

Leveraging the power of youth in evaluation

A practical guide to meaningfully engaging youth in evaluation processes



2024



This guidance provides practical ways to engage young people in each phase of the evaluation process. It should be read alongside the [Evaluation Handbook](#).

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Foreword

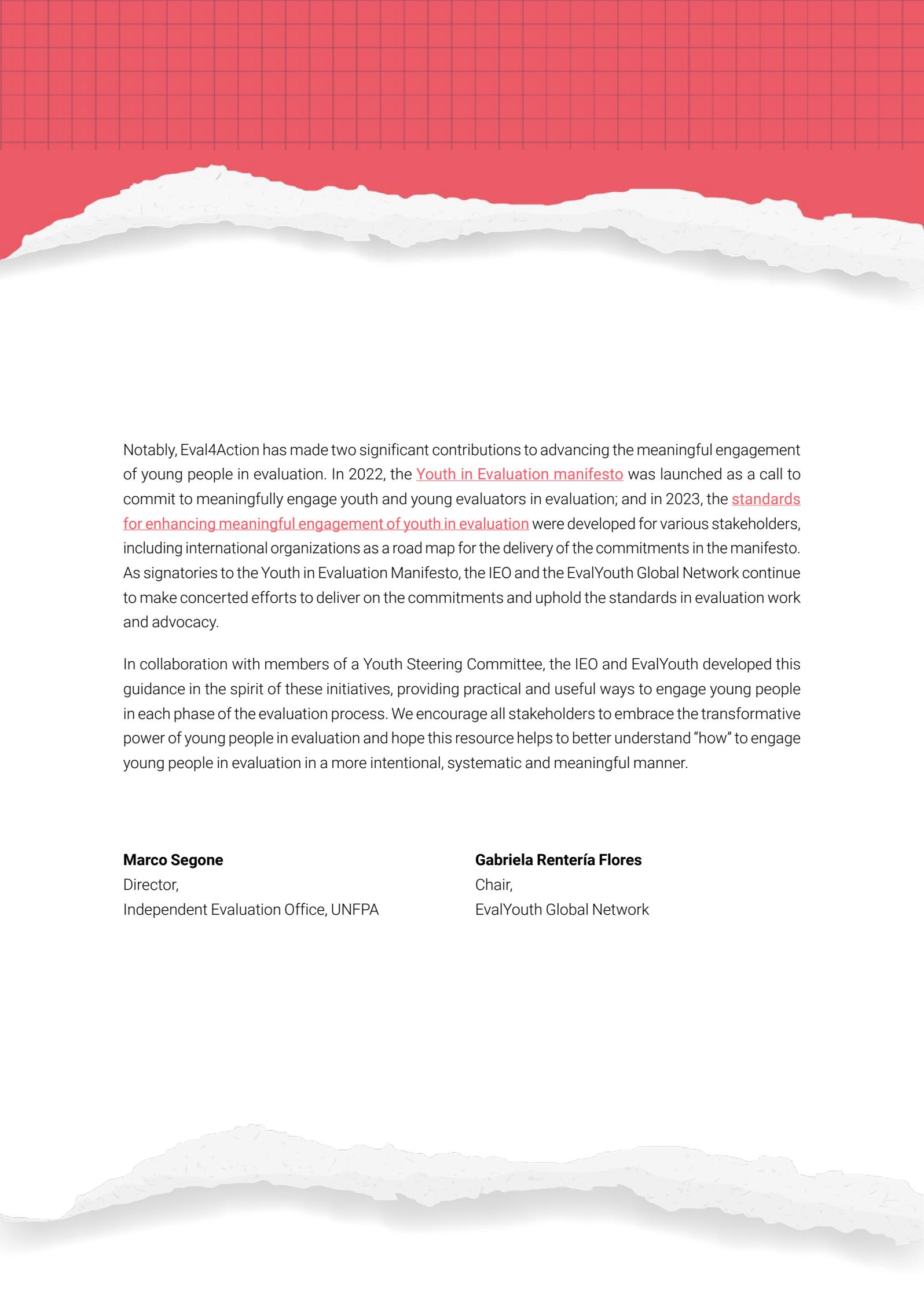
Today the world has an ever increasing population of young people. There are 1.8 billion people between the ages of 10 and 24, the largest generation of young people to date.¹ Ongoing global challenges, such as poverty, climate change and conflict, have a disproportionate impact on young people. Still, this young generation has demonstrated a measure of resilience and adaptability, in particular, during the last few years post the COVID-19 pandemic, imagining new ways to overcome the current challenges it faces. It is clear that the engagement of young people is critical to delivering on the 2030 Agenda for Sustainable Development. The United Nations Secretary-General calls for placing young people at the centre of all decision-making processes to advance sustainable development, peace and security, human rights and gender equality.² In different regions of the world, many young people have already stepped up to the task, leading efforts in the advocacy, implementation, monitoring and evaluation of the Sustainable Development Goals (SDGs). In particular, young people play a vital role in the data collection, evidence gathering and accountability processes of the SDGs to ensure that the United Nations interventions are responsive to the unique needs and experiences of young people. Meaningfully engaging young people in evaluation processes, policies and programmes of the United Nations can better meet the needs of this young generation. Youth engagement in evaluation also builds the agency of young people and empowers them to reach their full potential, helping build a sustainable and equitable future for all.

The UNFPA Independent Evaluation Office (IEO) and the EvalYouth Global Network have long been committed to leveraging the power of young people in evaluation processes to ensure that evaluations are relevant, inclusive and, moreover, transformative.

These efforts have brought about several initiatives including the launch of the the [Decade of Evaluation for Action](#) (Eval4Action) advocacy campaign, which is an intergenerational and multi-stakeholder evaluation advocacy partnership with over 160 members. In this network, young people are in the driving seat with experienced professionals to accelerate action for influential evaluation and to invest in stronger evaluation systems to inform public policies and advance progress towards the SDGs.

1 <https://www.un.org/sustainabledevelopment/youth/>.

2 <https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-youth-engagement-en.pdf>
<https://www.un.org/sites/un2.un.org/files/our-common-agenda-policy-brief-un-2.0-en.pdf>.



Notably, Eval4Action has made two significant contributions to advancing the meaningful engagement of young people in evaluation. In 2022, the [Youth in Evaluation manifesto](#) was launched as a call to commit to meaningfully engage youth and young evaluators in evaluation; and in 2023, the [standards for enhancing meaningful engagement of youth in evaluation](#) were developed for various stakeholders, including international organizations as a road map for the delivery of the commitments in the manifesto. As signatories to the Youth in Evaluation Manifesto, the IEO and the EvalYouth Global Network continue to make concerted efforts to deliver on the commitments and uphold the standards in evaluation work and advocacy.

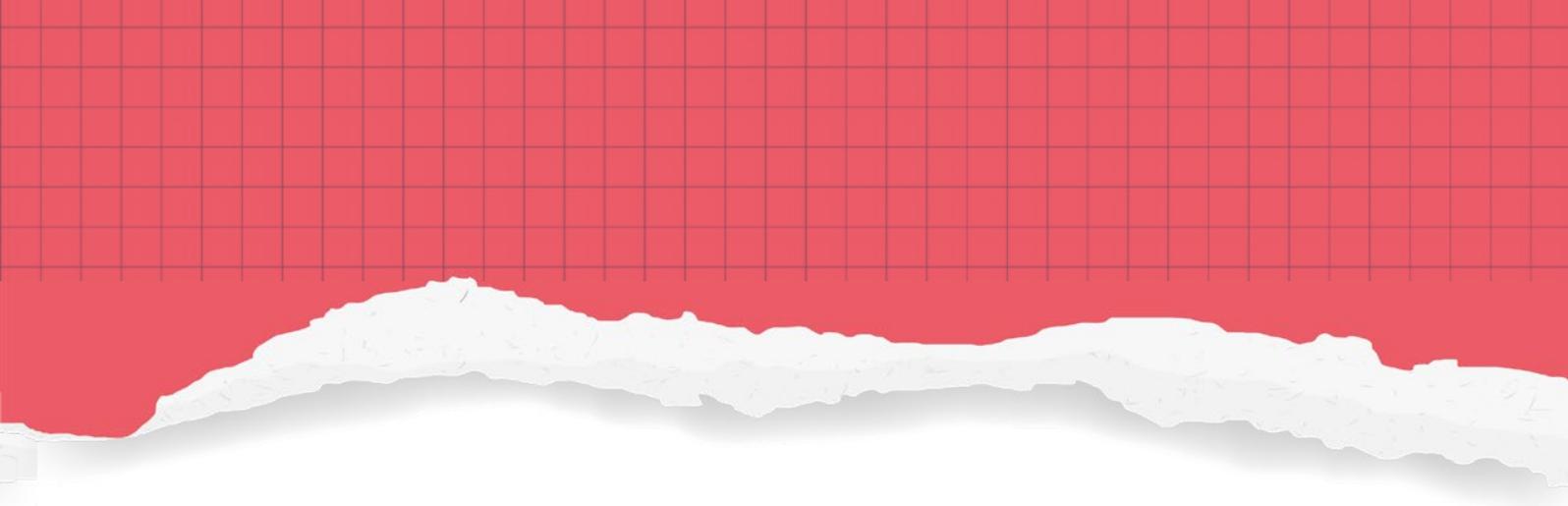
In collaboration with members of a Youth Steering Committee, the IEO and EvalYouth developed this guidance in the spirit of these initiatives, providing practical and useful ways to engage young people in each phase of the evaluation process. We encourage all stakeholders to embrace the transformative power of young people in evaluation and hope this resource helps to better understand “how” to engage young people in evaluation in a more intentional, systematic and meaningful manner.

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Contents

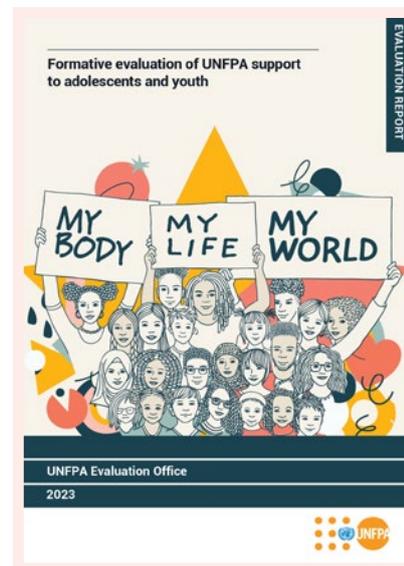
Foreword	3
Contents	5
1. What prompted the development of this guidance?	6
2. What does this guidance offer?	7
3. What are the key dimensions to consider?	8
4. How do we engage youth in each phase of the evaluation process?	11
Tipsheet: engaging youth in the evaluation process by phase	11
Phase 1: Preparation	11
Phase 2: Design	15
Phase 3: Fieldwork	17
Phase 4: Reporting	19
Phase 5: Dissemination and facilitation of use	20
5. What follow-up is needed after the evaluation?	21

1. What prompted the development of this guidance?

Since the 1994 International Conference on Population and Development (ICPD) in Cairo, the United Nations Population Fund (UNFPA) has upheld its commitment to advancing the sexual and reproductive health and rights of adolescents and youth. The UNFPA mandate for the advancement of adolescents and youth is anchored in its strategic plans as well as adolescent and youth frameworks. The current UNFPA strategy on adolescents and youth – [My Body, My Life, My World](#) – was launched in 2019 and presents a comprehensive multisectoral approach that cuts across all thematic areas of the organization. It emphasizes the three dimensions of UNFPA work with and for young people; whereby, in the last dimension of ‘My World’ the interventions aim to help adolescents and youth exercise their right to participate and lead initiatives in sustainable development.

As mentioned, the UNFPA IEO is committed to meaningfully engaging young people in evaluation, in its work, and in advancing such efforts within the broader evaluation community. This includes the IEO’s work in the establishment of the Eval4Action campaign, its continued partnership with the EvalYouth Global Network and support to its regional and national chapters, and its leadership in advocating for the meaningful engagement of young people in evaluation across the global community. Alongside these efforts, the IEO is continuing to push the needle in pioneering innovative ways of engaging with young people within its evaluation processes, both in its decentralized and centralized evaluations.

A prime example of this is the [formative evaluation of UNFPA support to adolescents and youth](#) where the IEO engaged young people in multiple ways throughout the evaluation process – as decision makers, collaborators, evaluators and key sources of insight and evidence. In this evaluation, a Youth Steering Committee comprised of six young professionals was established to oversee the evaluation alongside the IEO. Also, national young evaluators were recruited to work in intergenerational teams with senior evaluators in the evaluation’s country case studies. A key outcome of this experience was a recommendation developed by the young evaluators directed to the IEO to undertake more intentional efforts to improve the engagement of young people in their evaluation processes, including the development of a guidance on how to engage young people in evaluation. The IEO also documented its experience in engaging young people in this evaluation, surfacing key lessons learned that were compiled in a knowledge resource (publication and film) co-created by the IEO and the Youth Steering Committee, [Meaningful youth engagement in evaluation: Multiplying the transformative power of evaluation: Lessons from UNFPA experience](#). The documented lessons in many ways complement this guidance by providing more context on how and why young people were engaged in the evaluation.



Watch the [video summary](#) of [Meaningful youth engagement in evaluation: Multiplying the transformative power of evaluation: Lessons from UNFPA experience](#)

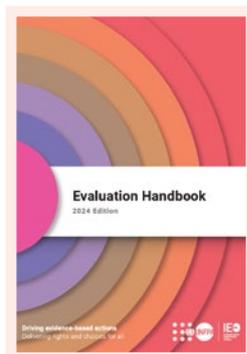
2. What does this guidance offer?

Grounded in the UNFPA experience of engaging young people in the [formative evaluation of UNFPA support to adolescents and youth](#), this guidance will serve as a practical guide on how to meaningfully engage young people in the different phases of an evaluation process.

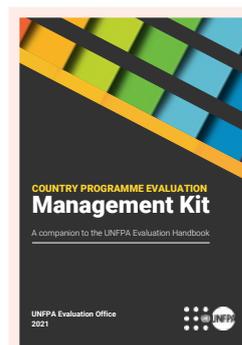
The term “young people” used in this guidance refers to young professionals and young evaluators alike who may play various roles in the evaluation process, including as co-managers, advisors, evaluators, or key informants. When referencing “young professionals” and “young evaluators”, this document uses the EvalYouth definition, that is, persons between the ages of 18 and 35.³

This guidance is primarily for UNFPA staff who commission and manage evaluations, as well as external evaluators who conduct evaluations of UNFPA programmes, projects and policies. It’s also intended for wider audiences, in particular young people, and sister agencies in the United Nations system, stakeholders and partners, as well as civil society, non-governmental organizations and academia.

This guidance should be read and used in conjunction with the following resources:



[Evaluation Handbook](#)



[Country Programme Evaluation Management Kit](#)

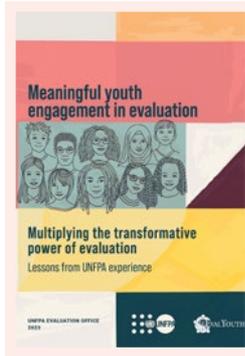


[Guidance on integrating the principles of leaving no one behind and reaching the furthest behind in UNFPA evaluations](#)

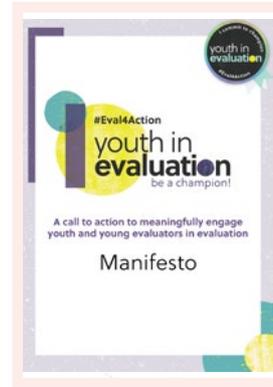


[Guidance on disability inclusion in UNFPA evaluations](#)

3 <https://evalyouth.org/index.php/become-a-volunteer/#:~:text=In%20EvalYouth%2C%20everyone%20is%20welcome,years%20of%20professional%20experience%2C%200R.>



Meaningful engagement of youth in evaluation. Multiplying the transformative power of evaluation: Lessons from UNFPA experience



Youth in Evaluation manifesto



Standards for enhancing meaningful engagement of youth in evaluation

This guidance is also aligned with the [standards for enhancing meaningful engagement of young people in evaluation in international organizations](#), reflecting and building upon these standards to ensure that evaluations conducted at UNFPA effectively and meaningfully engage young people.

3. What are the key dimensions to consider?

To meaningfully engage young people in an evaluation process requires a thoughtful and comprehensive approach, focusing on creating inclusive spaces, addressing power dynamics and leveraging innovative modalities.

Using the framework of the [standards for enhancing meaningful engagement of youth in evaluation](#), while also incorporating lessons learned from the formative evaluation on UNFPA support to adolescents and youth,⁴ the following are some key dimensions to consider:



Leadership and accountability: At a minimum, there should be a political and institutional commitment of the organization to meaningfully engage young people in evaluation. Political support may be demonstrated through senior management endorsing the active participation of young people in evaluations that are commissioned by the organization. The organization can also show an institutional commitment to the meaningful engagement of young people in evaluation by signing the [Youth in Evaluation manifesto](#) and taking action to deliver on that commitment. This may require establishing clear structures and policies, allocating sufficient resources, investing in capacity building, fostering collaborative partnerships, and demonstrating transparency and accountability, in particular on its commitment and progress on enhancing youth engagement.



Practice: Evaluations should seek to involve young people from different backgrounds, identities, cultures and experiences. Organizations should ensure that young people in all their diversity can actively participate in the evaluation processes without facing barriers that could hinder their engagement (see [guidance on leaving no one behind](#)). Moreover, young people should be engaged in all phases of the evaluation at multiple levels and in roles such as decision makers, co-evaluators, or key informants. To ensure an inclusive and empowering engagement, reflection and careful planning are required to rebalance the power dynamics for young people to be placed on an equal footing. Mentorship and training provided to young people throughout the evaluation process can also help to enhance their participation, confidence, learning and professional development.

4 <https://www.unfpa.org/admin-resource/meaningful-youth-engagement-evaluation-multiplying-transformative-power-evaluation>.



Advocacy and capacity development: Advocating for the added value of engaging young people in evaluations can foster a deeper appreciation of their involvement in evaluation processes. Communicating the purpose and multiple benefits of the engagement of young people in evaluation processes creates the understanding, space and foundation for a more successful engagement. Advocacy efforts can entail raising awareness among implementing partners, creating partnerships with sister agencies, and developing materials and trainings for young people to build their capacities in evaluation.



Knowledge management and communication: Evaluation processes should foster collaboration and knowledge-sharing among various stakeholders and across age groups. This may involve capturing lessons from experiences in youth engagement and disseminating these lessons through knowledge-sharing events, supporting various learning platforms for young evaluators to engage, or supporting young evaluators to network and share their experiences or contributions in a professional space.



Human resources: Formalizing the engagement of young people in the terms of reference of an evaluation and, in particular, as part of the core evaluation team, ensures their role and contributions are clear in the evaluation process. Moreover, creating a dedicated space for learning and development of young evaluators on technical skills not only allows for on-the-job training/mentoring, but also enhances their contributions and the overall quality of the evaluation.



Financial resources: Sufficient and earmarked financing to enable the engagement of young people is crucial to support their meaningful participation in evaluation. Organizations should recognize the value of young people's time and contributions by offering appropriate compensation. This involves financial support or compensation to the young evaluators hired for the evaluation. Financial resources to recruit young evaluators as well as other efforts including trainings and capacity-development and advocacy activities to engage young people in the evaluation must be specifically allocated in the budget of the evaluation.

Through the application of these [standards to enhance the meaningful engagement of youth in evaluation](#), the UNFPA evaluation function reaps multiple benefits from engaging young people in its work. This includes improving the usefulness, relevance and overall quality of its evaluation reports through a deeper understanding of the needs and perspectives of young people, fostering intergenerational learning and solidarity, spearheading innovation in evaluation, and building the capacities of the next generation of development professionals and young evaluators. This shift in thinking and way of working not only amplifies the voices and agency of young people, but also serves to recognize the importance of young people in the creation of more effective and inclusive solutions to the global challenges we face, to deliver on the SDGs, and ultimately, to build more just and equitable societies.

4. How do we engage youth in each phase of the evaluation process?

The following tipsheet should be used by evaluation managers as a practical tool to engage young people in meaningful ways throughout the different phases of an evaluation.⁵

Tipsheet: engaging youth in the evaluation process by phase

Phase 1: Preparation		
Focus	Action	Tips/entry points to meaningfully engage young people
Evaluation launch	Meeting to launch and orient staff on the evaluation process, timeline and deliverables	Senior management should have a specific agenda item and lead the discussion on the engagement of young people in evaluation, whereby they provide the purpose and process, as well as the added value of such engagement.
Evaluation management support	Engagement of a young evaluator to support the management of an evaluation	<p>The evaluation manager should consider recruiting a young evaluator to support activities related to management of an evaluation.</p> <p>Their recruitment should be initiated at the beginning of the preparation phase, immediately after the evaluation launch. The early engagement of a young evaluator in the evaluation process will allow support to the evaluation manager in key activities during the preparation phase, and at the same time, provide time for the young evaluator to get a good orientation of the UNFPA mandate and its portfolio of work as well as the evaluation process and methodology.</p>
Evaluation budget	Securing the evaluation budget	The evaluation manager should allocate dedicated resources for the engagement of young people in the evaluation budget. These resources could be used for compensation, travel, training among other areas.
	Adoption of a procurement method and plan that details clear timelines for evaluation-related procurement tasks	The evaluation manager should develop a procurement plan that includes targeted outreach efforts to ensure the inclusion of a diverse range of young people, including those groups that are least represented or left behind. This strategy should include leveraging youth organizations and networks, in particular those that UNFPA currently engages with in its outreach activities for the recruitment of young evaluators or using a mix of communication channels to publicize the vacancy announcement. (See evaluation team recruitment section for additional information)

⁵ While this table is aligned to the different phases of an evaluation as outlined in the [Evaluation Handbook](#) (2024), its application can be universal.

Phase 1: Preparation		
Focus	Action	Tips/entry points to meaningfully engage young people
Evaluation reference group (ERG)	Establishment of the ERG	<p>The evaluation manager should:</p> <ul style="list-style-type: none"> • Identify and nominate young professionals within the organization to participate in the evaluation reference group • Reach out to external young professionals, youth partners and civil society organizations to help identify potential reference group members relevant to the scope of the evaluation (see the Evaluation Handbook section 1.4) • Formalize the inclusion of young people/professionals in the composition of the evaluation reference group with the evaluation reference group's terms of reference (ToR) (see ERG ToR)
Evaluation questions workshop	Engagement select intervention or programme stakeholders in the identification of key topics and the development the evaluation questions	The evaluation manager should identify relevant young people, youth-led organizations or youth networks and invite them to participate in the first reflection on the interventions to identify the key areas of investigation.
Terms of reference of the evaluation	Drafting of the terms of reference	<p>The evaluation manager should formalize youth engagement within the terms of reference of the evaluation by:</p> <ul style="list-style-type: none"> • Including a stand-alone objective on the engagement of young people (for example, in the form of a Youth Steering Committee (provides guidance and requires shared decision-making) or a youth advisory group (provides guidance, but no decision-making power)). There must be a clear outline of the purpose of engagement, the expected roles and responsibilities of the young people in the exercise and training or capacity development plan for the young people as part of the evaluation work plan, allocating specific resources (staff, time and funds) to facilitate youth participation, etc. • Including a clear section on the recruitment of young people as part of the evaluation team. This section should specify their roles and responsibilities as well as the required qualifications (see section 12 of the ready-to-use (R2U) ToR) <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should share the terms of reference with the members requesting their feedback and inputs.</p>

Phase 1: Preparation		
Focus	Action	Tips/entry points to meaningfully engage young people
Evaluation team recruitment	Terms of reference for evaluation team	<p>The evaluation manager should formalize youth engagement within the terms of reference of each of the team members by:</p> <ul style="list-style-type: none"> • Outlining the role of each team member (for example, team leader, senior evaluator etc.) in supporting the young evaluator/s through the evaluation process. This could include conducting trainings or acting as a mentor/coach.
Evaluation team recruitment	Call for consultancy/ outreach	<p>The evaluation manager should:</p> <ul style="list-style-type: none"> • Ensure an inclusive and transparent recruitment process that targets young people from different groups of youth, in particular those groups that are least represented or left behind or are the furthest behind (see Evaluation handbook section 1.5) • Leverage youth organizations and networks to engage in outreach activities for recruitment of young people (for example, EvalYouth, the United Nations Major Group for Children and Youth, the International Federation of Medical Students Association, Choice for Youth, the United Network of Young Peacebuilders, the World Organization of the Scout Movement, AfriYAN, among others) • Use various communication channels to publicize vacancy announcements. <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should consult with the members on the outreach process as well as invite their participation in the outreach efforts within their own networks.</p>
	Final selection and recruitment of the evaluation team	<p>The evaluation manager should select young people as part of the evaluation team to ensure the voices and perspectives of young people are considered through the evaluation, from its conceptualization to its dissemination and use. The young person could participate as a member of the core evaluation team, and/or participate in specific components of the evaluation, for example, an in-depth country case study, quantitative analysis, survey development, etc.</p> <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should inform the members of the final selection of the evaluation team members.</p>
Stakeholder map	Development of the intervention or programme stakeholder map	<p>The evaluation manager should identify young people, youth-led organizations or networks that were directly or indirectly involved in the intervention or programme that is being evaluated. (See Annex B or the R2U ToR)</p>

Phase 1: Preparation

Focus	Action	Tips/entry points to meaningfully engage young people
Evaluation team on-boarding	Members of the evaluation team should be given the evaluation terms of reference with all annexes as well as the documents and resources needed to conduct an evaluation	<p>The evaluation manager should:</p> <ul style="list-style-type: none"> • Provide the young evaluators⁶ with access to all the resources related to evaluation and the work of UNFPA. This may include the UNFPA e-learning course on evaluation as well as the United Nations e-learning tools and mandatory online courses on security in the field, BSAFE, and the Prevention of Sexual Harassment and Abuse • With the evaluation team leader, reflect on how to meaningfully engage the young evaluators in the activities of the evaluation (from the design of the evaluation to the dissemination and facilitation of use of its results), as well as how they will ensure dual supervision and undertake a mentoring role throughout the entire process • With the team leader and young evaluators, define their role and responsibilities based upon their skills, experience and qualifications as well as opportunities for learning and growth • With the evaluation team leader and young evaluators, develop and agree on a learning plan for the young evaluators that builds on their capacities while supporting them to be able to fully contribute in their role • Schedule a separate, dedicated meeting with the young evaluators and evaluation team leader to discuss the evaluation, the deliverables of the young evaluators and the resources provided, as well as questions or concerns they may have prior to commencing the work.

6 Here, young evaluators refer to both those recruited as part of the evaluation team to conduct the evaluation as well as those recruited in the preparation stage to support the management of the evaluation.

Phase 2: Design

Focus	Action	Tips/entry points to meaningfully engage young people
Evaluation kick-off	Induction meeting(s) between evaluation manager and evaluation team	<p>The evaluation manager should ensure that the young team member(s) is/are present in the induction meeting.</p> <p>During the induction meeting, the specific role and responsibilities of each team member, in particular the young person, should be clearly communicated and understood by all. (see Evaluation Handbook section 2.1)</p> <p> The evaluation manager should reflect on and address the power dynamics of intergenerational teams to create a safe and fair space for the engagement of young people. This may include clarity on ways of working and communication as well as laying ground rules, and/or building accountability mechanisms to foster an environment of collaboration and trust.</p> <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should include the members in the induction meeting to ensure they understand the work plan of the evaluation and the evaluation methodological framework (as provided during the preparation phase) as well as their specific role and responsibilities throughout the evaluation.</p>
Evaluation approach	Critical analysis of the intervention or programme theory change	<p>The evaluation manager should ensure that young evaluators of the evaluation team participate in the critical analysis to develop a deeper understanding of the subject to be evaluated and bring in a young persons' perspective. This is especially important in evaluations where the subject to be evaluated is directly linked to the needs of young people.</p>
	Development of the evaluation approach, including data collection tools and sampling method	<p>The evaluation manager should ensure that young evaluators are consulted in the development of the methodology to enhance the relevance, credibility and utility of the evaluation. In particular, young people can contribute to identifying, enhancing and tailoring methodological tools targeted toward collecting data from adolescents and/or youth (for example, nuance interview questions or tailor the language) to ensure that the perspective of young people can be surfaced.</p> <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should consult with the members on the evaluation approach and methodology. If there is an inception or methodological report, the evaluation manager should share it with them, requesting their feedback and inputs.</p>

Phase 2: Design		
Focus	Action	Tips/entry points to meaningfully engage young people
Field preparation	Stakeholder sampling, site selection and setting up the field phase agenda	<p>The evaluation manager should ensure that the young evaluator is involved in the identification of the sample stakeholders and the development of a realistic agenda to meet the stakeholders.</p> <p>Further, the evaluation manager should ensure the young evaluator, under the supervision of the evaluation team leader, is assigned key tasks, for example, undertaking a site visit to conduct interviews or focus group discussions.</p> <p> The evaluation manager should take into account the experience level of the young evaluator as well as the complexity of the evaluation. Forming intergenerational teams of young evaluators and senior evaluators may help to address any gaps in skill or experiences, so that the young evaluator can work jointly with senior team members to collect and analyse data, while there is a mutual benefit from the intergenerational exchange and learning.</p>
Initial communication plan	Developing a preliminary communication plan, that is finalized in the last phase of the evaluation	<p>The evaluation manager and the communication officer should engage the Youth Steering Committee/youth advisory group, the young people in the evaluation reference group and in the evaluation team, to provide inputs to the development of the initial communication plan for the evaluation.</p> <p>This includes brainstorming with the young people on the objectives of the evaluation communication, analysis of the target audience and selection of communication platforms and products to reach various audiences, including the youth population.</p>

Phase 3: Fieldwork

Focus	Action	Tips/entry points to meaningfully engage young people
Preparing the field phase	All logistical and practical arrangements for data collection are in place	The evaluation manager should consider logistical and practical arrangements to facilitate the engagement of young people in the field visit, for example: transport to interviews and meetings, travel authorization, travel allowance/reimbursements, additional support needed to support young evaluators with disabilities, language interpreters, etc.
Launching the field phase	Evaluation team kick-off meeting to discuss the data collection work plan, tools, process, etiquette and expected results	<p>The evaluation manager should ensure clarity on the role of the young person within the team during this phase (see box 10 of the Evaluation Handbook. This includes outlining the sites allocated to the young person, any training/capacity development for the young person in the work plan and expected outcomes (for example, the young person conducts interviews and focus group discussions with key stakeholders, in particular, with young respondents).</p> <p>The evaluation manager should check in with the young evaluator to ensure they are clear on their role, responsibilities, the data collection work plan, tools, process, etiquette and expected results. This may include providing additional training or mentoring needed prior to their field visit.</p>
Collecting primary data	<ul style="list-style-type: none"> • Key informant interviews • Post-interview/ follow-up questionnaires • Surveys • Group interviews • Focus group discussions • On-site observation 	<p>During primary data collection, young people can be engaged in different roles such as the evaluator or as the respondent, or sometimes both:</p> <ul style="list-style-type: none"> • For young people as an evaluator: The evaluation manager should ensure they are well informed and trained on the tools and methods needed to collect data, including ethical considerations and the ways they will store data and confidentiality and privacy aspects. The evaluation manager should also ensure they are informed on how to visually document their site visits (see Evaluation Handbook section 3.2.5) <ul style="list-style-type: none"> • The evaluation manager could also request the senior evaluation team members working with the young evaluator to have a debrief at the end of each day during data collection. Doing so would facilitate on-the-job learning for the young evaluator while also ensuring the quality of data collection • For young people as respondents: The evaluation manager should ensure that ethical and do-no-harm considerations such as parental consent forms for minors and referral pathways are in place prior to the collection of data. <p>The evaluation manager should ensure that the team is collecting data in a disaggregated way, for example, by age, gender.</p>

Phase 3: Fieldwork		
Focus	Action	Tips/entry points to meaningfully engage young people
Analysis workshop	Detailed review of data collected and assessment of their strength, validity and reliability	<p>The evaluation manager in consultation with the evaluation team leader should consider allowing a young evaluator to lead a session in the data analysis workshop.</p> <p>The evaluation manager should ensure data is reviewed and analysed in a disaggregated way, for example, by age, gender.</p>
Debriefing	Participation in the meeting and presentation of the initial analysis of the data collected as well as the preliminary findings	The evaluation manager should ensure the young evaluator participates in the development as well as the presentation of the preliminary findings in the debriefing meeting.



Phase 4: Reporting

Focus	Action	Tips/entry points to meaningfully engage young people
Findings (responses to evaluation questions)	Drafting the evaluation report's findings section	The evaluation manager should ensure the young evaluator is involved in the process of drafting the evaluation findings section, under the supervision of a senior evaluation team member. The input from the young evaluator is crucial, especially for the evaluation questions linked to addressing the needs of young people.
Conclusions	Evaluation team members identify conclusions	The evaluation manager should ensure the young evaluator is involved in the process of drafting the evaluation conclusions, under the supervision of a senior evaluation team member. The input from the young evaluator is crucial, especially for the evaluation questions linked to addressing the needs of young people.
Evaluation recommendations	Co-creating the recommendations	The evaluation manager should ensure the participation of the young people who are members of the evaluation reference group in the recommendation's co-creation process.
Drafting and finalizing the evaluation report	Peer review and addressing the required improvements to the report	<p>The evaluation manager should ensure the young evaluator is involved in the process of drafting and finalizing the evaluation report, under the supervision of a senior team member. Young evaluators can often bring a fresh perspective and untethered view to the analysis as well as ensure that youth voices and perspectives are reflected in the report.</p> <p>If the evaluation has a Youth Steering Committee or youth advisory group: The evaluation manager should initiate consultations with the members on the draft and final versions of the evaluation report. The evaluation manager should request their feedback and inputs and ensure these are integrated in the final version of the evaluation report</p>

Phase 5: Dissemination and facilitation of use

Focus	Action	Tips/entry points to meaningfully engage young people
<p>Strategic communication of the evaluation</p>	<p>Finalization of the communication plan and its implementation</p>	<p>The evaluation manager and communication officer should:</p> <ul style="list-style-type: none"> • Include young people in the finalization of the communication plan • Discuss any emerging advocacy opportunities with the young people that should be reflected in the finalization of the communication plan • Consider how young people can be engaged in the development of the various evaluation products, such as the brief, video, executive summary among other things. The young people can be engaged in drafting, reviewing and packaging the evaluation products together with the communication officer and evaluation manager • Ensure the evaluation products feature the participation of young people in the evaluation process and convey the participation's added value. For example, include a foreword by the Youth Steering Committee/youth advisory group in the evaluation report, spotlight youth engagement in the evaluation process and youth voices and quotations in various evaluation products • Include young people in the online and in-person dissemination activities, and encourage young people to take the lead in presenting findings and recommendations. Leverage youth networks relevant to the evaluation to disseminate to larger audiences.
<p>Long term facilitation of use of the evaluation</p>	<p>Continue long term user engagement with the evaluation, advocate for the use of its results</p>	<p>The evaluation manager should:</p> <ul style="list-style-type: none"> • Work closely with young people to identify new opportunities for evaluation uptake beyond the release of the evaluation • Provide opportunities for young people to take the lead in sharing the evaluation and their own stories and to advocate for change • Provide opportunities and platforms for young people to share lessons on the process and outcomes of youth engagement in the evaluation.

5. What follow-up is needed after the evaluation?

It is important for the evaluation manager to follow up with young people after engaging them in an evaluation. It demonstrates to young people that their participation is appreciated and contributions are valued and that the evaluation managers are committed to ensuring their voices are heard and that their concerns are addressed. It also promotes transparency and accountability by ensuring that young people are informed about the outcomes of their engagement and the actions taken based on their contributions to the evaluation. Moreover, following up empowers young people to take ownership of their experience and also helps to build intergenerational trust and solidarity, which can lead to increased opportunities for youth participation in future evaluations and other initiatives.

Upon conclusion of the evaluation, the evaluation manager should:

- Reflect on the intergenerational engagement within the evaluation by launching a survey on what worked and what did not in youth engagement in the evaluation process
- Establish feedback loops:
 - Meet with the young people and discuss their achievement and learning/development goals and provide an opportunity for any other feedback on the engagement. Share with young people how their inputs have contributed to the evaluation
 - Meet with the senior evaluators to discuss and get feedback on the engagement of youth in the evaluation
- Acknowledge and celebrate the contributions of youth to the evaluation process. Offer recognition to attract a broader cohort of youth to evaluation
- Document the lessons learned from the youth engagement for internal learning and capacity building
- Develop a shared database of young people who have engaged in completed evaluations for use in future evaluations and other related exercises.



Driving evidence-based actions

Delivering rights and choices for all

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