet and devices such as a mobile phone, TV and computer? Do you need to compete with other household members to access these, and who gets priority access in your family?
- Do you use any online resources to help you cope with the Covid-19 situation? If so, what and how?



**Mohammad Ahmad\*, a 19-year-old out-of-school working Palestinian boy living in Ein el-Hilweh camp**

During the covid-19 lockdowns, most businesses were closed in the camp as well as in Saida city. Many were permanently closed because the business owners could not afford the losses especially with the depreciation of the Lebanese currency. Vendor sellers were the most affected during the lockdown, because those are poor and rely on their daily income for food and water. The lockdown and the crisis impacted us a lot and people cannot afford anything anymore.

\*Pseudonym

## Wrap up

- What would you recommend to the government and other policy actors as a priority to make the situation less challenging for young people?

## Version B. for Adolescents out of school

### Part 1: Time use/economic empowerment

- How does your usual day look like? How does it differ compared to before Covid-19?
- In the month prior to the outbreak of Covid-19, were you doing anything to earn money or obtain things for yourself or your family? If you were employed before, was your employment affected? How? If you are still working, have you been given any guidance or information on protective measures? Have your wages changed since Covid-19?
- Did Covid-19 make you reconsider going back to school? Why?
- Since Covid-19, did the way your family manages their income change? Who controls the money and income? Is it different from before?
- Does your family receive any assistance from the government or international organisations (e.g. the United Nations Relief and Works Agency for Palestine Refugee in the Near East [UNRWA], the United Nations Children's Fund [UNICEF]) (food, cash) or from any other source (e.g. zakat)? Has it changed as a result of Covid-19?

### Part 2: Voice and agency, and psychosocial well-being

- How has Covid-19 impacted the way you interact with your friends? Recreational opportunities? How are you feeling about these changes?
- How has Covid-19 impacted the way you interact with your family? How are you feeling about these changes? Did family dynamics change? How?
- This can be a stressful time for many people. How do you deal with your stress or when you are feeling sad? Is there anyone you can talk to in confidence?
- What about your access to the internet and devices such as a mobile phone, TV or computer? Do you need to compete with other household members to access these? Who gets priority access in your family?

- Do you use any online resources to help you cope with the Covid-19 situation? If so, what and how?

## Wrap up

- What would you recommend to the government and other policy actors as a priority to make the situation less challenging for young people?



Kamila Mohammad\*, an 18-year-old Syrian girl married at 17 living in ITS, Baalbek

Since the lockdown, men are not working and staying at home all the time doing nothing. Husbands have become crueler with their wives because they are bored at home.

\* Pseudonym



## SESSION 2: For all adolescents

### Part 1: Health and nutrition

- Would you say that you are healthy? Was your health affected by Covid-19?
- Does your family have enough access to food? Is your access to food the same or different from before Covid-19?
- What about access to health services for you and your family? Has that changed as a result of Covid-19? How? What about the quality of these services?
- Have you ever smoked cigarettes/argila [hookah pipe]/vaped (what, how often, with whom)? Has your behaviour changed since Covid-19? How?

### Part 2: Bodily integrity

- Do you have a place where you feel safe? Has it changed as a result of Covid-19? How are you coping with those changes?
- Do you think that as a result of Covid-19, the tensions in your community have increased? How do people cope with changes that have affected them? Is it different for adults and adolescents? What about in your household? How did it change? How are you coping?

### Part 3: Voice and agency

- Do you feel that you can express your opinion to your family about matters that affect your life? Does your voice matter? What kinds of things can you decide for yourself and what kinds of things do your parents/family decide for you? Has it changed since Covid-19? If so, how?
- Has Covid-19 impacted the way you seek out information/read or listen to the news?
- Have you heard about any initiatives that allow adolescents to respond to Covid-19/participate in the response? Are there any that you could be part of?
- Do you think there are any ways that we could harness the energy of young people in your community and get them more involved in activities aiming to help people in response to Covid-19? What could they be?
- What do you think the priority action should be to help people in your community?

## Wrap up

- 'Of all the things we talked about, what do you think is the most important thing that was said?'



**Isabella Hayek\*, a 19-year-old in-school Lebanese girl living in Baalbek city**

During this crisis our fear of losing our loved ones has increased. The risk on health has doubled, especially after the spread of information on social media that the Corona virus affects the elderly more than young people, which has amplified the fears of the elderly. I went with my grandmother to the hospital to visit my grandfather who is struggling for his life, and my grandmother was afraid to go to the hospital for fear of catching the virus, but she had to go despite her fears and our fears for her health because my grandfather requested seeing her.

\* Pseudonym

### Photo exercise

- Take photos that show your daily activities and how you are spending your time at home and how you are feeling about these activities
- Take photos that reflect your worries and concerns during these times and reflect your daily challenges
- Take photos that reflect your perception of the general situation (quarantine and measure taken to confront the Covid-19 pandemic) or that reflects your opinions about the measures taken locally, or how people are responding to these measures, or about anything thing that is happening around you or in the world in these times
- Take photos that reflect your perception of the changes that happened in your life and in your community since the outbreak of Covid-19 and the lockdown

## 5 Experiences of climate change

This exercise aims to understand the environment where adolescents live and the effects of climate change on their lives. It focuses on quality of housing and essential services such as access to water and sanitation, and other environmental issues at the community level (such as hygiene, basic services and pollution) that affect quality of life. This tool allows us to discuss the health, social and economic impacts of environmental issues on adolescents, and their ability to lead a healthy and safe life.



**Purpose:** To explore the environments that adolescents live in and how environmental problems and pollution impact adolescents' health and psychosocial well-being.



**Materials:** For this activity, adolescents must draw a map of the environment they live in, including green spaces, basic infrastructure and services, and sources of pollution in their community.



**Participants:** Gender-segregated groups of 15–19-year-old adolescents, 10–12 participants per group.



**Duration:** Around 4 hours.

### Map drawing

Ask the adolescents to begin by drawing an environmental map of the community in which they are living (see Figure 2 for an example). They should agree on a public place that they consider to be the centre of their camp, city or community. Ask the participants to draw this centre in the middle of the flipchart, then draw their houses around it.

Then, ask them to draw what they see around their homes (bathrooms in informal tented settlements, water tanks [especially in informal tented settlements], garbage containers, private generators [if applicable], fields, houses [especially in informal tented settlements], green spaces, rivers, markets, grocery shops/vendors, offices of non-governmental organisations [NGOs] where they can get hygiene pads and kits, etc.). Finally, ask them to draw the main landmarks in their community, including public spaces, main services providers (water, electricity, garbage collection, etc.), the main green spaces and rivers (if applicable), spaces where people congregate, etc. (see Figure 2 for an example).

# Prompts and questions

## Housing quality

- 1) Ask each participant to point to their home and describe it. Probe on:
  - › what are houses made of?
  - › are they weather-resistant?
  - › how do they cope in summer and winter?
  - › if there is a housing problem in the community, in terms of accessibility, affordability, etc.
  - › what are the other types of housing in their community? Probe on camps, unfinished homes, garages, farms, etc. and the quality of these homes (including access to sanitation and hygiene).
- 2) Continue asking about housing, and probe on access to toilets and safety (particularly in informal tented settlements); in houses and collective shelters, probe on shared bathrooms with different families in same apartments/buildings, then probe on:
  - › quality of bathrooms and location of bathrooms in apartments (for example, some bathrooms are almost makeshift inside the kitchen with no door separating the rooms)
  - › where the bathrooms are in the house, their quality, safety and privacy, and how their positioning affects adolescents (especially girls)



Isabella Hayek\*, a 19-year-old in-school Lebanese girl living in Baalbek city

Most of the houses in Baalbek are old and have many problems like humidity, poor electricity, and water and sewage infrastructure. This all causes many health risks for the community, especially lung and respiratory diseases during winter months as the walls and ceilings would get damp and musty. However, Baalbek city also has many Syrian refugee camps which have very poor infrastructure with many additional risks. The camps often catch fire due to poor electricity infrastructure and highly inflammable material that the tents are made of.

\* Pseudonym

Figure 2: Example of climate change exercise





- › sewer arrangements in the houses (do they have access to public sewers, do they have holes under houses and if full, how do they dispose of or empty it), do they have holes under the bathrooms and tents (especially in informal settlements), and how is it disposed of or emptied, etc.

### Sexual and reproductive health

- 3) Ask girls about their access to menstrual health supplies and privacy. Probe on:
- › where do they get supplies from
  - › what alternatives do they use
  - › how it affects their daily routines and access to education and work, as well as their social life, especially for girls who do not have access to menstrual supplies
  - › where possible, ask boys to share their opinions about their sister's/mother's/wife's experiences.

### Basic infrastructure and services

- 4) Ask the participants about access to adequate drinking water. Probe on:
- › if they have water services at home
  - › if they buy water, and where from
  - › if they collect water from public water faucets or springs
  - › in informal tented settlements and collective shelters, who supplies water and what type of water they drink.
- 5) Probe on the adolescent's opinions of quality of water and how it impacts their health.
- 6) Probe on access to tap water in general and how it affects their hygiene, especially bathrooms and menstruation (impact on the adolescent and their community); probe on water arrangements in case there is no access to public water services.
- 7) Ask the participants about access to electricity and how it impacts their hygiene, access to toilets, menstruation for girls, access to water, etc. Probe on safety issues, especially for girls, at night, to access toilets, etc.
- 8) Ask the participants about access to waste disposal. Probe on:
- › how and where they dispose of their garbage (garbage containers, burn them, dispose in fields or rivers, etc.)

- › does the municipality provide this service for them (is it for a fee or free)?
- › if the municipality provides the service, how and where does it dispose of garbage collected from the community. Is it close to where people live, and if so, how does this affect the adolescent and their community (garbage dumpster hills, specific dumpster fields, burning, leaving in rivers, etc.)?



**Samira Hatem\*, an 18-year-old married Syrian girl living in a collective shelter Baalbek city. She married at the age of 15 and has two children.**

We barely have electricity in Baalbek and when the electricity cuts, the water also stops running. Our wells are always empty, so we are living now without water. Even when the wells have water, we cannot pump it to our houses because there is no electricity. This is impacting our and our children's hygiene. We cannot shower or bathe our children properly and when our children get dirty or pee on themselves, we cannot wash them properly. We cannot cook now because we cannot wash our dishes if we do, but we must so that we can feed our children. This is a very disturbing situation for people to live in and we always find ourselves wishing to die instead of living a life without water, electricity and basic needs. Life in Lebanon became impossible, and our only hope is now to be able to migrate from this country. The government should prioritise providing electricity and water and drinking water to all people in Lebanon, as no one else can do so and the private electricity and water is very expensive and only few can afford it.

\* Pseudonym

## Environmental challenges

9) Ask the participants about major environmental issues they face in their community. Probe on pollution problems they face and how they affect their health, daily activities and livelihoods. Probe on:

- › quality of water
- › quality of rivers
- › quality of air
- › quality of land
- › factories
- › power stations
- › public sewer
- › garbage disposal
- › the use of chemicals and sewer water in agriculture, etc.

10) Then, probe on vulnerability to adverse weather events – flooding, storms, snow, droughts:

- › How does it affect them?
- › How do they cope?
- › What support do they get?

11) Probe on weather conditions and impact on houses, then community (e.g. floods on streets in winter), then ask how it affects them physically and psychologically and their daily activities. Probe on impact on livelihoods (e.g. access to work during hard weather conditions), impact on specific types of work (e.g. impact of water shortage and droughts on agriculture).

12) Probe on the source of these environmental problems (do they see it as weather change or do they see it as lack of public policies?)

13) Probe on environmental changes that have happened in adolescents' communities over recent years, any challenges that have been particularly increasing, and why? Are there any collective or public efforts to mitigate and address these challenges? How do they expect environmental challenges to change over time?



**Deeb Deeb\*, a 17-year-old in-school Lebanese boy living in Baalbek city**

Baalbek used to have a lot of green spaces and rivers. Today these spaces are shrinking either due to the increase in construction or due to lack of protection of these spaces in addition to recurring draughts. Still, the remaining green areas in Baalbek are our only breather in the city as the boys go there to sit and talk with their friends, have barbeques or hunt. To preserve the little spaces in Baalbek, municipality must have better building plans and increase supervision as most of the buildings do not have permits. Also, the municipality and local organisations must plant more trees and work on preserving the green areas and providing water for these areas through projects to collect and direct water to ponds and rivers. The municipality should also protect the water from pollution as the rivers and ponds are full of garbage, sewage, and chemicals and waste from the factories through putting harsh penalties on those polluting our water.

\*Pseudonym

## Safety in adolescents' communities

- 14) Ask the adolescents to indicate on the map where adolescent girls of their age can go and what they can do in these spaces on a regular basis. Probe around specific times that girls and boys can be present in these public spaces, where applicable. Discuss how this differs between girls and boys, and why.
- 15) Ask the adolescent about their access to spaces where they can congregate safely – inside and outside. Where can they go? How often do they go? Are there physical or social challenges in accessing these spaces? For whom, and why? Does it differ for boys and girls? If so, why?
- 16) Ask the adolescent about spaces that are unsafe – including where they can be subject to harassment, bullying and violence, or can be at risk of trafficking, kidnapping, and drug use and trading. Does it differ for girls and boys? If so, why?

Most worrying environmental challenges

- 17) Finally, based on everything that has been discussed,

ask the group of adolescents to rank the three most worrying environmental challenges in their community, how these could be most effectively tackled, and by whom. Are they aware of any promising practices that could be scaled up (e.g. good practices or initiatives by local NGOs with farmers, any municipality/party/civic group actions that can be built on and replicated, etc.).

### Photo exercise

- Take photos that show three main climate and environmental challenges that your community is facing
- Think about your individual perspective but also wider problems for the whole community
- Suggest recommendations to tackle these problems i.e. what would you recommend to different stakeholders to tackle the issues? Peers? UN agencies? Local authorities? NGOs? Central government?



# 6 Experiencing economic and political crisis

This exercise explores the multidimensional impacts of Lebanon's economic crisis on adolescents across GAGE's six capability domains. The tool dives into the challenges that the crisis intensified in adolescents' lives at the individual, household, community and state levels. The tool helps us to understand how adolescents perceive the impact of the crisis on them, now and in the future.



**Purpose:** To explore the multidimensional impacts of the crisis on adolescents across GAGE's six capability domains and the challenges it has intensified for them.



**Materials:** For this activity, adolescents must identify the most traumatic event in Lebanon's crisis on a timeline that lists recent events. On a hexagon laying out GAGE's six capability domains, adolescents identify the challenges they face within each domain during the crisis.



**Participants:** Gender-segregated groups of adolescents and young people aged 15–21, 10–12 participants per group.



**Duration:** Around 4 hours.

## Crisis timeline

Main time stamps to probe about changes in adolescents' lives:

1. **Beginning of the year 2019:** Description: Life before the pandemic and crisis (political and economic crisis started in August 2019 – not so many are aware of that – probe if adolescents are aware)
2. **17 October 2019:** Description: Anti-government protests
3. **February 2020:** Description: Covid-19 lockdown (Covid-19 lockdown in February 2020 and in April as crisis started accelerating)
4. **4 August 2020:** Description: Beirut explosion
5. **Beginning of 2021:** Description: Accelerating/deepening of crisis
6. **September 2021:** Description: Formation of new government (also opening of schools/winter season – less work for waged workers, hikes in fuel prices and lifting of subsidies, etc.)
7. **Now:** Description: The present (November/December, end of 2021)

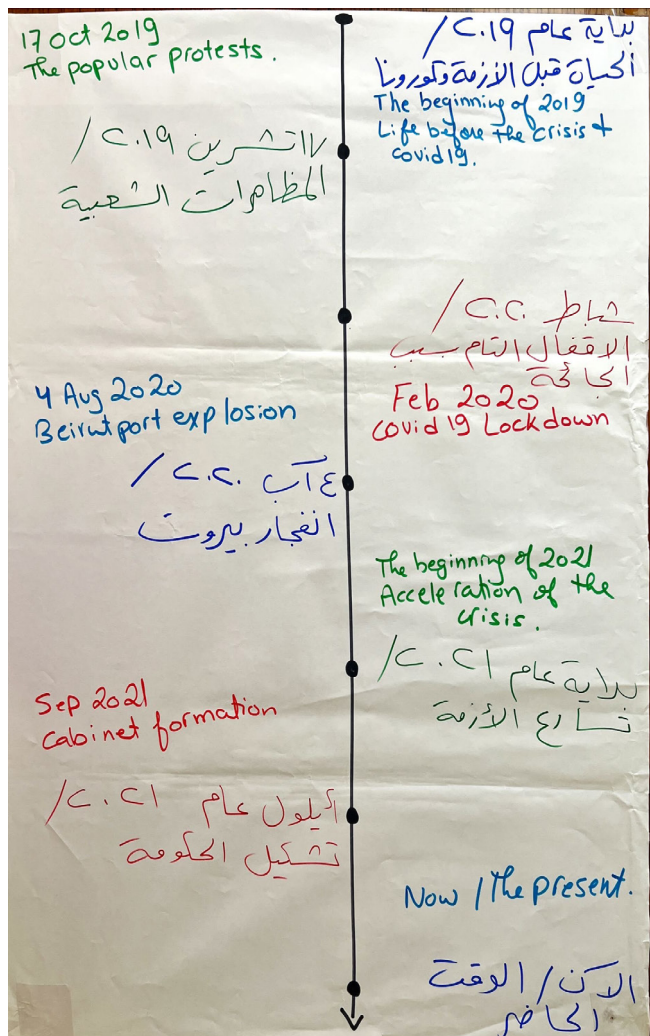
## Prompts and questions

1. Which of these time stamps do you consider central due to its impact on your life, and why?
  2. What was the impact, and in what ways and to what extent did these events change things for you?
- Allow participants who give different time stamps to explain their point of view – could be that they perceive positive or negative impacts. It is key to map out these negative events at the beginning of the conversation. At first, allow the participants to share the impacts they care most about. Then probe across the different time stamps chronologically on how things changed, using the following probes.

## Prompts and questions

1. Which of these time stamps do you consider central due to its impact on your life, and why?
  2. What was the impact, and in what ways and to what extent did these events change things for you?
- Allow participants who give different time stamps to explain their point of view – could be that they perceive

### Figure 3: Example of crisis exercise – crisis timeline

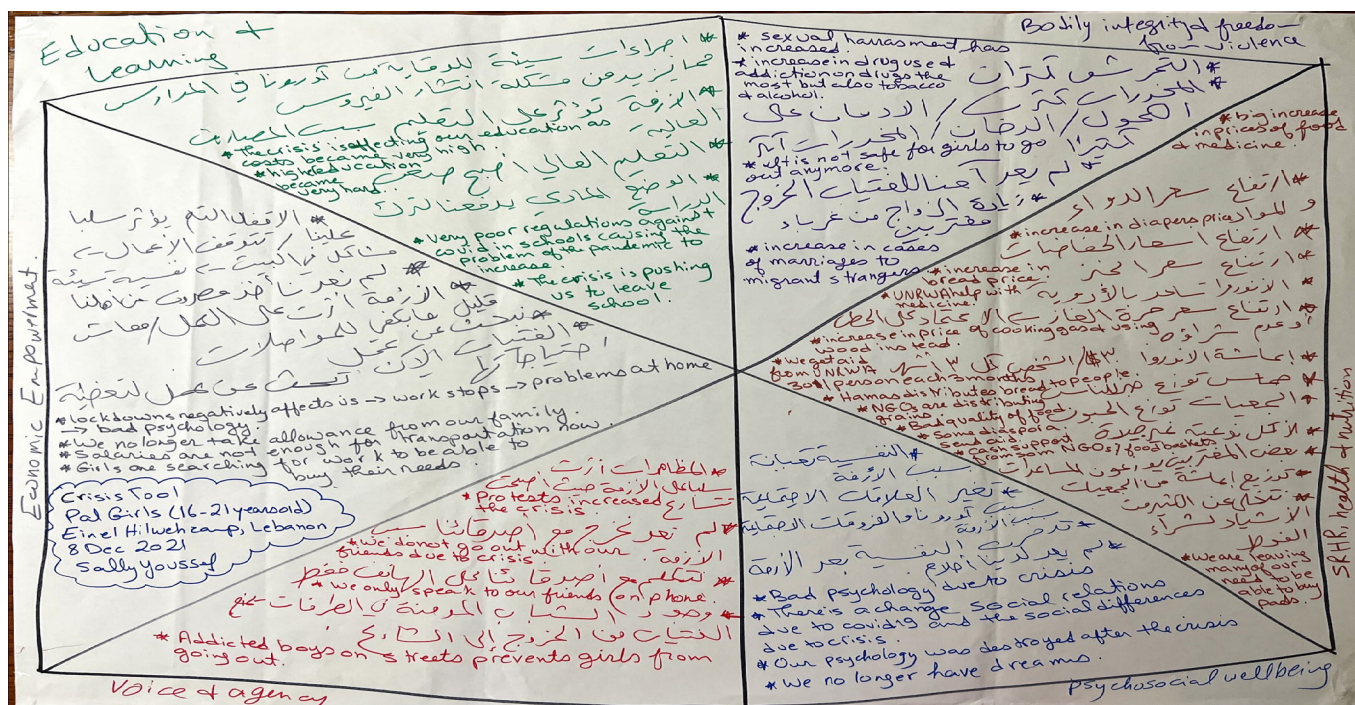


positive or negative impacts. It is key to map out these negative events at the beginning of the conversation. At first, allow the participants to share the impacts they care most about. Then probe across the different time stamps chronologically on how things changed, using the following probes.

## Prompts on schooling

1. Were your studying, and if so, what subject(s)? Any changes across different time stamps and why?
2. What were your education ambitions back then and how have they changed (if at all) across different time stamps and why?
3. Any risks to education? What are they? Your major education challenges and changes in challenges across different time stamps (financial, safety, online, Covid-related, lack of heating and material at school, etc.). What is driving these challenges? Who is affected more by gender, disability, age, etc.?
4. Did any of your siblings or friends drop out of school? If so, why, and how did it impact them? (Child labour, child marriage, illicit activities, lost opportunities for future decent work, etc.)
5. Have you experienced any increase in violence at school? Either peer-to-peer or from school staff/

Figure 4: Example of crisis exercise – hexagon on crisis impact by capability domain





teachers, etc.? Any increase in risks at schools? (drugs, weapons, other risks?)

6. If you accessed online education, were there any increased risks online for students and how did these vary by gender?
7. Are there any scholarships/aid opportunities open to you, and if so, have these changed over time? Who is providing them, if anyone?

## Prompts on economic empowerment

1. Were you working? If so, what were you doing? Are you still working and to what extent have work opportunities changed during this time period?
2. What about girls' access to work? How have different events affected that?
3. Income level and affordability of basic expenses: how does it impact food, rent, healthcare, sexual and reproductive health supplies (including sanitary pads), leisure activities, access to informal support from family or friends, etc.?
4. Opportunity to save/access credit: impacts on ability to marry, career ambitions and development, financial independence, maybe cases of urgency like health and medication, maybe availability of money during winter for those who work during summer time, etc.
5. Career ambitions: plans for opening businesses/starting a career – changes in opportunities and challenges to that?
6. Opportunities to build skills via economic empowerment or technical and vocational education and training (TVET) programmes?
7. Have work conditions changed, and if so, in what ways? Any increased risks/exploitation at work, involvement in harmful or illicit work, etc. (any increased risks specific to each gender?)
8. What about migration ambitions? Where do young people want to migrate, and why? What opportunities do they perceive abroad, what do they need to stay in Lebanon, impact of that on them individually (financial, psychological, self-development, career development, etc.), on households, and society? How aware are they of the risks involved in migration? What are their views on the perceived risks of migration?



### Loulou al-Abyad\*, a 16-year-old in-school Lebanese girl living in Baalbek city

Our refrigerator used to be filled with food before the crisis but it is now empty. We only have the very necessary food for us to survive. We used to always have meat in our refrigerator but now we barely get any because of our financial situation and the increase in prices. We used to eat meat once per week but now we barely see it. We are trying to cope with this situation and survive but it makes you feel resentful and crushed. When I look back at how we were living and how our lives changed, a feeling of grief overwhelms me.

\*Pseudonym

## Prompts on sexual and reproductive health, and health and nutrition

1. Did the household's diet change over time after each time stamp, and if so, in what ways? What is the current diet of people in the adolescent's household? Have they made any changes in consumption? Are there times when they go hungry? How frequent are these times? What about food quality, either due to financial capability or due to increased risk of food poisoning, due to lack of monitoring/electricity cuts/unknown or untrusted sources, etc.?
2. What about milk and diapers for children?
3. What about sexual and reproductive health, including access to menstrual pads and healthcare for girls, and young mothers? What alternatives are there?

4. What about healthcare services? Any changes in availability (closure of clinics, especially for refugee and young mothers, decrease in services at clinics/hospitals etc.). Any changes in affordability? Any free or subsidised services available? Did these increase or decrease, and why? Any changes in quality, maybe due to doctors and other healthcare professionals migrating, maybe other impacts of the crisis due to distress or shortages of equipment or medicine? What about availability and affordability of medicines? How does this impact adolescents and their household? Any differences by gender, nationality, disability, or other social identity?

## Prompts on household relationships

1. What was the impact of each event/time stamp on your household financially (explain in terms of income, aid). Did it change, when and why? Basic needs, rent – did you move house, where and why? Food? What about borrowing/debts, etc.?
2. How did these events change household relationships/ marital relations (any positive outcome, or if negative, what changed)? Any noticeable increase in violence, whether verbal or physical?
3. Any noticeable changes in parents'/husband's/in-laws' relationship with adolescents? What about their expectations and dreams for them (in terms of education, maybe marriage, work, etc.)?
4. What is the psychological impact of these events on families? Parents, husbands, in-laws, siblings, and how does it impact adolescents?
5. What about agency, especially for girls? Any increased restrictions? If so, what are they? What are the reasons for them (security, financial, outcome of distress, etc.)?

## Prompts on peer relations

1. Were there any changes in adolescents' relationships with their peers? Did access to peer support change, and if so, why? Probe on differences by gender.
2. Probe on impacts of security and safety on roads on peer support.
3. Probe on impacts of electricity and internet outages on peer support.
4. Probe on impacts of financial challenges and transportation affordability on peer support.



**Razan Hneidi\*, 19-year-old married Syrian girl living in an ITS in Baalbek city. She married at the age of 16 and does not have children.**

Bread has become very expensive. We are a large family and cannot afford buying it anymore. Men used to be responsible to provide bread for the house, but now it became the women's responsibility. We have to bake it at home which is tiring and adding to our increasing work tasks. We have to bake every day and it takes half of the day to do it. However, we cannot complain to the husband about being tired or our burned hands because if we do, the husband would tell us that all women in the camp are doing so and we are not different from them. If we do not bake, the husband will get angry and start shouting, and we will get into a fight because we don't have any other food left.

\* Pseudonym

5. Probe on impacts of psychological challenges on peer relations.
6. Probe on impacts of friends' migration on access to peer support, and in what ways has it affected adolescents?
7. Probe on any harmful habits (alcohol, smoking, drugs, etc.) that adolescents are noticing as on the increase among their peers, when and why?
8. What about violence among peers – has it increased or decreased, and if so, why? (Bullying, verbal, physical or sexual violence, and other forms.)

## Prompts on mental health and psychosocial well-being

1. What about mental health? How did each event impact the adolescent psychologically?
2. What type of support did they (or do they) receive (informal and formal)? Did the support decrease or increase, and if so, why? (Probe on impact of security and financial challenges, etc.)
3. What support is available for them and from whom (programmes, professional services, informal, etc.)? What about affordability?
4. How would they describe their psychosocial well-being now? How does this affect their ambitions and dreams, their future, their relationships with friends, family and community?
5. Are they resorting to any coping mechanisms? Did any of the events or the crisis in general impact those coping mechanisms? (Probe on impact of access to the internet, for gaming or contacting friends or accessing social media, etc., affordability of transportation and leisure activities, security, etc.)
6. What do adolescents need to enjoy a healthy life?

## Prompts on community relations

1. Any positive changes in intra-community or inter-community relations (support from better-off community members, what about the diaspora, any intra-community initiatives to support struggling families like neighbourhood collectives, security efforts, support from host to refugee communities, etc.)?
2. Any negative changes in intra-community or inter-community relations (sectarian tensions, increased intra-community tensions, tensions between different refugee communities or between host and refugee communities)? Any increased harassment by authorities?
3. Were there any valued community initiatives (e.g. like what happened in the aftermath of the Beirut port explosion). Were adolescents involved in any of these initiatives, and are they still involved? Were they volunteering to help their community? What does this mean for them? If they were not involved, why?



### Deeb Deeb\*, a 19-year-old in-school Lebanese boy living in Baalbek city

Since the crisis, our local currency has fallen to the ground. We cannot afford anything anymore. Our income is not enough for transportation to work and we are not able to go out anymore. I cannot go to the café with my friends as I used to. Prior to the crisis, I used to frequently go on outings with my friends, we used to go to the cinema, go to Beirut, go the Assi river for a picnic. I only stay at home now.

\*Pseudonym

## Prompts on available avenues of support

1. How do adolescents see the impact of government formation? (If not mentioned by them) – Going back to protests, do these help? If not, what is the alternative?
2. Who is doing what to support adolescents and their households? What support is available for them now, and how has it changed over time (fuel/food/cash/schooling/health and menstrual products, what about mental and psychosocial support, etc.)? Who used to and who is now providing these (religious institutions, political parties, local/international NGOs). How important are the cash-for-work programmes and other programmes amid high levels of unemployment; are these programmes implemented by governments at municipality or central government levels, etc.
3. Did any of these events/time stamps have any impact on how adolescents perceive different institutions, either civic or public, including religious and political parties, and their role? Who do adolescents consider to have a central role in these events, and how? Did their

views about this (the responsibilities and accountability of each party) change from the pre-crisis period? If so, why?

What steps are needed to achieve those solutions?

3. How can you (adolescents) be included and listened to in this process?

## Recommendations

1. Identify the three most important challenges adolescents are facing now. Why did you choose these challenges, and how do you see their current and long-term impacts? What was the event/time stamp behind these challenges?
2. What actions do you recommend to achieve positive change? What are your suggested solutions? Any models that you know of that can be replicated? Any initiatives that we can build on – maybe aid? Who is responsible for providing solutions?

### Photo exercise

- Think about impacts of the crisis on you individually and the broader community
- Choose three of them and take photos describing the impact on you and your community
- Provide recommendations on how to alleviate these challenges

# 7 Risks of gender-based violence

This exercise aims to identify the major gender-based violence issues that adolescents face in their community. It explores key opportunities and challenges in bringing about change for girls and women and identifies priorities for fast-tracking improvements to protect girls and women from all forms of violence, as well as in extending access to information and support services.



**Purpose:** To help us explore priorities and entry points for tackling the gender-based violence experienced by adolescents within their community.



**Materials:** For this activity, adolescents will identify key issues around gender-based violence in their community. On one flipchart they will list the avenues of support available to survivors, and on another, how different types of gender-based violence are perceived differently in the community by age and gender.



**Participants:** Gender-segregated groups of adolescents and young people aged 15–21, 10–12 participants per group.



**Duration:** Around 4 hours.



Figure 5: Example of Risks of gender-based violence exercise

Violence Tool page 1

Syrian Boys, participatory out of school.

question	Level Comments	unwanted Touching	Verbal violence by partner	Physical violence by partner	Rape by partner	Inequality	Revenge Killing	Psychological violence (shame, fear)	FGM
How Common?	Very Common	Very Common	Very Common	Very Common	Common	Very Common	Not very Common	Very Common	Not Common
When/where this risk start to face girls?	- During play - when men - crowded places - streets	- during EID - outside school - crowded places	- when married - women in crowded places - when fighting with	- when married - when partner is not satisfied - during menstruation - when partner is not satisfied	- sexual violence - during menstruation - when partner is not satisfied	- when there is inequality - when there is inequality	- revenge killing - when there is inequality	- doubt (by husband/family) - blackmail - when there is inequality	- Not in our Community - Mostly in Egypt and East Africa - also high temperature areas
who is Most at risk (girls)? Age/Body?	- young girls - when they are old - when they are old	- young girls - when they are old - when they are old	- when they are old - when they are old	- when they are old - when they are old	- when they are old - when they are old	- when they are old - when they are old	- when they are old - when they are old	- when they are old - when they are old	- 1 year +
place where this violence take place?	- street - multi - crowded areas - all places during EID	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home - School - anywhere - crowded places	- Home or Secret clinics
who is the perpetrator?	- anyone - friends - males	- Boys - Boys - Boys	- anyone from the places - anyone from the places	- anyone from the places - anyone from the places	- anyone from the places - anyone from the places	- anyone from the places - anyone from the places	- anyone from the places - anyone from the places	- anyone from the places - anyone from the places	- the family + Community
Factors shape Boys to do this violence?	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Community - peer group - Need	- Doctor or family members
Response to reporting?	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- if violence is by family/friends - if violence is by family/friends	- should be reported/Not accepted in our Community - its a crime
protection prevention	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- Law / self awareness - Law / self awareness	- No Community Norms support this violence - Law does not allow this
Support for Survivors	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Family - Friends - PSS support	- Law / organizations - Community / Community Norms
reducing this type of violence	Yes, the awareness by different organizations / Law in the Country.								by:- Sarah Altheiwidic.
Ideas to reduce	- More restricted Laws - health support - PSS support Better services - providing online Complaint platform								

## Introduction

Explain to participants that you will be discussing the issue of gender-based violence with them, aiming to identify key opportunities and challenges to bringing about change for girls and women in their community. Explain that if they don't feel comfortable talking about any aspect of what is covered, that is fine – they need only share what they are comfortable sharing with the group. Explain that if any participant would like information about support services available to survivors of violence, they should talk to the facilitator at the end of the session. He or she will give them a contact number for someone they can talk to in confidence. Make sure that the adolescent participants understand that you are not asking about their personal experiences, but more generally, about the risks of gender-based violence facing other adolescents in their community.

## Prompts and questions

1. What does the phrase 'gender-based violence' mean to you?
  - › Go around the room, soliciting answers from everyone.
  - › List all the types of gender-based violence – giving an example of each – to try to get participants to 'expand' how they see the concept (e.g. suggestive/lewd comments, unwanted touching, FGM/C, child marriage, rape by boyfriend/husband).
  - › Use the list to make a table on a flipchart.



**Samar Atallah\*, a 20-year-old out-of-school young Lebanese woman living in Baalbek city**

Parents and older brothers are always violent with the small children and beat them to either teach them or to ground them. Boys follow their fathers and beat their younger siblings. Parenting is based on beating in our community and children are not only beaten at home by their parents but also in the streets and public spaces. Physical violence in the family is like a vicious circle, it continues with the generations, from grandparents to parents, to children and later on their own children. It does not end. To decrease physical violence against children, it is necessary to have obligatory awareness courses for couples prior to marriage which would focus on positive parenting styles and on the psychological and health impacts of physical violence on children.

\* Pseudonym

Table 2: Flipchart 1 – Types of gender-based violence facing adolescents in their community

	Lewd comments	Unwanted touching	...	...	...	Verbal/emotional violence by romantic partner	Physical violence by romantic partner	Rape by romantic partner	Rape by stranger
			[as proposed by adolescents]						
<b>In this community, how common is this type of violence overall?</b>									
<b>For each type of violence, when do girls start to be at risk?</b> Consider age/physical development. Are 8-year-old girls at risk? 10-year-old girls? 12-year-old girls? Girls who have grown breasts? Wearing hijab, having a period? 15-year-old girls? Why?									
<b>Outside of age/physical development, which girls are most at risk of experiencing this violence? Why?</b>  <b>Probe for differences by:</b> disability, refugee status, marriage status, different nationalities, more remote communities, living in informal tented settlement, etc.									
<b>Where and when do these types of violence happen? Are there common risk scenarios?</b>  Consider the natal home, the marital home, the community, school, etc.									
<b>Who perpetrates this violence?</b>  <b>Are there differences for different groups of girls?</b>						Partners—but <i>which</i> partners?			

	Lewd comments	Unwanted touching	...	...	...	Verbal/emotional violence by romantic partner	Physical violence by romantic partner	Rape by romantic partner	Rape by stranger
<b>Probe for differences by:</b> disability, refugee status, marriage status, different nationalities, more remote communities, living in informal tented settlement, etc.									
Which boys/men are most likely to perpetrate this violence? Why?									
<b>Is there an age/development factor in terms of when boys become likely to perpetrate violence against girls?</b>									
In this community, <b>how would each of these react to a report of gender-based violence:</b> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Brothers</li> <li>• Sisters</li> <li>• Other family members</li> <li>• Friends, including online?</li> <li>• NGOs and community organisations</li> <li>• Social workers</li> </ul>									

	Lewd comments	Unwanted touching	...	...	...	Verbal/ emotional violence by romantic partner	Physical violence by romantic partner	Rape by romantic partner	Rape by stranger
In this community, <b>what options are there for protection from/prevention of this type of violence?</b> (What can girls and their friends do, what can boys and their friends do, what can families do, what other adults/formal services can help?)									
In this community, <b>what informal (family, friends, neighbours) and formal support is available to survivors?</b> <b>How often is this support used?</b> By which girls? <b>Which girls don't have access?</b> What are the barriers to some girls accessing that support? <b>Probe for differences by:</b> disability, refugee status, marriage status, different nationalities, more remote communities, living in informal tented settlement, etc.									
In this community, <b>is anyone working with men and boys to try to reduce this type of violence?</b> Who? How? Is it working?  <b>Probe for differences by:</b> disability, refugee status, marriage status, different nationalities, more remote communities, living in informal tented settlement, etc.									

	Lewd comments	Unwanted touching	...	...	...	Verbal/ emotional violence by romantic partner	Physical violence by romantic partner	Rape by romantic partner	Rape by stranger
<b>What are your ideas for making things better in terms of preventing violence and supporting survivors?</b> (Consider programming for girls, boys, parents, communities, etc.)									

Table 3: Flipchart 2 – Difference in perceptions of types of gender-based violence, by age and gender

	Lewd comments	Unwanted touching	...	...	...	Verbal/ emotional violence by romantic partner	Physical violence by romantic partner	Rape by romantic partner	Rape by stranger
Adult women									
Adult men									
Adolescent girls									
Adolescent boys									
Overall/Comparison									
Seen as being girls' 'fault'?									
Are some girls blamed more than others? Which ones? Why?									



2. What do people in your community understand by the term 'gender-based violence'?

- › Are there differences in what type of experiences people perceive as violence? What shapes those differences? E.g. age, gender, level of education, religious beliefs, etc.
- › Are there some types of violence that everyone agrees are violence? Which ones? Why is there agreement?

- › For which type of action listed below and from which type of people is there likely to be the least agreement?
- › In this community, which types of violence tend to be seen (at least partly) as being girls' 'fault'? Why? Does this vary for different types of girls? E.g. by disability, refugee or marital status, nationality, etc.



**Rimas Naja\*, an 18-year-old married Syrian girl living in a collective shelter Baalbek city. She married at the age of 15 and has two children.**

Unwanted touching can happen to girls everywhere. They face it at home from visitors, in the streets, in clothing stores, public places, gender-mixed schools and universities, or in the taxi. Unwanted touching puts the girls in hard situation. They feel confused, scared, and afraid to go out of their house. If girls tell their mothers that they faced this, the mothers will lock them at home. My mother-in-law forbade my four sisters-in-law from going to school because a boy catcalled them on the street. The schools should give classes to both girls and boys on unwanted touching to spread awareness on the harm of that on girls. The police should be present everywhere, especially in crowded areas. In Lebanon, the government does not protect girls and women because even if they file a complaint, no action will be taken...

\*Pseudonym

### Photo exercise

- Think about GBV problems in your community
- Choose three of them and take photos illustrating them
- Reflect what could be done to address these issues (e.g. training for police, more awareness-raising about rights in schools, better street lights, boys supporting female peers, etc.)

# 8 Perceptions and experiences of inequalities

This exercise explores how young people in host and refugee communities perceive and understand social and economic inequalities, using vignette-based participatory research with adolescents and young people from both populations. It helps us to explore priorities and entry points for tackling challenges around inequality that adolescents identify in their community.



**Purpose:** To help us explore priorities and entry points for tackling challenges around inequality that adolescents identify in their community.



**Materials:** For this activity, adolescents should invite one of their friends to attend the session with them. In the session, the facilitator will read different vignettes focusing on issues of inequality in Lebanon. The attendees will reflect on these vignettes and discuss how the stories relate to their reality.



**Participants:** Small gender-segregated groups of adolescents and young people aged 15–22, 2–5 participants per group.



**Duration:** Around 2 hours.

## True or false statements

Prior to reading the vignettes, read the following statements to adolescents and then, for each statement, ask the questions listed below:

### Statements

1. 'It's okay that some people have more than others.'
2. 'Education can help anyone achieve their goals.'
3. 'Boys are more likely to succeed than girls.'
4. 'Disability is not a barrier to a good life.'
5. 'Refugees have the same chances as citizens.'
6. 'It's right that political leaders are wealthy.'
7. 'Everyone should have access to social support (e.g. cash transfers or food vouchers) if they need it due to poverty or vulnerability.'

## Questions to probe about the statements

Based on your own experience:

1. What do you think of the statement?
2. Why do you think this?
3. Why might some people disagree with you?

## Vignettes

Please read the short case studies of people encountering challenges or disadvantages due to poverty and vulnerability. For each case study, ask the questions listed below the vignettes.

### Vignette 1: Favouritism

Sara is an 18-year-old Palestinian girl who very much wants to become a teacher. However, because of *wasta* (favouritism), she knows she is unlikely to be awarded the scholarship that would make her dreams come true.

Sara has wanted to be a teacher since she was 6 years old. She thought her first-grade teacher was the most magical person she had ever met. Her teacher seemed to know almost everything, including how to make a shy little girl feel comfortable speaking up in front of the class.

Sara was in intermediate school when she started to realise how unusual she was. Her friends went to school, but they did not love it. More importantly, none of them planned to work when they grew up. They felt it was just too difficult, being a girl and being a Palestinian.

By the time Sara started secondary school, she understood that only the most exceptional students receive university scholarships. She started studying for many hours every day, teaching herself with books and videos. Her hard work paid off. She was the top student in her class and received the highest baccalaureate score in the whole camp.

Sara had assumed that, given her exceptional grades and test scores, she would be awarded a full scholarship to attend university. Instead, she received only a one-quarter scholarship. The full scholarships went to less accomplished students whose families had the right *wasta* (social connections).

Sara tried talking to the principal of her secondary school, to see if he could help. He had watched her work hard for years and understood her passion for teaching. However, he said he could not help. His son was one of the students who was awarded a full scholarship.

### Vignette 2: Quality education

Haitham is a 15-year-old Lebanese boy who lives in Beirut with his parents and two younger sisters. He would love to become a doctor. However, because his family is poor – and refuses to align with the powerful political party in his community – he knows this will be an uphill struggle.

Haitham used to attend private school. His parents understand the importance of quality education – and when Haitham was younger, they could afford to pay tuition fees. Since the crisis began, however, this is no longer the case. Haitham's father lost his job and now the family struggles to afford food and heating. School fees are out of the question.

There was much debate in Haitham's family about where to educate the children when they had to leave private school. Haitham's mother was very opposed to sending them to government schools, because classrooms are so overcrowded, and teachers are so poorly trained, that the students often appear to learn nothing at all. She wanted to send them to a semi-private school affiliated with the powerful political party in their community, as fees are minimal and teaching is relatively better. However, Haitham's father refused. While he agreed that government schools are terrible, he was not willing to affiliate himself with a political party that he believes has contributed to Lebanon's crisis.

Haitham agrees with both of his parents, but feels stuck in the middle. He has dreams for his own future – dreams that would allow him to contribute to making Lebanon a better place – but he doesn't see a path forward given the mess that political parties have made of the education system and the country as a whole.

### Vignette 3: Child marriage

Safaa is a 17-year-old Syrian girl who lives in Baalbek with her husband, their two children, her parents-in-law and her husband's three younger brothers.

Safaa was married immediately after her 15<sup>th</sup> birthday. She did not want to marry. She wanted to stay in school. She was a top student and had dreams of becoming a doctor. Safaa's parents, however, did not share her dreams. Despite her protestations, they insisted that she drop out and marry her cousin, who is a full 10 years older than her.

Although Safaa had hoped to become a mother someday, maybe when she was 25, she had no interest in early motherhood. Her husband, however, did not care what she wanted. He and his parents forbade her to use contraception. She fell pregnant two months after getting married.

Her first pregnancy was exhausting. She was ill for months and then she had to have a surgical delivery. New motherhood was even more tiring. Her daughter did not sleep or feed well and Safaa was rarely able to sleep for more than an hour at a time.

Her husband and in-laws were disappointed that the baby was a girl, and despite Safaa's exhaustion, pressured her to immediately conceive again. Her second pregnancy was even worse than the first and she nearly died during delivery.

Safaa feels completely overwhelmed by the demands of an infant and a toddler. They need attention and care 24 hours a day. Her husband never helps with anything, and she does not even have a friend to talk to. When she thinks of what she used to dream for her future, Safaa can do nothing but cry.

### Vignette 4: Orphanhood

Abdo is a 16-year-old Syrian boy who lives in Bar Elias village with his aunt and uncle and their five children. His parents were killed a decade ago, as they were trying to flee Syria's civil war.

Abdo does not remember his parents well. He remembers that his father was big and strong, and used to bring him sweets. He remembers that his mother smelled like roses and used to make him his favourite pastries.

Abdo's aunt and uncle are not unkind to him. But they have a large family of their own and Abdo often feels unwanted. His clothes are shabby compared to his cousins' clothes and his aunt never asks him what he would prefer for dinner. More importantly, Abdo increasingly feels that he is expected to repay his aunt and uncle by dropping out of school and getting a job. His aunt keeps dropping hints that there is not enough food for everyone, and his uncle keeps bringing up job opportunities that he knows are only available during school hours. Abdo knows that if he leaves school now, he will be trapped in low-paying jobs forever. That's not what he wants. He wants to finish school so that he can have a better job later.

Abdo feels very beholden to his aunt and uncle. They have supported him for 10 years. He knows that in the long run, he can better repay them by ignoring their wishes right now. But he is terrified to even bring this up, because if they insist, then he will either have to defy them or drop out immediately.



### Vignette 5: Harassment

Ola is a 14-year-old Palestinian girl who lives in Wavel camp with her parents, two brothers and two sisters.

Ola is currently enrolled in 9<sup>th</sup> grade. She's very proud of herself, because her older brother and sister left school when they were in 7<sup>th</sup> grade and so she is the most educated member of her family. She's got her sights set even higher – she's determined to complete secondary school.

Ola has a problem, though. Every single day, as she walks to and from school, she is harassed by boys who are loitering on the streets. Most of them simply walk beside her, calling out to her things like 'Hey beautiful!' A few of them have tried to touch her.

Ola is terrified of these boys. She knows their behaviour is not her problem. She is modestly dressed, and she never looks at them, smiles at them or talks to them, no matter what they say or do. But she also knows that if her parents or older brother find out about the boys, she may be forced to drop out of school.

Ola has tried changing the route she takes to and from school, and some days this works. She has also tried walking with other girls, because sometimes there is safety in numbers. But not always. Ola desperately wishes there was money for a bus, to get off the streets entirely. But she has no pocket money – and can't ask her parents without explaining why. Ola feels trapped by other people's bad behaviour and she is afraid for her future.

### Vignette 5: Harassment

Ola is a 14-year-old Palestinian girl who lives in Wavel camp with her parents, two brothers and two sisters.

Ola is currently enrolled in 9<sup>th</sup> grade. She's very proud of herself, because her older brother and sister left school when they were in 7<sup>th</sup> grade and so she is the most educated member of her family. She's got her sights set even higher – she's determined to complete secondary school.

Ola has a problem, though. Every single day, as she walks to and from school, she is harassed by boys who are loitering on the streets. Most of them simply walk beside her, calling out to her things like 'Hey beautiful!' A few of them have tried to touch her.

Ola is terrified of these boys. She knows their behaviour is not her problem. She is modestly dressed, and she never looks at them, smiles at them or talks to them, no matter what they say or do. But she also knows that if her parents or older brother find out about the boys, she may be forced to drop out of school.

Ola has tried changing the route she takes to and from school, and some days this works. She has also tried walking with other girls, because sometimes there is safety in numbers. But not always. Ola desperately wishes there was money for a bus, to get off the streets entirely. But she has no pocket money – and can't ask her parents without explaining why. Ola feels trapped by other people's bad behaviour and she is afraid for her future.

## Vignette 6: Disability

Ahmed is a 15-year-old Palestinian boy who lives in Ein el-Hilweh camp with his parents and three younger brothers. Because he has cerebral palsy, and cannot walk, Ahmed has never been able to go to school. And since he has gotten too big for his father to carry him, he rarely leaves his apartment.

Ahmed's mind is just fine. His grandfather taught him to read at the age of five. Ahmed's body, however, is not fine. His legs don't work at all and his arms have good days and bad days. On good days, Ahmed can use crutches and slowly get around short distances – like from his bedroom to the kitchen. On bad days, Ahmed is mostly confined to bed.

Ahmed's younger brothers all go to school. They can walk down the two flights of stairs to the street and they can walk the one mile to school. They can move between classrooms and use the toilet without help. Ahmed can't do any of these things.

Years ago, a member of staff at a NGO visited Ahmed and promised to arrange a bus to take him to school. They even promised him an electric wheelchair so that he could get around at school and in the community. Ahmed was SO excited – about school and about the opportunity to finally make friends.

But nothing has ever come of those promises. There is no bus. There is no wheelchair. There is only teaching himself on YouTube and watching his brothers play outside with their friends.

## Vignette 7: Informal tented settlements, work conditions and health

Wafaa is a 15-year-old Syrian girl who lives in an informal tented settlement in Marj village with her family. None of the children in Wafaa's family go to school. Their mother is ill and needs expensive medication, and all the children work in the fields alongside their father, trying to earn enough to make do.

Wafaa's mother has a kidney disease that was probably caused by chemicals she was exposed to when she worked in the fields. Wafaa finds this terrifying – knowing that she and her father and her younger siblings are each day risking their own health by working in the same fields with the same chemicals. But she doesn't see any alternative. They have to buy food and medicine, and this is the only work they know.

Every day Wafaa wakes up before dawn, to make breakfast for her family. After she feeds and bathes her mother, who is often too ill to care for herself, Wafaa quickly eats her own breakfast and then heads to the fields with her father and younger brothers. Her younger sister usually stays behind, to keep an eye on their mother.

Working in the fields is hard work, especially in the heat of the summer. Wafaa often feels like she could not possibly drink enough to compensate for how much she sweats. But she keeps moving, as fast as she can, because the more she picks the more she earns.

Mid-afternoon, Wafaa heads home to start on her other day's work: preparing dinner and cleaning the family's clothes and home. On days that her mother can help, this takes only a few hours, leaving Wafaa with time to relax or even visit with her cousin after dinner. On days that her mother cannot help, Wafaa does not stop working except to sleep.

### Vignette 8: Family violence

Wadji is a 16-year-old Syrian boy who lives in Akkar with his parents and his four siblings. Of the three boys in the family, Wadji is the quiet one who tries hard to always do what his parents expect. This does not save him from his father.

Wadji's father is always angry. He is angry that he had to leave Syria, where he owned a nice house and had a good job. He is angry that the only work he can find as a wage worker in the construction sector in Lebanon is both demeaning and poorly paid. He is angry that he is often forced to borrow money from neighbours. He is angry that Wadji and his other two sons have to work to help the family make ends meet.

Wadji's father does not deal with his anger well. He beats his wife and his children mercilessly. Wadji's mother has been hospitalised three times now because she has been beaten so severely.

Wadji knows why his father is angry. He feels bad for his father and tries to help keep the peace as much as possible. He earns as much as he can, never asks for anything, does what's asked of him all of the time, and tries to cheerfully divert his father when he can sense that he is about to explode.

Wadji also, however, knows that what's happening is just not right. People should not have to be scared all the time.

## Prompts and questions

### Questions to probe for each vignette:

#### Causes/drivers

1. What is the cause of the problem the person in the story is facing?
2. Whose responsibility is this situation?

#### Reflections

3. How do you think they feel?
4. What should the person in the story do about this situation?
5. What do you think will happen next?

6. What would you do if this happened to you?

### Solutions

7. Where might the person in the story get help?
8. What kind of help should there be for the person in the story?
9. Whose responsibility is it to help?
10. What else do you think should be done to tackle inequality in your community?

Ranking at the end of the session

11. Rank the case studies from least to most hardship/severity.
12. Discuss the reasoning behind your ranking.

Figure 6: Example of Perceptions and experiences of inequalities exercise

1-April-2022  
Researcher: Sarah Alkhrwidi.

# Inequality.

Focus Group discussion with 10 Married girls. (Child Marriage)  
Syrian refugees / Mafrag

## Inequality area's Ranking from our point of view :-

- 1 Harassment.**  
Why? ↓  
"because it can reach difficult stages then the girl loses her life."  
- she will never get married.  
- she will be blamed for this harassment.  
- she will never rest.
- 2 Family Violence.**  
Why? ↓  
"because of the stress he is under he might think of Suicide"  
- Could die because of violence.  
- Might work in illegal jobs (drugs).  
- Can't file a complaint (it's family).
- 3 Disability.**  
Why? ↓  
"He is deprived of all his rights, anything in childhood and youth he should have gone through he is deprived of it"  
- lack of aid.  
- financial difficulty in supporting.
- 4 Orphan's.**  
Why? ↓  
"because his eye is broken which means he is weak, his life is hard, he has no one at all"  
- No Love in his life.  
- Distracted thinking.  
- No support in any kind
- 5 Child Marriage.**  
Why? ↓  
"she lost her childhood, and lost her education and on top of all this she is a mother and she is forced on all of that it's not her choice"  
- Early Motherhood is difficult.  
- Unsupportive husbands.
- 6 ITS.**  
Why? ↓  
"Never felt her childhood, never went to school just to support her family"  
- Responsibilities Both (Financially - and on House chores.)



# References

- Anyon, Y., Bender, K., Kennedy, H. and Dechants, J. (2018) 'A systematic review of youth participatory action research (YPAR) in the United States: Methodologies, Youth Outcomes, and Future Directions' *Health Education & Behavior* 45(6): 865–878 (DOI: [10.1177/1090198118769357](https://doi.org/10.1177/1090198118769357))
- Auerswald, C.L., Piatt, A.A. and Mirzazadeh, A. (2017) 'Research with disadvantaged, vulnerable and/or marginalized adolescents'. *Innocenti Research Briefs 2017-06, Methods: Conducting Research with Adolescents in Low- and Middle-Income Countries*, no. 4. Florence: UNICEF Office of Research ([www.unicef-irc.org/publications/pdf/IRB\\_2017\\_06\\_Adol04.pdf](http://www.unicef-irc.org/publications/pdf/IRB_2017_06_Adol04.pdf))
- Baum, F., MacDougall, C. and Smith, D. (2006) 'Participatory action research' *Journal of Epidemiology and Community Health* 60: 854–857 (<http://dx.doi.org/10.1136/jech.2004.028662>)
- Bradbury-Jones, C., Isham, L. and Taylor, J. (2018) 'The complexities and contradictions in participatory research with vulnerable children and young people: a qualitative systematic review' *Social Science & Medicine* 215: 80–91 (<https://doi.org/10.1016/j.socscimed.2018.08.038>)
- Cornwall, A. and Jewkes, R. (1995) 'What is participatory research?' *Social Science & Medicine* 41(12): 1667–1676 ([https://doi.org/10.1016/0277-9536\(95\)00127-S](https://doi.org/10.1016/0277-9536(95)00127-S))
- Cullen, O. and Walsh, C.A. (2020) 'A narrative review of ethical issues in participatory research with young people' *YOUNG* 28(4): 363–386 (doi:[10.1177/1103308819886470](https://doi.org/10.1177/1103308819886470))
- Freire, K., Pope, R., Jeffrey, K., Andrews, K., Nott, M. and Bowman, T. (2020) 'Engaging with children and adolescents: a systematic review of participatory methods and approaches in research informing the development of health resources and interventions' *Adolescent Research Review* (<https://doi.org/10.1007/s40894-022-00181-w>)
- GAGE consortium (2019) *Gender and adolescence: why understanding adolescent capabilities, change strategies and contexts matters*. Second edition. London: Gender and Adolescence: Global Evidence (<https://www.gage.odl.org/publication/gage-conceptual-framework-second-edition/>)
- Jacquez, F., Vaughn, L.M. and Wagner, E. (2013) 'Youth as partners, participants or passive recipients: a review of children and adolescents in community-based participatory research (CBPR)' *American Journal of Community Psychology* 51: 176–189 (DOI: [10.1007/s10464-012-9533-7](https://doi.org/10.1007/s10464-012-9533-7))
- Ozer, E.J. (2016) Chapter 7 'Youth-led participatory action research: developmental and equity perspectives' in S.S. Horn, M.D. Ruck and L.S. Liben (eds.) *Advances in Child Development and Behavior* 50: 189–207. Elsevier Inc. (<http://dx.doi.org/10.1016/bs.acdb.2015.11.006>)
- Ozer, E.J. (2017) 'Youth-led participatory action research: overview and potential for enhancing adolescent development' *Child Development Perspectives* 11(3): 173–177 (<https://doi.org/10.1111/CDEP.12228>)
- Ozer, E.J. and Piatt, A.A. (2017) 'Adolescent participation in research: innovation, rationale and next steps', *Innocenti Research Briefs 2017-07, Methods: Conducting Research with Adolescents in Low- and Middle-Income Countries*, no. 5, Florence: UNICEF Office of Research – Innocenti ([www.unicef-irc.org/publications/pdf/IRB\\_2017\\_07\\_Adol05.pdf](http://www.unicef-irc.org/publications/pdf/IRB_2017_07_Adol05.pdf))
- Raanaas, R.K., Bjøntegaard, H.Ø. and Shaw, L.A. (2020) 'A scoping review of participatory action research to promote mental health and resilience in youth and adolescents' *Adolescent Research Review* 5: 137–152 (<https://doi.org/10.1007/s40894-018-0097-0>)
- Rodriguez, L.F. and Brown, T.M. (2009) 'From voice to agency: guiding principles for participatory action research with youth' *New Directions for Youth Development* 123: 19–34 (doi: [10.1002/yd.312](https://doi.org/10.1002/yd.312))
- Suleiman, A.B., Ballard, P.J., Hoyt, L.T. and Ozer, E.J. (2019) 'Applying a developmental lens to youth-led participatory action research: a critical examination and integration of existing evidence' *Youth & Society* 53(1): 26–53 (<https://doi.org/10.1177/0044118X19837871>)



#### **GAGE Programme Office**

Overseas Development Institute  
203 Blackfriars Road  
London SE1 8NJ  
United Kingdom  
Email: [gage@odi.org.uk](mailto:gage@odi.org.uk)  
Web: [www.gage.odi.org](http://www.gage.odi.org)

ISBN: 978-1-913610-91-3

#### **About GAGE**

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit [www.gage.odi.org.uk](http://www.gage.odi.org.uk) for more information.

#### **Copyright**

Readers are encouraged to quote and reproduce material from this report for their own non-commercial publications (any commercial use must be cleared with the GAGE Programme Office first by contacting [gage@odi.org.uk](mailto:gage@odi.org.uk)). As copyright holder, GAGE requests due acknowledgement and a copy of the publication. When referencing a GAGE publication, please list the publisher as Gender and Adolescence: Global Evidence. For online use, we ask readers to link to the original resource on the GAGE website, [www.gage.odi.org](http://www.gage.odi.org)

© GAGE 2022. This work is licensed under a Creative Commons Attribution – NonCommercial-ShareAlike 4.0 International Licence (CC BY-NC-SA 4.0).

Front cover: Participatory research participant © Agnieszka Małachowska/GAGE 2022