



YOUTH-FOCUSED VULNERABILITY AND CAPACITY ASSESSMENT

A Reflective Tool for Understanding Conflict-Induced Hazards and Vulnerabilities of Youth and Existing Capacities in Aid of Informing Local Youth Development Plans

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Abbreviations

- 3TA Three-Tiered Activity
- ABYIP Annual Barangay Youth Investment Program
- AIP Annual Investment Program
- CAPID Strengthening Capacities for Dealing with Conflict-Induced Forced Displacement in Mindanao
- CBYDP Comprehensive Barangay Youth Development Plan
- CDP Comprehensive Development Plan
- CICL Children in Conflict with the Law
- DBM Department of Budget and Management
- DILG Department of the Interior and Local Government
- IFRC International Federation of Red Cross and Red Crescent
- LBO Local Budget Officers
- LCE Local Chief Executive

- LDC Local Development Council
- LDIP Local Development Investment Program
- LGU Local Government Unit
- LPDC Local Planning and Development Coordinator
- LYDC Local Youth Development Council
- LYDO Local Youth Development Officer
- LYDP Local Youth Development Plan Mindanao
- NGO Non-Governmental Organization
- NYC National Youth Commission
- RSD Reflective-Structured Dialogue
- SK Sangguniang Kabataan Societies
- UNICEF United Nations Children’s Fund
- VCA Vulnerability and Capacity Assessment Tool
- YOUCAP Youth for a Culture of Peace and Non-Violence in Mindanao
- YVCA Youth-Focused Vulnerability and Capacity Assessment Tool



Preface

Identifying who is vulnerable to various types of hazards has been a significant challenge. This challenge spurred the development of the Vulnerability Assessment Framework in the 1990s to provide information to the Philippines' decentralized government system. This framework has been used to develop various tools to support the government's monitoring system. However, no Vulnerability and Capacity Assessment tool has been designed and tested to measure the vulnerability and capacity of the youth to deal with conflict-induced hazards and violence affecting their dimensions of socialization to adulthood and inherent power as agents of change. This gap contributed to developing the Youth-Focused Vulnerability and Capacity Assessment Tool.

This Youth-Focused Vulnerability and Capacity Assessment (YVCA) Tool for a Youth for a Culture of Peace and Non-Violence in Mindanao (YOUCAP) project's desire to replicate the Reflective-Structured Dialogue (RSD) approach initially used by the Strengthening Capacities for Dealing with Conflict-Induced Forced Displacement in Mindanao (CAPID) project to address conflict-induced forced displacement and explore durable solutions. The adaptation of the YVCA process is to focus on vulnerable youth.

The tool was piloted in Iligan City, Talisayan (Misamis Oriental), Gigaquit (Surigao del Norte), and Carmen (Agusan del Norte). The results suggested further evolving the YVCA tool into an instrument for influencing Local Youth Development Plans (LYDPs) and spurring focused dialogues of vulnerable youth groups. For government actors, civil society organizations, and affected communities who are always involved in the process, knowledge of technical instruments, scientific data on earthquakes and other geological hazards, extreme weather events, storm surges, and other hazards is essential. Decision-making then reverts to the government action for relocation, recovery, rehabilitation, and other post-disaster measures or, in best-case scenarios, decisions on land use and other prevention and adaptation measures.

The inclusive and participatory approach to assessing vulnerability and capacity to hazards and the degree of empowerment gained by participants contributed to the tool's popularity. The developed and tested YVCA tool created a platform for youth to collaborate to their area's Local Youth Development Plan (LYDP) and strengthen their role as change agents.

Eddie Qutoriano

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Introduction

Youth are exposed to different types of hazards. They are most affected in conflict-affected areas and other environments where violence is prevalent. In a 2004 study, Sanidad-Leones (n.d.) cites that 5.8 million children and youth in the Philippines were at risk. They include 3 million children with disabilities, 246,011 street children, 64,000 victims of armed conflict, 2.4 million who are exposed to hazardous working conditions, 4,097 sexually abused, 11,317 children in conflict with the law (CICL), 3,694 abandoned and neglected and 100,000 commercials sexually exploited. During the same period, there were 244 CICL in the Caraga Region (229 male and 15 female) and 461 in Region 10 (438 male and 23 female).

A 2016 baseline survey commissioned by the Council for the Welfare of Children and United Nations Children's Fund (UNICEF) involving 3,866 youth aged 13-24 years old in 172 municipalities nationwide reveal that 80% had experienced some form of violence in their lifetime, whether at home, school, workplace, community or during dating. In another study conducted in three provinces and one city in Mindanao, World Vision cites youth concerns regarding bullying between different ethnic groups and risks of recruitment to non-state armed groups.

The consequence of violence to any person could be severe, both physically and psychologically. Youth are generally at risk during the difficult transition from childhood

to adulthood. Some are more vulnerable than others. The challenge is how to identify who is most vulnerable and measure the depth of their vulnerability. Vulnerability is a measure used to indicate possible harm (GIZ, 2013). It requires a method called vulnerability assessment (VA).



Youth-Focused Vulnerability and Capacity Assessment (YVCA) Tool

Vulnerability and Capacity Assessment (VCA) has been in use since the 1990s. The tool was popularized by the International Federation of the Red Cross and Red Crescent Societies (IFRC) and UNICEF. However, its use has been mainly oriented towards disaster risk reduction and mitigation in the context of natural hazards.

In 2020, the project "Youth for a Culture of Peace and Non-Violence in Mindanao" (YOUCAP) adopted and adapted the VCA tool to the context of conflict and violence with a focus on vulnerable youth; hence, Youth-Focused Vulnerability and Capacity Assessment (YVCA) tool. The adaptation puts the spotlight on conflict-induced hazards and violence, most vulnerable youth, and methodology for measuring vulnerability and capacity. The tool was then introduced to local government partners and youth leaders in Gigaquit (Surigao del Norte), Carmen (Agusan del Norte), Iligan City (Lanao del Norte) and Talisayan (Misamis Oriental) in March and April 2021. After gaining acceptability of the concept and methodology, YOUCAP, local government partners, and youth leaders jointly tested the tool in the four areas from May to July 2021. The results have been

used to inform the enhancement of existing Local Youth Development

YOUCAP is a project of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) in cooperation with the government of the Republic of the Philippines represented by the Office of the Presidential Advisor on Peace, Reconciliation and Unity (OPAPRU).

See: World Vision. (2017) Voices of Children and Youth in Peace, Reconciliation and Security: A perspective of 118 children and youth from the Multi-faith, Multi-culture, and Multi-ethnic context in 3 provinces and city in Mindanao, Philippines, A Research Report. (Available at: https://www.youth4peace.info/system/files/2018-04/19.%20FGD_Philippines_WorldVision_0.pdf)

Local Youth Development Plans (LYDPs) or formulation of new ones and to spur processes towards the conduct of youth-focused dialogues among the identified vulnerable youth groups.



Purpose of the Tool and Target Users

The dissemination of this tool is aimed at popularizing the YVCA concept and methodology and promoting the same as an instrument for youth participation in local youth development planning and enhancing the contents of the LYDP and corresponding Comprehensive Barangay Youth Development Plans (CBYDPs) and Annual Barangay Youth Investment Programs (ABYIPs). The tool complements existing instruments for assessing disaster risks that are focused on natural hazards.

The primary target groups of this tool are the following:

- ✓ Members of the Sangguniang Kabataan (SK). The SK Federation is mandated to prepare the LYDP;
- ✓ Members of the Local Youth Development Council (LYDC). The LYDC is mandated to review and approve the LYDP prepared by the SK Federation;
- ✓ Local Youth Development Officer (LYDO). The LYDO acts as the Secretariat of the LYDC; and,
- ✓ Members of Barangay Councils. The barangay council is involved in preparing the CBYDP and the ABYIP.

For learning purposes, this tool would also be useful for the following:

- ✓ Local chief executives (LCEs), local planning and development coordinators (LPDCs), local budget officers (LBOs), and members of the local development councils (LDCs) and legislative councils. These officials are involved in integrating the LYDP to the Comprehensive Development Plan (CDP) and corresponding Local Development Investment Program (LDIP) and Annual Investment Programs (AIPs);
- ✓ National and local Non-Governmental Organizations (NGOs) involved in youth development concerns and local development planning; and,
- ✓ Officers of local youth organizations. They can adapt the tool for purposes of organizational development, planning, and programming.



WHAT IS YVCA?

As the name indicates, YVCA is a youth-focused assessment of vulnerability and capacity with particular attention to conflict-induced hazards and violence. It is an assessment made by the youth themselves, specifically, the youth most affected by conflict and violence. It starts with an analysis of the overall political, economic, social, and environmental context then narrows down to the conflict context and the most significant conflict-induced hazards impacting the welfare and development of the youth in a locality.

The unit of analysis is the smaller and more localized groups of vulnerable youth in a particular geographical location. The process model ensures that the small-scale assessment informs short-term responses and migrates the information into medium-term local government plans and programs such as LYDPs, LDIPs, AIPs, CBYDPs, and ABYIPs. In the planning and programming processes, the small-scale perspectives of vulnerable youth converse with meso-scale knowledge available to local government units.

Vulnerability and Capacity assessments have been defined in various ways, but all highlight the need to reduce vulnerability and improve capacity:



A process of collecting, analyzing and systematizing information on vulnerability to hazards in a structured and meaningful way (IFRC, 2006).



A methodology that uses participatory tools that enable communities to identify their own capacities and vulnerabilities in relation to disaster management, developing mitigation strategies and building resilience to cope with future hazards (UNICEF, 2010).



A process of participatory investigation designed to assess and address major risks affecting communities. It aims to determine people's vulnerability to those risks and their capacity to cope and recover from a disaster. (IFRC 2008).

Boiled down to its essential purpose, the VCA enables people to prepare for hazards and prevent them from turning into disasters (IFRC, 2008). The YVCA seeks to achieve a similar purpose but focuses on vulnerable youth and hazards related to conflict and violence.

2.1

Process and Content Adaptation of the VCA

At least two features of the VCA have been adopted in the YVCA: one, the VCA as a vulnerability and capacity diagnostic and measurement tool; and two, the VCA as a participatory and empowering process tool. Taking off from these basic features, the YVCA adaptation segues to the following specific characteristics:

- ✓ Application of the tool in the context of conflict-induced hazards and violence;
- ✓ Focusing on youth groups most affected by and vulnerable to conflict-induced hazards and violence;
- ✓ Measuring the level of vulnerability using a 2D matrix of Exposure x Sensitivity on a scale of 1 to 5; and,

✓ Measuring the level of capacity using a 2D matrix of Coping x Adaptation on a scale of 1 to 5. The YVCA also utilizes tested processes and techniques earlier used by the project “Strengthening Capacities for Dealing with Conflict-Induced Forced Displacement in Mindanao (CAPID)”. In 2018 and 2019, CAPID and Department of the Interior and Local Government (DILG) Regional Office 13 jointly developed a manual on the Reflective-Structured Dialogue (RSD) Approach and a Guidebook on Community Profiling. These manuals introduced helpful tools such as Storytelling, Historical Timeline, and Seasonal Calendar that are also used in the YVCA to identify conflict-induced hazards and vulnerabilities. In a similar vein, the YVCA also uses Bubble Chart and Ranking for determining priorities.



Why Focus on Youth and Conflict-Induced Hazards?

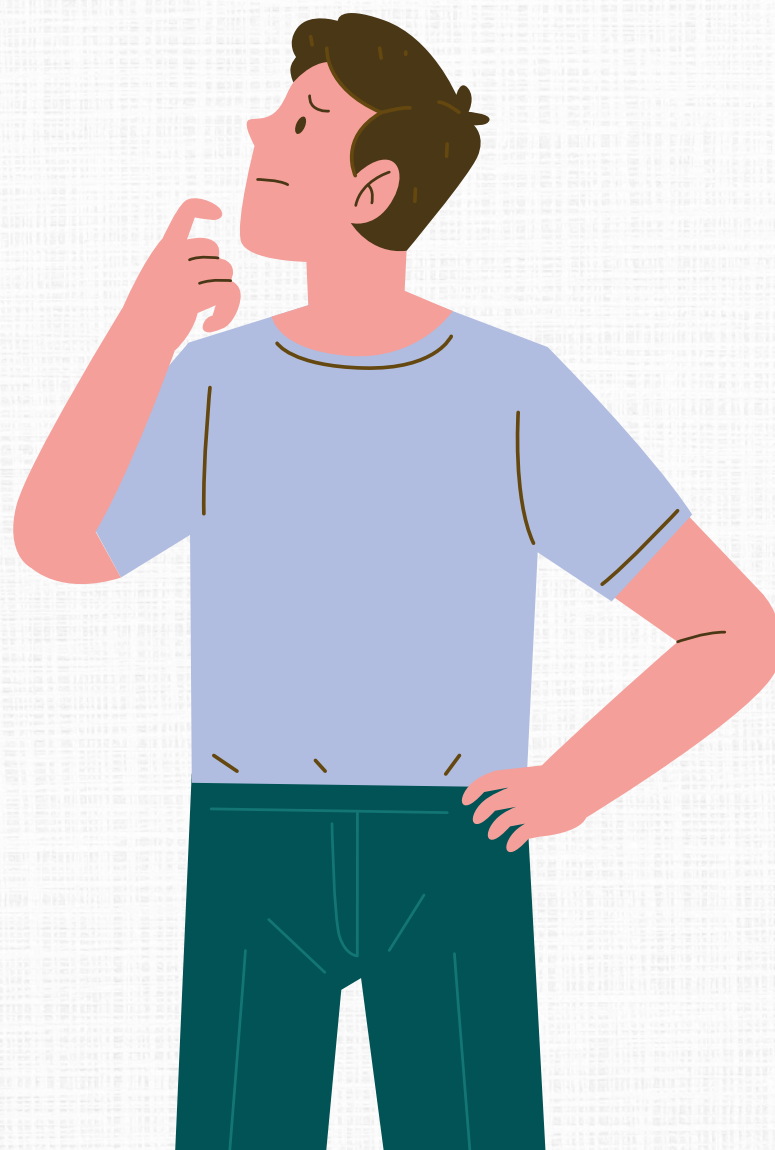
Existing tools used to prepare local development plans generally focus on broad developmental themes related to poverty, basic services, economic productivity, and infrastructure development. A more recent tool - the Climate and Disaster Risk Assessment (CDRA) tool - is focused on studying risks and vulnerabilities of exposed elements (people, infrastructure, livelihoods, and others) associated with natural hazards and climate change.

There are two existing guidelines related to the LYDP:

- ✓ DILG Memorandum Circular 2019-151 (issued on 10 September 2019) - Guidelines on Local Youth Development Planning, Comprehensive Barangay Youth Development Planning and Annual Barangay Youth Investment Programming of the National Youth Commission; and,
- ✓ Department of Budget and Management-Department of the Interior and Local Government-National Youth Commission (DBM-DILG-NYC) Joint memorandum Circular No. 1, s. 2019 (issued on

January 23, 2019) - Guidelines on the Appropriation, Release, Planning, and Budgeting Process for the SK Funds.

The YVCA is proposed as a complementary tool that supports the abovementioned guidelines, specifically, to address conflict and violence-related hazards and vulnerabilities that can inform the situation analysis and priority thrusts of the LYDP.



CONCEPTUAL FRAMEWORK

Conflict is a natural occurrence. Some are violent, and most others are not. Even in peaceful communities, there are conflicting interests, competing goals, and diverse ideas. What matters is community resilience that is built on the capacity to predict and deal with violence and to absorb, adapt and recover from shocks. The problem is the violence in conflict, whether from attitudes, behavior, or structures and institutions that nurture or perpetuate violence and often lead to forced displacement. Violent conflicts induce hazards that are detrimental to the development and wellbeing of people.

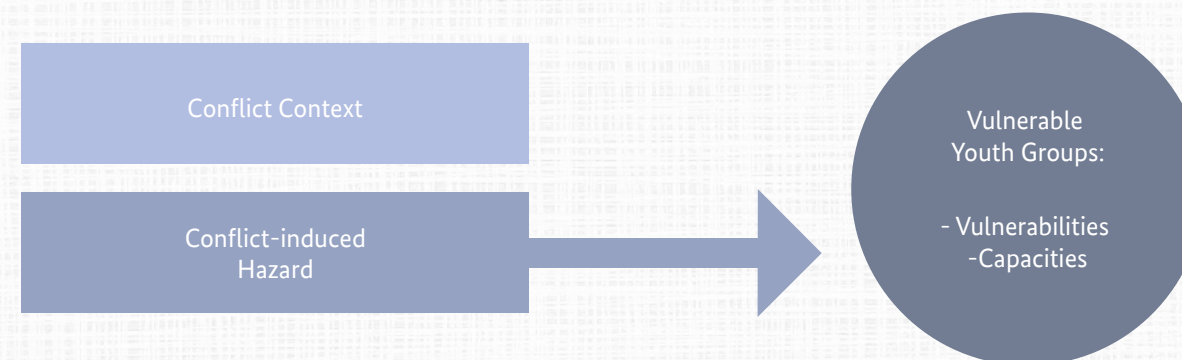
Some people are more vulnerable to conflict-induced hazards on account of varying exposure and other factors related to economic (e.g., income class), sociocultural (ethnicity, gender, age, physical disabilities), and political conditions (i.e., the way power and resources are distributed). Disaster impacts are greater, and longer-lasting on the most vulnerable, and the level or degree of vulnerability is greater among population groups with less capacity for self-protection and lack access to social protection.



See: Padoa, Ibani. (N.D.) Climate and Disaster Risk Assessment: An Overview. (Available at: <https://designingresilience.ph/wp-content/uploads/CDRA-Overview.pdf>)

Figure 1: YVCA Multi-Dimensional Data Model

Overall Context



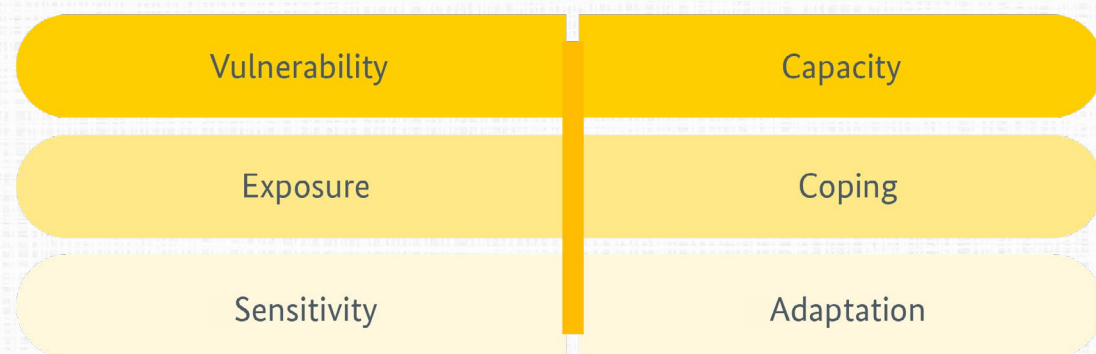
Framework of Analysis

Vulnerability is just one side of the equation on possible harm. Vulnerability to a specific type of hazard indicates the probability of harm but does not automatically lead to disaster. The consequence to a vulnerable individual or group, whether harmful or less harmful, is manifest only after a process of coping and/or adaptation. The risk of harm is lower when the capacity to cope or adapt is higher.

The existence of hazards does not automatically translate to disasters. The possibility of disastrous consequences depends on two factors: vulnerability to the hazard and the capacity to deal with the hazard. The level of vulnerability depends on the degree of exposure to and sensitivity of the affected person to the hazard. The level of vulnerability is also influenced by the affected person’s capacity to cope and/or capacity to adapt to the hazard. The bigger the capacity, the lesser is the vulnerability to a hazard.



Figure 2: Data Hierarchy Chart



The strength of the YVCA lies in showing the relationship between exposure and sensitivity in measuring vulnerability, the relationship between coping and adaptation in measuring capacity, and the overall relationship between vulnerability and capacity. Through understanding, these relationships, appropriate gender, culture, and conflict-sensitive approaches and strategies can be developed. The results can serve as a reference for Local Government Units (LGUs), concerned government agencies, and youth-serving NGOs to identify priority needs, thrusts, and strategies. The baselines established by the YVCA can also be used as references for tracking and measuring progress in vulnerability reduction and capacity improvement.

of their physical location, income class, ethnicity, gender, age, physical disabilities, and other factors. Armed conflicts have more debilitating impacts on the most vulnerable. In the experience of CAPID, for example, the people most heavily impacted by insurgency and counter-insurgency are indigenous peoples in mountainous and forested areas that are also used as guerrilla bases or clandestine routes of rebels. This vulnerability can lead to disasters such as forced displacement, abandonment of livelihoods, sudden loss of capacity to procure basic needs, interruption of child education, and others.

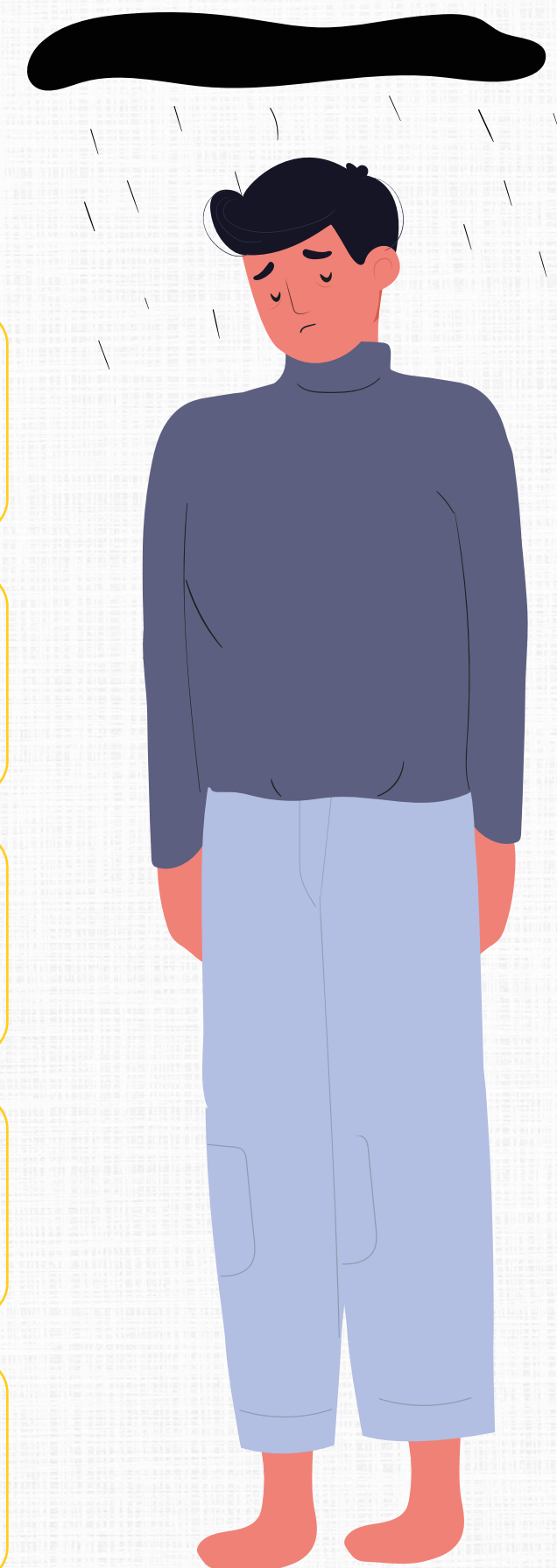
In the experience of YOUCAP, youths most affected by bullying, taunting, and discrimination are persons with physical disadvantage, indigenous youth, and those whose gender preferences are associated with the LGBTQ+ community. In worse cases, those who have already suffered from violence (such as survivors of sexual violence) become vulnerable to new forms of hazards such as psychological abuse in the form of humiliation and verbal indignities.

3.1 Areas of Inquiry

Issues of hazards, disaster impacts, vulnerabilities, and capacities are interrelated. Some population groups are more vulnerable to hazards on account

The YVCA uses a methodical approach in understanding vulnerability and capacity specific to conflict-induced hazards and violence. The YVCA workshop is structured in such a way that the topics on vulnerability and capacity are properly contextualized. The topics are sequenced in the following order:

- 1  What is the conflict context of the area?
- 2  What type of conflict-induced hazards have been recorded and/or observed?
- 3  Who are the most vulnerable to the conflict-induced hazards?
- 4  What are the vulnerabilities and what are the underlying causes of the vulnerabilities?
- 5  What are the available capacities that can help reduce these vulnerabilities?



The ordering of the inquiry is summarized in the following table:

| Key Questions | Description | Purpose of Inquiry | 3. Who are the most vulnerable youth groups or the most exposed to these hazards and risks? | 4. What are the vulnerabilities (of the most vulnerable), and what are the underlying causes? | 5. What are the available capacities that can help reduce the vulnerabilities of the most vulnerable youth groups? |
|--|---|--|--|---|---|
| <p>1. What is the conflict context?</p> | <p>The various typologies of conflict recorded, observed, and affected the people in the area. The Caraga Roadmap for Peace cites some examples:</p> <ul style="list-style-type: none"> • Resource-based conflicts • Insurgency • Criminality <p>Related studies also cite in addition:</p> <ul style="list-style-type: none"> • Identity conflicts. These pertain to cleavages related to identity along with ethnicity, religion, language, tribe, and clan. Theorists assert that differences in culture form the basis of mistrust and enmity (Huntington, 1993; Connor, 1994; Horowitz, 1995) • Political conflicts. These pertain to power contests usually manifested in organized violence that threatens the power of the state and takes other forms (Moaddel, 1994). • Governance conflicts. These pertain to conflicts over the allocation of public resources and services, issues of transparency and accountability, and the governance spaces by which citizens participate in decision-making. | <p>Map out the most significant conflicts affecting the lives of the people in the community.</p> <p>Primary data from the workshop will be triangulated with secondary data earlier collected by the YVCA Team.</p> | <p>The determination will be based on a ranking exercise using a set of criteria that may include:</p> <ul style="list-style-type: none"> • Age • Gender • Ethnicity • Religious affiliation • Level of formal education • Physical location of the home • Income status of family or household • Physical disability • Parenthood (e.g., youth of single parents, youth of fragmented families) <p>The above criteria are examples that could be suggested. At the first instance, the facilitator should first ask and generate the list from the participants.</p> | <p>Conflicts impact the broader population. However, the YVCA will zoom in on impacts on the most vulnerable among the youth.</p> | <p>Conflicts impact the broader population. However, the YVCA will zoom in on impacts on the most vulnerable among the youth.</p> |
| <p>2. What type of conflict-induced hazards have been recorded or observed?</p> | <p>These could be in the following categories:</p> <ul style="list-style-type: none"> • Physical violence leading to death, injury, loss of jobs, loss of shelter, etc. • Psychological (fear, anxiety, hate) • Psychosocial (labeling, stereotyping, loss of social cohesion) • Economic (loss of jobs, livelihoods, income, and suspension of infrastructure development) | <p>To map out the most significant hazards and risks emanating from the conflicts.</p> | <p>Facilitators establish the guideposts for the determination of vulnerability:</p> <ul style="list-style-type: none"> • Exposure to threats in terms of proximity and frequency of occurrence. • Contributory factors such as economic status, political conditions, and sociocultural conditions. | <p>The starting point of this question is the answer to Question No. 3.</p> | <p>The starting point of this question is the answer to Question No. 3.</p> |
| <p>2. What type of conflict-induced hazards have been recorded or observed?</p> | <p>These could be in the following categories:</p> <ul style="list-style-type: none"> • Physical violence leading to death, injury, loss of jobs, loss of shelter, etc. • Psychological (fear, anxiety, hate) • Psychosocial (labeling, stereotyping, loss of social cohesion) • Economic (loss of jobs, livelihoods, income, and suspension of infrastructure development) | <p>To map out the most significant hazards and risks emanating from the conflicts.</p> | <p>The facilitator establishes the guideposts:</p> <ul style="list-style-type: none"> • Capacities of the vulnerable youth themselves. • Capacities of families, state organizations and non-state organizations; institutions; and, • Capacities of institutions (pertaining to laws, policies, norms, and traditions) | <p>The starting point of this question is the combined answers to Questions 3 and 4.</p> | <p>The starting point of this question is the combined answers to Questions 3 and 4.</p> |

Definition of Terms Related to the Areas of Inquiry

| Term | Definition |
|-------------------------|---|
| Capacity | Abilities that allow systems - individuals, groups, organizations, groups of organizations - to be able to do something with some sort of intention and with some sort of effectiveness and at some sort of scale over time (Morgan, 2006.) |
| Causes of Vulnerability | A wide range of environmental, economic, political, social, and cultural pressures create vulnerability (Prevention Consortium, N.D.) |
| Conflict | The pursuit of incompatible goals by different groups, whether pursued by peaceful means or by force (Ramsbotham et al., 2005) A triangle of contradiction of structures, attitudes, and behavior (Galtung, 1969, 1996). A motor of change that keeps relationships and social structures honest, alive, and dynamically responsive to human needs, aspirations, and goals (Lederach, 2014) |
| Conflict sensitivity | An approach that involves sound understanding of the interaction between an intervention and the context and acting to minimize negative impacts and maximize positive impacts of the intervention on the conflict (Conflict Sensitivity Consortium, 2012; APFO et al., 2004) |
| Conflict transformation | Deeper level of conflict resolution, which implies deep transformation of institutions and discourses that reproduce violence as well as the transformation of the conflict parties and their relationships (Ramsbotham et al., 2005). A process of moving from conflict-habituated systems to peace systems (Vayrynen, 1991). |
| Cultural Sensitivity | Awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly (APA Dictionary of Psychology). |

| | |
|--------------------|--|
| Discrimination | Any distinction, exclusion, or restriction which has the purpose or effect of nullifying the recognition, enjoyment, or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social-cultural, civil, or any other field (RA 11036, Mental Health Act of 2018) |
| Gender | The characteristics of women, men, girls, and boys that are socially constructed. This includes norms, behaviors, and roles associated with being a woman, man, girl, or boy and relationships with each other. As a social construct, gender varies from society to society and can change over time. (https://www.who.int/health-topics/gender#tab=tab_1 ; NCPE, 2008). |
| Gender Identity | A person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. (https://www.who.int/health-topics/gender#tab=tab_1) |
| Gender Sensitivity | Understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life (European Institute for Gender Equality). It is not about pitting women against men (UNESCO). In the YVCA, it is important to understand differences and similarities in the perceptions of girls/women and boys/men. This can be done by providing spaces for girls/women and boys/men to discuss separately during break-out sessions. The same should be done when selecting participants of key informant interviews. |
| Good Governance | To balance interests and focus on common goals, particularly reducing poverty and providing access to state services for all. To make administrative structures participative, efficient, and solution-oriented. (GIZ) |
| Hazard | The potential occurrence of a natural phenomenon in a specific time period and geographic area, which may adversely affect human life, property, or activity to the extent of causing a disaster (IFRC, 2008). In the YVCA, hazard refers to natural and human-induced phenomena, pandemics, and epidemics in a specific period and geographic location, and the factors that adversely affect the economic, political, social, psychological, and psychosocial needs of affected youths. |

| | |
|--|---|
| Mental Health | State of well-being in which the individual realizes one's abilities and potential, scopes adequately with the normal stresses of life, display resilience in the face of extreme life events, work productively and fruitfully, and can make a positive contribution to the community (RA 11036, Mental Health Act of 2018) |
| Non-violent communication | An approach to listening and speaking that leads us to give from the heart, connecting us with ourselves and with each other that allows our natural compassion to flourish (Rosenberg, 2005). |
| Non-violent conflict | Actions for change and counteractions that do not involve use of violent means such as direct physical force (Ramsbotham et al., 2005). |
| Non-violent conflict transformation | Transforming conflict by peaceful means (Galtung, 2000). |
| Psychological | Refers to psychological health - the sum of how a person thinks, feels, relates, and exists. It involves mental, emotional, social, and spiritual dimensions. (Donatelle & Ketcham, 2018). |
| Cultural Sensitivity | Awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly (APA Dictionary of Psychology). |
| Psychosocial | The influence of social factors on an individual's mind or behavior and to the interrelation of behavioral and social factors (Oxford English Dictionary, 2012; Gellman & Turner, 2013). |
| Risk | The expected or anticipated loss (in terms of lives, livelihoods, property and/or economic activity) due to the impact of a given hazard on a given element at risk over a specific period of time (IFRC, 2008). |
| Self-protection | In psychology, the motivation to maintain the integrity of self against threats. This includes responses such as accommodation of the threat, amelioration of the threat, denial or defensive bias, and indirect psychological adaptation such as affirming alternative self-resources that are not related to the threat. (Sherman & Cohen, 2006) Self-protection could also be used differently. Perpetrators of offenses self-protect by lowering sense of responsibility and reducing guilt of the transgression (Leunissen et al., 2021). |

| | |
|--------------------------|---|
| Social protection | Range of policies and programmes needed to reduce the lifelong consequences of poverty and exclusion. (https://www.unicef.org/social-policy/social-protection) |
| Violence | Intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group that results in injury, death, psychological harm, maldevelopment, or deprivation (WHO, 2002). |
| Violent Conflict | At least two parties resolving competing claims and interests with the use of force (Frere & Wilen, 2015). A triangle of structural violence, direct violence, and cultural violence (Galtung, 1969, 1996) |
| Vulnerability | A measure that indicates possible harm (GIZ, 2013). |



When to use the YVCA?

The YVCA is a diagnostic and empowering tool. As a diagnostic tool, it identifies the most significant conflict-induced hazards and most affected youth groups and measures levels of vulnerability and capacity. As an empowering tool, it mobilizes the youth to articulate issues and concerns and convey priority needs to the local government through the Sangguniang Kabataan (SK) and the Local Youth Development Council (LYDC).

The best time to use the YVCA is to synchronize it with the LYDP planning cycle. LYDP is a three-year plan that is

prepared during an election year. In the Philippine local governance system, local elections are held every three years. In an election year, the planning period is from June to September. This is followed by the budget preparation in October. The YVCA would be most useful if it is done on or before June of the election year.

However, the aforementioned timing does not mean that the YVCA could only be used for supporting LYDP formulation. Youth organizations and youth-serving NGOs can also use the YVCA for project development and programming. In this case, the best timing for the YVCA is at the beginning of the project or program management cycle.



HOW TO CONDUCT THE YVCA?

The YVCA consists of a three-tiered activity (3TA): internal preparation, actual conduct, and post-activity assessment. It can be initiated by officers of the Sangguniang Kabataan (SK) at the provincial, city, municipal, or barangay level, members of the Local Youth Development Council (LYDC), leaders of youth organizations, leaders of youth-serving non-governmental organizations, or by local offices of national government agencies such as the DILG and NYC.



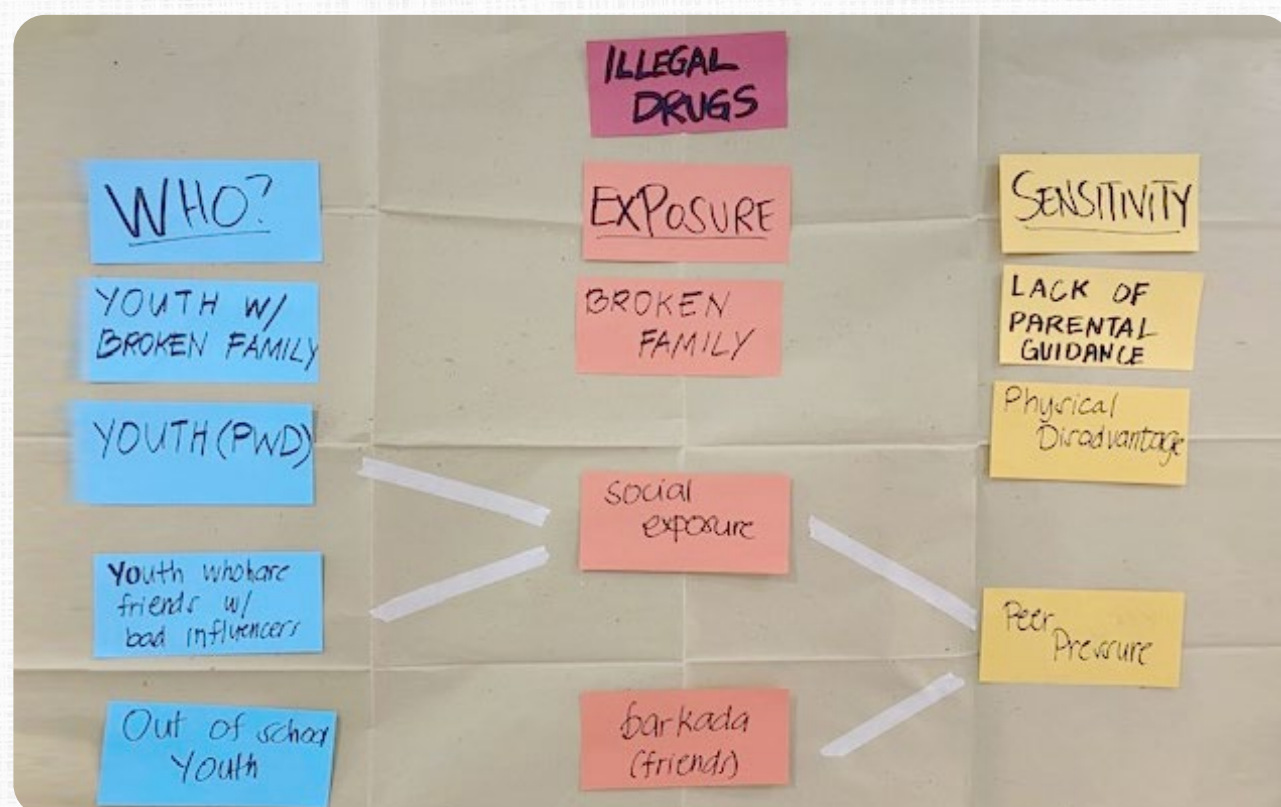
Tier 1 activities are designed to set the internal preparatory motions for conducting the YVCA.

| Steps | Description | Intended Result |
|--|--|---|
| 1. Organize the YVCA Team | <p>The YVCA Team is a composite team that includes the following:</p> <ul style="list-style-type: none"> Members of the local core group designated by the initiating organization or government agency A representative from the local government partner. Designated facilitator (or a consultant hired for the purpose) and documenter | Established operational steering structure of a specific YVCA. |
| 2. Level-off on the framework of analysis | <p>Sharing-learning session on the YVCA:</p> <ul style="list-style-type: none"> Conceptual framework Framework of analysis Purpose Methodology Procedure | Shared understanding of the conceptual framework and framework of analysis. |
| 3. Socialize the YVCA to partners and youth groups | <p>Combination of the following activities:</p> <ul style="list-style-type: none"> Email communication Online workshop One-on-one conversations Small group discussions | <ul style="list-style-type: none"> Generate social acceptability of the YVCA approach Gain political support from local authorities Engender partnerships with SKs, local NGOs, and others |

4.1 Tier 1: Internal Preparation

It helps to first form a local core group that will serve as an interlocutor between the initiating organization and the target participants. The SK Federation, the LYDC, or the Barangay Council can initiate the formation of a local core group from among youth leaders. The core group takes the lead in preparation and organization, including designating facilitators or seeking assistance from experienced facilitators. Part of the

preparation is the process of selecting the YVCA facilitators and the creation of the YVCA Team. YOUCAP has trained more than twenty (20) local facilitators in Iligan City (Lanao del Norte), Talisayan (Misamis Oriental), Gigaquit (Surigao del Norte) and Carmen (Agusan del Norte). They can be contacted through the SK presidents or Local Youth Development Officers (LYDOs) of the said local government units.



| | | |
|--|--|--|
| <p>4. Prepare activity plan</p> | <p>The following elements are important:</p> <ul style="list-style-type: none"> • Date, time, and venue • List of participants (mix of local partners, core group members, and youth groups from within the municipality or city) • Communication to partners and participants • Logistical requirements (equipment, materials, and supplies, data load (if online), meals, accommodation, and transportation (if in-person)) • Team allocation of tasks (facilitation, documentation, registration, MHPSS support) • Team presentations and discussion guides | <p>A clear guide for the YVCA Team.</p> |
| <p>5. Prepare for the event</p> | <ul style="list-style-type: none"> • Team dry run • Final check of the presentations • Reconfirmation of the activity • Ocular inspection of the venue and physical set up (if the activity is in-person) • Technical checks (if the activity is online) | <p>Reconfirmed that all internal and external preparations are in place.</p> |



Provisions: transportation, meals, snacks, accommodation



Physical location and facilities of the venue.



Supplies – flip charts, manila sheets, meta cards, marker pens, ballpens, notebooks, masking tape.



Parental consent if the youth participant is below 18 years of age.

b

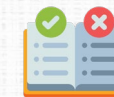
Logistical Considerations if the activity is online



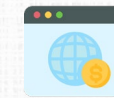
Physical location of participants.



Access to the internet (gadgets, internet connection).



Protocols and ethics in use of online platforms.



Subsidies for data loads.



Transportation, meals, face masks, face shields, and alcohol if participants move to a more suitable location.



Parental consent if the youth participant is below 18 years of age.



Connectivity test (dry run of internet connectivity, navigation of online app).

a **Logistical Considerations if the activity is in-person**



Adequate space for break-out sessions



Adequate space for physical distancing and ensure face masks, face shields, and alcohol availability.



Adequate lighting and ventilation



Access to toilet facilities



Flexible seating arrangements depending on the topic of discussion

c Preparation Checklist

| Guide Questions | Elaboration |
|-----------------|--|
| Why | Are the facilitators, target participants, and other stakeholders convinced of the need for a YVCA? |
| What | Are the facilitators, target participants, and other stakeholders aware of the processes that will be involved, and what are these for? |
| Who | Who will be involved in the process: event organizer, facilitator, documenter, participants, support team? |
| How | <ul style="list-style-type: none"> - How will the event be conducted? - What resources will be needed? - What protocols will be followed, if online or in-person? |
| When | <ul style="list-style-type: none"> - When is the event? - What is the duration? |
| Where | Where will it be conducted? Online or in-person? |

d Tips

As part of the internal preparation of the YVCA Team, a YVCA Facilitators' Training may be conducted to prepare some core group members as co-facilitators of the workshop. This activity has been found effective in mobilizing some core group members as co-facilitators.

The preparation of the final list of participants should be done jointly. Most often, local core groups prepare a long preliminary list of potential participants. The preparation of the final list should be jointly discussed using clear criteria. This way, perceptions of arbitrary exclusion can be avoided.



4.2

Tier 2: Actual Conduct

The Tier 2 work package is a workshop that could be a one-day event if conducted in-person, or 2-3 session series, if conducted online. The actual conduct of the YVCA is premised on the logic that the results will be used for planning and programming and not just for the sake of conducting the workshop. One YVCA in a barangay can be used to support the preparation of the Comprehensive Barangay Youth Development Plan (CBYDP). Several YVCAs in different barangays can be conducted to support the preparation of the municipal or city LYDP.

Before the actual workshop, the following assumptions shall have been established:



Internal preparations had been completed.



Partners and target groups have confirmed their participation.



Political support of local authorities has been secured.



Security and other conditions (weather, electricity supply, mobile connectivity, etc.) are favorable.

The YVCA Team should have operational control and decision-making authority in response to unforeseen events that may lead to cancellation or postponement of the activity, e.g., restrictions of movement due to the current COVID-19 pandemic, natural hazards, and the like. If, for example, the YVCA Team is already on the ground for the actual workshop and participants are unable to arrive due to heavy rains, the team should be able to coordinate with the participants for immediate adjustment on the date of the workshop.

The following steps and process flows are generic to all YVCA workshops. The actual timings (translated into a program of activities) will vary depending on the format (in-person or online) and other circumstances.



| STEPS | DESCRIPTION | TOOLS AND TIPS |
|--------------------|---|--|
| 1. Opening | <ul style="list-style-type: none"> Registration, signing of consent forms, and ushering of participants Welcome message Meet and greet Preview of objectives of the activity Expectation's check | <ul style="list-style-type: none"> Prepared presentations Creative meet-and-greet with fun games and role-plays Adjustments if the activity is online Posting of expectations on the wall (digital wall if the activity is online) |
| 2. Briefing | <ul style="list-style-type: none"> Reiteration of purpose of the activity Orientation on the YVCA framework, methodology and procedure Overview of tools that will be used in the sessions | <ul style="list-style-type: none"> PowerPoint presentation or use of flip charts Give ample room for clarificatory questions |
| 3. Priming | <ul style="list-style-type: none"> Stimulate participants to share and listen. Build trust | <ul style="list-style-type: none"> Fun games related to communication and working with others |

Individual sharing of experiences and thoughts:

- Tools: Storytelling (see Annex 1), Seasonal Calendar (see Annex 2), Visualization (drawing, table mapping)
- Procedure: start with 3 to 5-person break-out groups, then group sharing in plenary. The groupings should include boys/men, girls/women, and a mixed group to capture gender-specific perceptions. This pattern should be observed in all other break-out sessions.
- Physical set up: circle during plenary, flexible during break-out groupings
- If online, YVCA Team divides to ensure seamless transfer to break-out rooms

4. Thematic Session 1: the conflict context

- Individual aspirations/goals/dreams
- Conflicts perceived, observed or that have affected the aspirations/goals/dreams

Building on the result of Session 1:

5. Thematic Session 2: conflict-induced hazards

- Identification of conflict-induced hazards whether arising from natural phenomena (such as typhoons or flooding), conflicts related to land, crime or insurgency and pandemics and epidemics
- Sorting and clustering of hazards
- Ranking and determination of top three (3) major hazards

- Mode: plenary session
- Physical set up: circle
- Tools: round-robin sharing followed by sorting and clustering using bubble chart (See Annex 4) and finally, ranking of top three (3) hazards

BREAK

6. Thematic Session 3: most vulnerable youth groups

Building on the result of Session 2:

- Participants agree on vulnerability criteria and may add or delete from those suggested by the facilitator
- Identify who are most vulnerable among the various youth groups

- Mode: plenary
- Physical set up: circle
- Tools: round-robin sharing, sorting, and clustering, followed by ranking (see Annex 5) of the top three most vulnerable youth groups

7. Thematic Session 4: vulnerabilities

Building on the result of Sessions 2 and 3 and focusing on the most vulnerable youth groups:

- Identify vulnerabilities to each specific hazard
- Sorting and clustering hazards by category (economic, social, political, etc.)
- Ranking and determination of top five major vulnerabilities
- Measuring the depth

- Mode: start with break-out groupings followed by plenary sharing
- Physical set up: flexible in break-out sessions, circle in plenary session
- Tools: round-robin sharing of thoughts, bubble charts for sorting and clustering and ranking or voting for determination of top five major vulnerabilities
- Measuring the depth of each vulnerability using the 2D matrix of Exposure and Sensitivity (see the following section)

BREAK

8. Thematic Session 5: capacities

Reflecting on the results of Sessions 1 to 4:

- Identify existing capacities of the individual, family, community, state, and non-state institutions that support the reduction of vulnerabilities
- Sorting and clustering of capacities
- Ranking and identification of top 5 individual, organizational, and institutional capacities
- Measuring the level of capacity

9. Reflective learning from the sharing

- Hazards that pose threats to aspirations
- Disasters or crises that may arise if the hazards are not prevented

- Mode: plenary session
- Physical set up: circle
- Tools: round-robin sharing, sorting, and clustering of capacities and ranking to determine the top 5 individual, organizational, and institutional capacity
- Measuring the level (strength) of capacity using the 2D Matrix of Coping and Adaptation

- Diary – record thoughts and observations
- ‘noticing’ – record and share anything they have noticed
- Venn diagram – to identify similarities and differences (e.g., between male and female, urban-rural, ethnicity, age groups, physical abilities, and disabilities)



BREAK

Participants reflect on the results of the workshop:

10. Debrief and Closing

- Most important takeaway from the workshop
- What do the results mean in relation to expectations?
- What actions to take to reduce vulnerabilities and improve capacities
- Closing statements from representatives of youth, local authority and CSO partner
- Closing message from YOUCAP
- Mode: plenary
- Physical set up: circle
- Tools: relaxation exercises (e.g., group massage), round-robin sharing of thoughts and reflections
- Mode: plenary
- Physical set up: C or U shape.

4.2.1 Establishing the Baseline of Vulnerability

Session 4 of the workshop is focused on the assessment of vulnerability. As mentioned earlier, vulnerability is a measure that indicates possible harm (GIZ, *ibid.*). It is directly associated with the source of harm or the hazard. It also has two sides: the external side, or the threat that people are subjected to, and the internal side, or the means available for coping or dealing with the threat (Chambers, 1989). In the YVCA, vulnerability is examined from two dimensions: one, exposure, and two, sensitivity.

Exposure is a situation - the presence of people, livelihoods, or economic, social, and cultural assets in a place that could

be adversely affected by a hazardous event. People may be exposed because of proximity to a hazard area or movement in an area that may be adversely affected by an event. On the other hand, sensitivity is the inherent attribute of the individual, group, or community that influences the degree of affliction and consequence of the exposure. Inherent attributes include pre-existing conditions such as poverty, physiological and psychological disadvantage, gender preference, religious affiliation, ethnic identity, and other conditions that limit capacities to cope and adapt to the hazard.

The youth who are similarly exposed to the same hazard may have different levels

of vulnerability because of differences in sensitivity. Similarly, the youth with the same sensitivity (e.g., being poor or being physically challenged), may have different levels of vulnerability because one is less exposed than the other. Therefore, it is important to bring the different perspectives into a common process of measurement where each person is particularly taken into account.

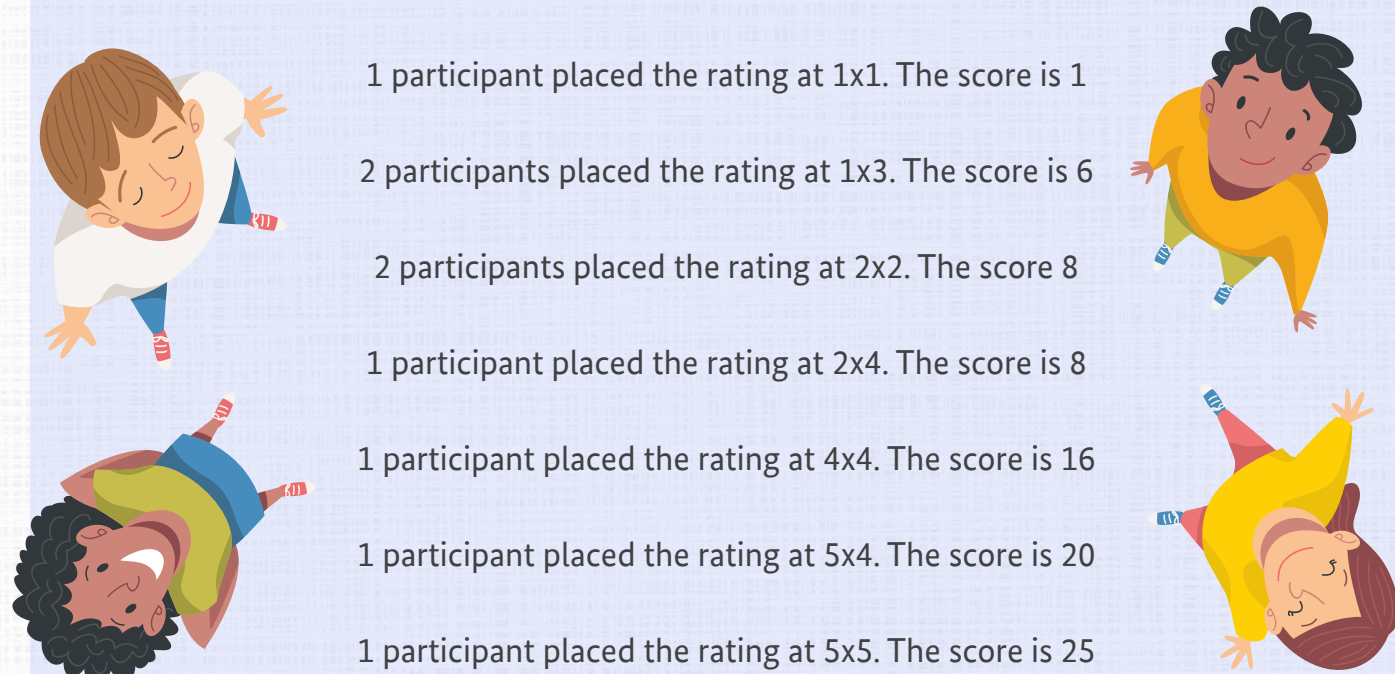
In aid of measuring the level of vulnerability, the YVCA uses a 2D matrix where vulnerability is calculated as: Exposure x Sensitivity. Each dimension is graded on a scale of 1 to 5, with 1 being the lowest and 5 being the highest.

Vulnerability

| | | EXPOSURE | | | | |
|-------------|---|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| SENSITIVITY | 1 | | | | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
| | 5 | | | | | |

Participants are asked to sort and prioritize the vulnerabilities using a Bubble Chart during the session. The bubbles in the chart are categorized into three: Small (Low Priority), Medium (Medium Priority) and Large (High Priority). The aim is to determine the top five priority vulnerabilities. If the vulnerabilities placed in the large bubble are more than five, participants can repeat the bubble chart exercise or use another ranking tool. After identifying the top 5 vulnerabilities, each vulnerability will be individually subjected to a joint measuring exercise using the 2D matrix.

For example, there are 10 participants, and the subject of measurement is vulnerability to recruitment (to the insurgency). The first step is for each participant to give a rating. In the example below:



1 participant placed the rating at 1x1. The score is 1

2 participants placed the rating at 1x3. The score is 6

2 participants placed the rating at 2x2. The score is 8

1 participant placed the rating at 2x4. The score is 8

1 participant placed the rating at 4x4. The score is 16

1 participant placed the rating at 5x4. The score is 20

1 participant placed the rating at 5x5. The score is 25

The second step is to sum up all the scores: $1 + 6 + 8 + 8 + 16 + 20 + 25$. The sum of all scores is 84.

The third step is to find the quotient. Divide 84 by the number of participants (in this case, 10 participants). The quotient is 8.4.

The last step is to find the square root of the quotient. In this case, the square root of 8.4 is 2.8927534924. For practical purposes, this can be rounded up to 2.89.

Why find the square root? This is to bring back the rating to within the range of 1 to 5, which is the rating scale of the matrix. The rating scale has practical significance to understanding the numbers and determining courses of action:

- A rating of 1 to 1.66 means Low (or manageable)
- A rating above 1.66 to 3.32 means Moderate (or needs extra precaution)
- A rating above 3.32 means High (or needs urgent attention)

In the example presented above, the rating is 2.89, which means Moderate (or needs extra precaution). This is a rating that takes into account all perspectives. The rating also represents the baseline of the vulnerability: a moderate chance of being recruited to the insurgency. The baseline also suggests that there is no cause for alarm. Instead, there is a need to take precautionary measures.

Vulnerability: Recruitment to the Insurgency

| | | EXPOSURE | | | | |
|-------------|---|----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| SENSITIVITY | 1 | × | | × | × | |
| | 2 | | × | × | × | |
| | 3 | | | × | | |
| | 4 | | | | × | |
| | 5 | | | | × | × |



Understanding vulnerability involves not only identifying the threat, but also the capacity to deal with threats based on assets or resources available to people (Moser, 1998). People are less vulnerable if they have more assets (ibid.).

Capacity is an asset. In the context of conflict-induced hazards, the level (or strength) of (individual, organizational and institutional) capacity is measured using two capacity dimensions: (a) ability to cope; and (b) ability to adapt. Coping is the ability to respond or deal with the hazard where the degree of success depends on available inherent resources. Adaptation, on the other hand, is the ability to reduce vulnerability, learn and improve capacity and enhance resilience. A person with an improved adaptive capacity would be less vulnerable if exposed again to the same hazard.

To provide another example: the individual capacity to remain calm. Ten (10) participants are giving the rating.

The first step is for each participant to give the rating of capacity.

1 participant placed the rating at 1x1. The score is 1.

2 participants placed the rating at 2x3. The score is 12.

2 participants placed the rating at 2x2. The score is 8.

1 participant placed the rating at 2x4. The score is 8.

1 participant placed the rating at 3x3. The score is 9.

1 participant placed the rating at 3x5. The score is 15.

1 participant placed the rating at 5x4. The score is 20.

1 participant placed the rating at 5x5. The score is 25.



Individual Capacity (example): Capacity to Remain Calm

| | | ADAPTATION | | | | |
|--------|---|------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| COPING | 1 | × | | × | | |
| | 2 | | × | | × | |
| | 3 | | | × | | |
| | 4 | | | | × | |
| | 5 | | | | × | × |

The second step is to sum up all the scores: $1 + 12 + 8 + 8 + 9 + 15 + 20 + 25$. The sum of all scores is 98.

The third step is to find the quotient. Divide 98 by the number of participants who gave the rating, in this case, 10. The quotient is 9.8.

The final step is to find the square root of 9.8. The square root of 9.8 is 3.1304951685. For practical purposes, this number can be rounded up to 3.13. Again, using the same formula for understanding the significance of the rating:

A rating of 1 to 1.66 means Low (inadequate and needs special attention)

A rating above 1.66 to 3.32 means Medium (relatively adequate)

A rating above 3.32 means High (more than adequate and ripe for sustainability, replication and scaling up)

In the provided example, the baseline of capacity to remain calm is 3.13 or Medium Capacity.

Visualization

Visual communication is more engaging to the participants and can deliver information more directly. As much as possible, use visual aids during the briefing and synthesis and encourage participants to visualize ideas during the priming and thematic sessions. These include ideas written on meta cards and stories accompanied with maps, among others.

The arithmetical calculations during the assessments of vulnerability and capacity could be taxing to the participants without visualizing what the numbers mean. One way of showing the distinction between what is manageable, need for precaution, and need for urgent attention is to divide use colorized zones such as: Green Zone for manageable vulnerability, Blue Zone for the vulnerability that needs precaution and Red Zone for the vulnerability that needs urgent attention.



Vulnerability

| | | EXPOSURE | | | | |
|-------------|---|----------|-------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| SENSITIVITY | 1 | Green | Green | Blue | Blue | Red |
| | 2 | Green | Green | Blue | Blue | Red |
| | 3 | Blue | Blue | Blue | Red | Red |
| | 4 | Blue | Blue | Red | Red | Red |
| | 5 | Blue | Blue | Red | Red | Red |

The same visual approach could be used to illustrate the level of capacity. However, the color codes are reversed. The Red Zone refers to Low Capacity, Blue Zone to Medium Capacity, and Green Zone to High Capacity. In this regard, capacities in the Red Zone need urgent attention and support, capacities in the Blue Zone need additional support, and capacities in the Green Zone could be promoted for expansion and/or replication.

Capacity

| | | ADAPTATION | | | | |
|--------|---|------------|------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 |
| COPING | 1 | Red | Red | Blue | Blue | Green |
| | 2 | Red | Red | Blue | Blue | Green |
| | 3 | Blue | Blue | Blue | Green | Green |
| | 4 | Blue | Blue | Green | Green | Green |
| | 5 | Blue | Blue | Green | Green | Green |

In-Person Settings



During face-to-face workshops, be mindful of the following:



Enable participants to establish new connections. Participants usually find comfort in sitting side by side with their peers. Periodically modify the seating arrangements and give time for break-out sessions.



Uphold gender, conflict, and cultural sensitivity in facilitation and do not dismiss or exclude any idea.



Guide participants into looking at the conflict dimension of natural phenomena (such as typhoons, flooding, earthquakes), pandemics (such as COVID-19), and epidemics (such as cholera, dengue, etc.). The conflict dimension may pertain to how government or donor aid is distributed, the selection of beneficiaries, or the behavior of service providers.



The report flags broad issues of poverty, unemployment, lack of housing, water, and electricity or amelioration needs due to COVID-19 for referral to local authorities or concerned national government agencies.



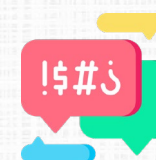
Be flexible in the sub-grouping for break-out sessions. For example, the session on vulnerability is best seen from the specific perspectives of most vulnerable groups such as victims of violence, persons with physical disabilities, indigenous youth, and others.



Keenly observe body language. Some participants are more articulate than others, leading them to monopolize the discussion. The eagerness of others to participate may be seen only in their physical gestures.



The main task of the YVCA facilitator is to manage the process. Avoid acting like a resource person and provider of knowledge.



Avoid ‘slips of the tongue’. A facilitator can unintentionally show judgmentalism based on his/her own belief or value system or interpretation of the law. Avoid making statements such as “there are only two genders based on existing law” or “we adults know better because we have more experience”.



Avoid patronizing traumatized persons, persons with disabilities, indigenous youth, and other marginalized youth. Patronage is masked superiority in the guise of care. An example is repeatedly calling on the indigenous youth to speak that overemphasizes their being different from the other participants.



Be crisp and clear. Talking more than what is necessary can induce boredom and discourage participation. The effect can be seen in the diminution of attention or frequent visits to the comfort room.



Mobilize members of the local core group of local facilitators to handle the break-out sessions.

Virtual Settings



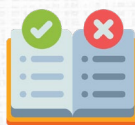
Virtual setups could be difficult for both the facilitator and participants. Based on experience, an in-person setting is the preferred option to conduct a YVCA. Nonetheless, the following additional tips could be useful in case the YVCA needs to be conducted virtually or in a hybrid format:



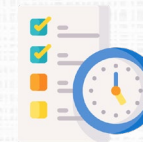
When the workshop is held virtually/in a hybrid setup due to circumstances (e.g., pandemic-related restrictions), ensure that participants are clearly guided on health and safety protocols.



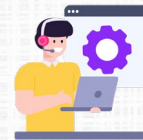
Collect prior information on the technical and logistical dimensions such as quality of mobile data and internet connectivity of the area, gadgets used by the participants, and logistical requirements if some of the participants need to move from home to the nearest location with internet connectivity.



Brief participants on the ethics of virtual communication and how to navigate the apps of the online platform.



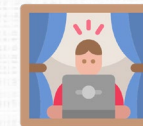
Split the workshop into several half-day sessions. This is to minimize the risk of session incompleteness on account of loss of concentration due to lack of physical contact, sudden dropouts, or loss of connectivity. There are places where internet connectivity is better during morning hours than afternoon hours due to weather patterns.



Make sure that a co-facilitator is available for managing admissions to the virtual room, warming-up and warming-down exercises, observing messages on the chat box, and observing participant behavior.



Prepare attention-grabbing visuals to sustain the participants' attention.



Create an enabling environment for heightened participation by optimizing available online techniques such as virtual break-out rooms, virtual whiteboards, and others.

4.3

Tier 3: Assessment and Summation

Tier 3 is a package of activities useful for comparing two or more YVCAs and communicating the results to a bigger audience or higher government offices. It can also be used for consolidating results of several YVCAs in aid of formulating and/or enhancing a youth development plan:



Results of two or more YVCAs of communities or barangays within a municipality or city aid in formulating and/or enhancing the CBYDP.



Results of YVCAs in several barangays aid in formulating and/or enhancing the LYDP of a municipality or city.



Results of two or more YVCAs of municipalities within a province aid in formulating and/or enhancing the Provincial Youth Development Plan.

- ✓ Results of YVCAs of two or more provinces communicate the synthesized results to the NYC and aid in the preparation or enhancement of the Philippine Youth Development Plan (PYDP). The preparation of the PYDP is consonant with the timeline of preparing the Medium-Term Philippine Development Plan (PDP).

The main purpose of this package is for YVCA organizers and facilitators to compare and synthesize the individual results and formulate the summary statements on:

- ✓ The conflict context and the significant conflict typologies affecting the youth
- ✓ The most significant conflict-induced hazards
- ✓ The most vulnerable youth groups; and
- ✓ Establish the baselines of vulnerabilities and capacities

| STEPS | DESCRIPTION | TIPS AND TOOLS |
|---|--|---|
| YVCA Team Debrief and Reflection | <ul style="list-style-type: none"> • Sharing and learning from the process and results of two or more YVCA workshops | <ul style="list-style-type: none"> • Round-robin sharing of reflections • Synthesis |
| Making sense of collected data | <ul style="list-style-type: none"> • Link results of two or more YVCA workshops and secondary data • Analyze, sort, and cluster results according to the data model • If there is a need, conduct a ranking of the most vulnerable youth groups, most significant vulnerabilities, and most significant capacity strengths and deficits | <ul style="list-style-type: none"> • Prepare clustered summary tables |

| | | |
|---|--|--|
| Consolidate and synthesize results | <ul style="list-style-type: none"> • Establish the conflict context and most significant conflict typologies • Establish the most significant hazards. Undertake another ranking exercise if needed. • Establish the most vulnerable youth groups. Undertake another ranking exercise if needed. • Establish baseline vulnerabilities. Undertake another ranking exercise if needed. • Establish baseline capacities. Undertake another ranking exercise if needed. • Insert a text box to summarize other vulnerabilities and capacities that need the attention of local authorities and/or concerned national government agencies | <p>See Fig. 3 as a guide</p> <p>Prepare final summary tables</p> <p>Prepare summary statements of information enfolded in the data</p> |
| | Formulate actionable recommendations | <p>Recommendations may be addressed to concerned local government units, national government agencies, civil society organizations, international development agencies, and concerned private sector groups, if any</p> <p>Recommendations will be included in the main report</p> |

Prepare the report

Report preparation will be done in two stages: a draft report for circulation and feedback and a final report within two weeks after the circulation of the draft report

The YVCA Team (organizers and facilitators) prepare the report with the support of a documentation specialist

Communicate essential contents of the report to partners and target groups

In three versions of the final report:

- Full report
- Abridged report
- PowerPoint summary

Separately, the documentation report of each YVCA (Tier 1 and Tier 2 activities) should be validated beforehand with the YVCA participants and the concerned LGU where the workshop was conducted

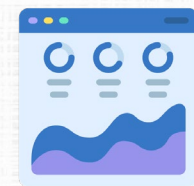
The communicated report should contain all identifying information such as:

- Originator/author of the report and contact details
- Addressee and contact details
- Date of publication and date of sending

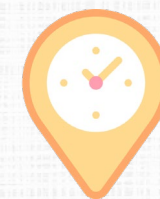
Tips for Preparing the Assessment and Summation



In making the assessment and preparing the summary, the YVCA Team (organizers and facilitators) should be able to connect the dots and establish the relationships between the different data sets. This is important to explain why some youths are more vulnerable than others in the same locality at a certain time.



Data generated from the YVCA is multidimensional. It provides a big picture of the overall context of a specific area (geographic location) and a specific period of time. This overall context describes the most significant conflict-induced hazards and violence affecting the welfare and development of the youth in that particular locality. Furthermore, it gives a picture of the most vulnerable youth and each group's corresponding vulnerabilities and capacities.



Data and information from one YVCA are technically valid in the specific location and time when and where the YVCA was conducted. A comparative analysis is necessary to examine whether the information generated from one YVCA is similar or different from other YVCAs. In making the comparison and analyzing and interpreting the collected data, the YVCA Team should pay attention to the following:



Variances between what is objectively known, recorded, and perceived by the youth participating in each YVCA workshop.



Pay attention to trends and patterns of data across two or more YVCA workshops. These pertain to variance and/or similarities of the overall context, conflict contexts and violence, conflict-induced hazards, most vulnerable youth groups, and baselines of vulnerabilities and capacities.



In aid of analysis, visualize the different data sets in a data hierarchy chart (see Fig. 2). Firstly, the raw outputs of each YVCA workshop should be organized according to the data model. Secondly, the different outputs (data sets) should be clustered to make it easy to make the comparison. Finally, synthesize the results and emphasize the similarities and differences. The synthesis will be useful for concerned LGUs, government agencies, and other entities to formulate responses and targeting strategies.



Data does not necessarily speak for itself. It is important to extract the information enfolded in the data collected.



Figure 3: Framework of Analysis



WRITING THE REPORT

The result of each YVCA workshop, specifically the results of Tier 1 and Tier 2 activities, should be documented and prepared as standalone reports. Before finalization, each report should be validated with or commented on via email or other platforms. After finalization, a PDF copy of the report should be handed over to the concerned LGU and other partners. This report will be useful for the concerned LGU

to integrate the needs, vulnerabilities, and capacities of vulnerable youth in the local development plan and relevant programs and activities.

Tier 3 is a consolidation and synthesis exercise that puts together the results of several YVCAs. After completion of Tier 3 of the process, the consolidated report may be prepared using the following outline:

| HEADINGS | DESCRIPTION |
|--------------|---|
| Title Page | <ul style="list-style-type: none"> Title Author Date Qualifier (state if draft or final) |
| Introduction | <ul style="list-style-type: none"> Purpose of the YVCA YVCA workshops: when, where how many participants (overall) Description of operational steering of the YVCA workshops in each site (composition of the YVCA Team, partners involved, core groups involved) |
| Methodology | <ul style="list-style-type: none"> Reiteration of the conceptual framework Description of actual processes (including similarities and differences between sets of YVCA workshops) Cite use of secondary data Cite primary data sources (workshops – when, where, how many participants); include interviews and other primary sources, if any Describe the tools used during the workshop |

Context Analysis

- Synthesized overview of the conflict context
- Specific conflict contexts of the four sites
- Description of the conflict typologies (include data table)
- Insert maps or drawings from the workshop, if any

Conflict-Induced Hazards and Impacts

- Synthesized summary of conflict-induced hazards (of all sites)
- Individual summaries of conflict-induced hazards in each site
- Overview of impacts (both observed, recorded, and experienced)
- Include maps or drawings from the workshop, if any
- Insert a text box concerning broad issues that should be referred to local authorities and/or concerned government agencies

The Most Vulnerable Youth

- Basic youth statistics (population, sex distribution, ethnic distribution, income class, formal education, etc.)
- Brief reiteration of the method used in determining who are the most vulnerable
- Site-specific summary of vulnerable youth
- Synthesized overview of the most vulnerable youth sectors (include tabular summary)

Most Significant Vulnerabilities

- Brief reiteration of the method used in determining significant vulnerabilities (insert 1-2 photos of the exercise)
- Site-specific summary of vulnerabilities
- Synthesized overview of vulnerabilities

Existing Capacities

- Brief reiteration of the method used in determining existing capacities. (insert 1-2 photos of the exercise)
- Site-specific summary of capacities
- Synthesized overview of capacities
- Insert a text box of capacities not directly related to peacebuilding and conflict transformation but may provide enabling environments for peace (e.g., housing and resettlement, the establishment of a school for indigenous peoples, provision of water supply, and others)

Concluding Summary

- Conflict context and hazards
- Most vulnerable youth
- Vulnerabilities that need priority attention
- Capacities that need priority enhancements

Insights and Recommendations

- Overall recommendation on how the results guide strategies and approaches
- Specific recommendations address specific LGUs, national government agencies, civil society organizations, international development agencies, and private sector groups, if any
- How the tool can be further enhanced



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Annexes

Annex 1. Storytelling

Storytelling is a flexible data collection tool. In a conventional interview, the researcher comes in with a list of questions and extracts information from the subject (informant). In storytelling, the informant drives the process, and the researcher is there to document the narrative. The process comes in different forms and platforms. Stories can be visualized using video, dance, theatre play, photo exhibits, sketches, maps, drawings, or storyboards.

In indigenous people's communities, you will not find media platforms that you usually find in urban areas. However, the community has a way of sharing narratives of individuals, families, and groups that do not require a television set, stage, or digital projector. You need to appreciate the community's way of storytelling under whatever circumstances.

What is storytelling?

- It is a tool for the gathering of narratives loaded with information
- It is unstructured; flexible; informal
- It explores the way people interpret the world around them and their place within it. This is something difficult to understand by other means (such as a survey or a regular interview)
- It captures the participant's self-expression (Sanders, 2000).
- It is a precursor to more formal and structured methods (Harrington & Mickelson, 2009)
- It can be the story of a group for further discussion and analysis (Wilkins, 2004)
- It includes stories of the past and future aspirations that are told in the present time.

The key to storytelling is about how the storyteller views the world around him/her and his/her location within this context. It is not about how the researcher understands the world of indigenous peoples from his/her own lens and his/her priority interests as written in the interview guide. There is no survey questionnaire, no interview guide in storytelling. You do not intimidate the storyteller with a long list of questions. You are there to listen, not to ask and extract information. Once you display your questionnaire, the storyteller might just tell you what you want to know. When that happens, the story is no longer his/her story but a story that is shaped by your own line of questioning.

Cultural awareness and sensitivity are required to apply storytelling in indigenous people's communities. Indigenous peoples have their own way of narrating the story. It is called Dasang among the Higanons and Tintuyay among the Manobo. These are oral renditions that are usually preceded by a ritual. Real-life stories have no clear beginning and no clear ending. The story unfolds according to the life-and-death cycle of an individual but does not necessarily end in the death of one individual. The life of an IP individual is connected to the community. The story is lived and shared by the succeeding generations.



In the YVCA, storytelling is used during the discussion on the conflict context and youth experiences in dealing with conflict-induced hazards. The process is divided into steps: first, the preparation; second, the actual conduct – the story-building process; and third, synthesizing and linking the information from individual and group stories to information generated from other sub-groups during the break-out sessions.

Step 1. Preparation.

1. Identify the domain of the story – the topic/s of interest. Do not plan or attempt to cover all domains (demographic, economic, physical, political, social) from one storyteller or a group of storytellers in one storytelling session. Take note that you have other tools;
2. Identify individuals and groups who have stories to tell. In ethnically diverse communities, make sure you hear the story from different perspectives. Reliance on a single story may do harm.
3. Proceed to Step 2.

Step 2. Story Building

1. Give an overview of the domain of interest: the conflict context and the conflict-induced hazard experienced by the participant.
2. Let the storyteller decide where and how to begin the story.

3. Take a mental note of the narrations. You may have permission to take notes or record the narration on an audio recorder in some circumstances.
4. From time to time, guide him/her back to the topic of interest. But don't impose if she/he prefers not to talk about a certain topic. Mediate the story by showing some maps, photographs, or data from other sources.
5. At the end of the conversation, collect your thoughts and organize what you heard.

Step 3. Synthesizing. This activity is done after collecting the individual stories. The idea is for the participants to see their own stories and come up with a common group story.

1. Share what you have heard from them (from the individual storytellers and the group).
2. Ask participants to put a timeline and share important events for each period on a manila sheet. You can also use a map for the participants to pinpoint locations and dates of events.
3. Let participants analyze the timeline and map and identify common issues and concerns.
4. Close the session with a short reflection.

Annex 2. Seasonal Calendar

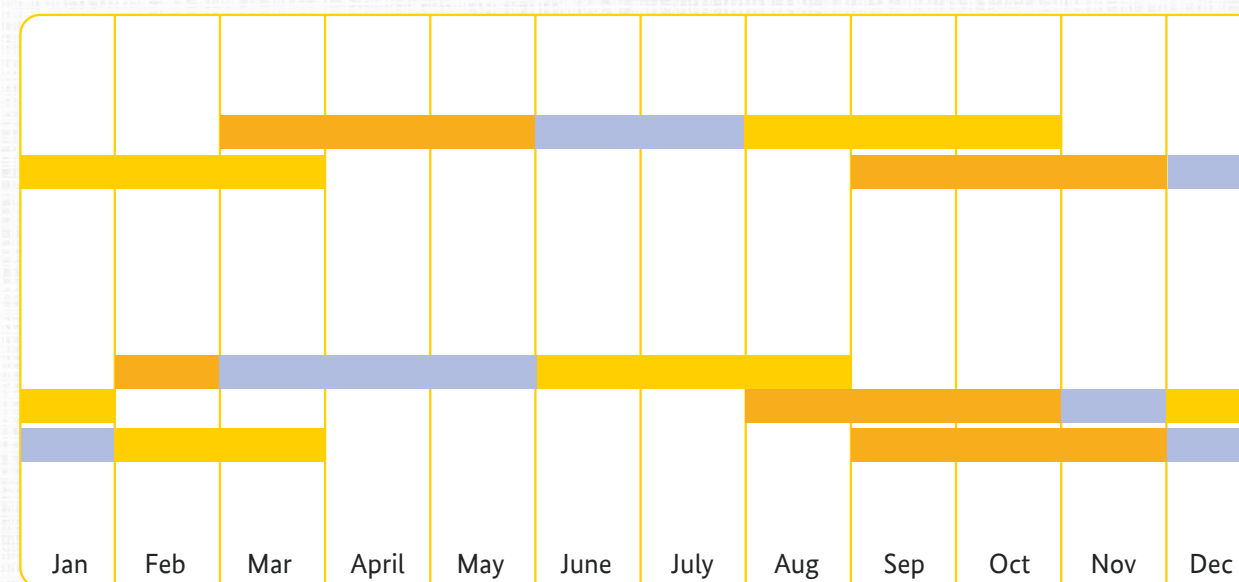
This tool is a visual method for illustrating the distribution of changing phenomena across a timeline (calendar). Seasonality pertains to a phenomenon (for example, harvesting) at fixed points in the calendar and similar occurrences of other phenomena in other points of the calendar.

In North America and Europe, people adjust, and certain types of activities are reshaped owing to the impacts of autumn, winter, spring, and summer. In the Philippines, people adjust to climatic changes and weather patterns.

In the YVCA, a seasonal calendar is a tool for understanding how youth respond to or cope with the seasonality of conflict-induced hazards. For example: what sort of conflicts arise during the dry season when water is scarce; what period of the

year when armed conflicts escalate, and affected communities are forcibly displaced. Although this data can also be generated from interviews or focus group discussions, the seasonal calendar presents a unique platform for the youth to visualize that variable phenomenon affecting their lives.

It is important to note that some seasonal phenomena recur at fixed points in time (e.g., fiestas, religious festivals), while other phenomena (such as dry season and wet season) may no longer recur at exact points in the calendar as they used to. The seasonal calendar exercise allows you to dig deeper into understanding the differential impacts of seasonality on the role, rights, and welfare of youth and the differential impacts of conflict-induced hazards according to gender, ethnicity, religious affiliation, physical disadvantage, or geographic isolation.



Procedure



1. Participants' introduction. Give time for participants to know one another.
2. Briefing. Take time to explain the purpose of the exercise and the basis of the selection of participants.
3. Agenda setting. Reconfirm with the participants whether they are comfortable about the topic of conflict-induced hazards.
4. Prepare the calendar. There are many ways you can sketch the calendar on the ground or have it prepared beforehand on large manila sheets. As the facilitator, make sure your note-taker or documenter can copy the calendar exactly on small pieces of paper or take photographs. Collectively produce the seasonal calendar. As a reference, ask participants to name the main seasons of the year (for example planting season, harvest season, rainy season, dry season, enrolment, school semester, school summer breaks, Christmas breaks, epidemics, pandemics, etc.).
5. Ask participants to indicate which types of conflict-induced hazards occur at which season.
6. Ask participants to visualize highs and lows or emphasize the degree of intensity of each hazard. Participants can use several possible symbols such as the number of checkmarks (e.g., five checkmarks to indicate high intensity, 1 for very low intensity, etc.). If the calendar is sketched on the ground, participants can use stones, seeds, dry leaves, twigs, or branches, or sticks to indicate the degree of abundance or scarcity.
7. Analyze. Ask participants to examine the relationships of the individual phenomenon. The easy way to start is to pair the phenomena that occur simultaneously in the calendar, then let them ask the questions and find the answers. For example:
 - Why do conflicts escalate during droughts?
 - Why do insurgents come to the village during the harvest season?
 - Why is domestic violence high during enrolment periods?
 - Who are the most vulnerable?

8. Synthesize. Group together with the different types of hazards occurring in each season, then summarize all the possible explanations for their occurrence and the impacts on the youth.
9. Concluding the activity. Reflect on the process (strength, weakness, potential) and the implications of the information collected on the most vulnerable youth groups.

Annex 3. Venn Diagram

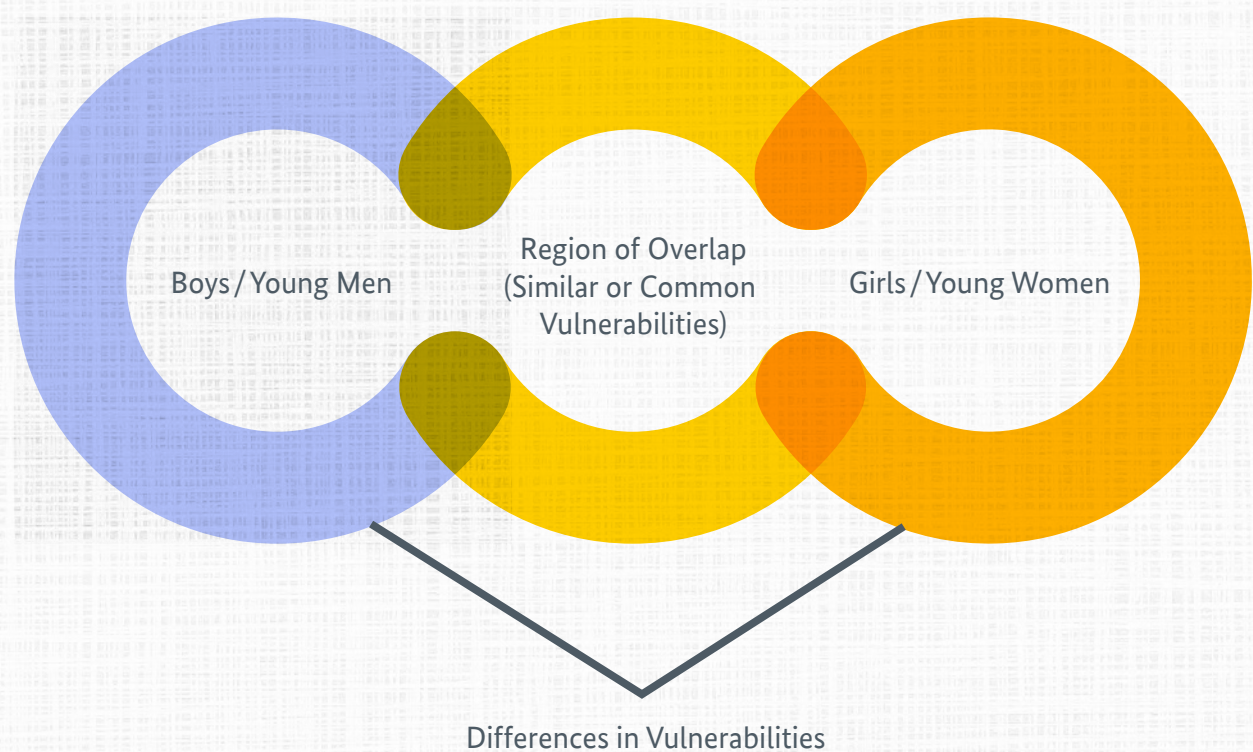
The Venn Diagram is a multi-use tool. Its inventor, English Mathematician John Venn, originally used it as a mathematical tool. The diagram was first publicly used in 1918 and widely used since the 1960s. The use-value has also expanded beyond the field of mathematics.

For a better understanding of the Venn Diagram, let us first deconstruct the parts:

- First, the Set. A circle or any closed curve represents this. The set consists of a collection of elements. Our sample diagram used three sets: LGU 1, LGU 2, and a CADT/Ancestral Domain.
- Second, the Elements. These are represented by symbols. Our sample diagram used various elements such as animals, buildings, vehicles, technology, human beings, and others. Ensure sensitivity in selecting symbols as some of them may not be gender-sensitive or culturally appropriate.
- Third, the Regions (of Overlap). These are intersections where some elements are shared by two or more sets. There are regions common to A&B, B&C, and C&A. There is also a region that is common to all three sets.

In the YVCA, the Venn Diagram can be used as a tool for analyzing similarities and differences of vulnerabilities and capacities of two or more vulnerable youth groups. For example: comparing the vulnerabilities of boys/young men and girls/young women.

Sample of a Venn Diagram Comparing Similarities and Differences of Vulnerabilities of Boys/Young Men and Girls/Young Women



Using the above-mentioned example, the procedure is as follows:

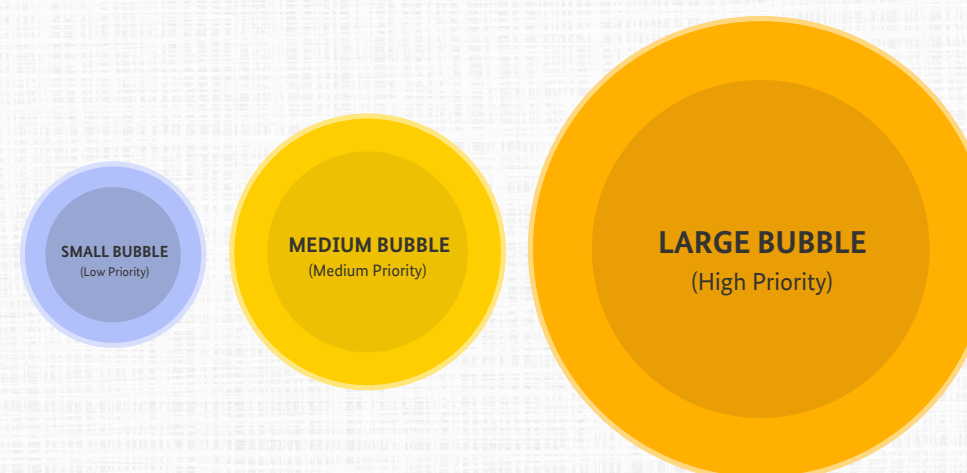
- 01 Brief participants on the concept and procedure of the Venn Diagram
- 02 Review previous discussion on conflict-induced hazards, most vulnerable youth groups, and their vulnerabilities
- 03 Select two groups to compare. In this example, boys/young men and girls/young women.
- 04 Select a specific hazard. For example, armed conflict (insurgency and counterinsurgency).

- 05 Collect the previous discussion on vulnerabilities to armed conflict. For example, recruitment to the insurgency caught in the crossfire during skirmishes, forced displacement, interruption of schooling, loss of belongings, interrogation for being suspected as a rebel.
- 06 Ask participants to write all vulnerabilities on meta cards
- 07 Ask participants to pin vulnerabilities that are distinctly applicable to boys/young men and girls/young women
- 08 Ask participants to pin common vulnerabilities in the region of overlap
- 09 Jointly analyze and ask guide questions such as: why are boys/young men more vulnerable to recruitment than girls/young women? Why do boys/young men tend to drop out of school during armed conflicts than girls/young women?
- 10 Jointly reflect on the results.

Annex 4. Bubble Chart

The Bubble Chart is a simple tool for sorting and determining priorities. The YVCA is used to determine the top five priority hazards, top five most vulnerable youth groups, top five priority vulnerabilities, and top-five priority capacities. The tool is used after the thematic discussions and when the next step is to determine the priorities.

As a guide for participants to determine their choice, three bubble charts are prepared: small, medium, and large. The small bubble represents low priority, the medium bubble represents medium priority, and the large bubble represents high priority.



Procedure

1. Brief participants on the purpose and procedure
2. Draw three bubbles on a manila sheet: small, medium, and large
3. Select a conflict-induced hazard and the most vulnerable group
4. Ask participants to write all the identified vulnerabilities (or capacities) on meta cards.
5. Ask participants to self-determine which vulnerabilities (or capacities) should belong to which size of the bubble and place them on the chosen size of the bubble
6. After all the hazards are placed on specific bubbles, ask participants to explain their choice(s) Then ask participants to reaffirm their choices
7. Remove all meta cards in the small and medium-size bubble
8. If the metacards (vulnerabilities or capacities) are more than five, repeat the exercise or use another tool such as pairwise ranking until only five vulnerabilities (or capacities) are chosen as a priority
9. Once the five vulnerabilities (or capacities) are chosen, ask participants to review and analyze their choice. Make sure that the choice is consensual or that no one feels excluded.
10. Reflect on the result



Annex 5. Pairwise Ranking

The pairwise ranking is a tool for scaling down choices or preferences from a big number to a smaller and more manageable number. If the youth, for example, have identified five important priorities and the challenge is to identify only three topmost priorities, the course of action is to compare each option with another to find out what is more important; then continue testing until each option has been compared with another. The scaled-down and most important options are then ranked based on the number of times an option has been selected compared with another.

This tool can be used as an alternative to the Bubble Chart and when the sorted priorities are more than five. For example, there are seven priority vulnerabilities to armed conflict: (1) recruitment to the insurgency; (2) dropping out of school; (3) forced displacement; (4) loss of belongings; and (5) getting killed.

The first step is to create a matrix using the options as headings of both rows and columns. The options are numbered 1 to 5. The numbered options in the rows and columns are intended for pairing and comparing which one is better than the other. Hence, it is important to blacken the cell that cannot be compared. For example, if Row 1 and Column 1 intersect, the cell is therefore blackened because the two are the same and cannot be compared.



Sample Step 1

| OPTION | OPTION | | | | | SCORE | RANK |
|-----------------------|----------------|------------|-----------------|-----------------------|-------------------|-------|------|
| | 1. Recruitment | 2. Dropout | 3. Displacement | 4. Loss of belongings | 5. Getting killed | | |
| 1. Recruitment | | | | | | | |
| 2. Dropout | | | | | | | |
| 3. Displacement | | | | | | | |
| 4. Loss of belongings | | | | | | | |
| 5. Getting killed | | | | | | | |

The second step is to compare and choose one or the other. In our example below:

- Dropout (option 2) is chosen over recruitment (Option 1)
- Recruitment (option 1) is chosen over displacement (option 3)
- Recruitment (option 1) is chosen over the loss of belongings (option 4)
- Recruitment (Option 1) is chosen over getting killed (option 5)
- Dropout (option 2) is chosen over displacement (option 3)
- Dropout (option 2) is chosen over the loss of belongings (option 4)
- Dropout (option 2) is chosen over getting killed (option 5)
- Displacement (option 3) is chosen over the loss of belongings (option 4)
- Displacement (option 3) is chosen over getting killed (option 5)
- Loss of belongings (option 4) is chosen over getting killed (option)

Sample Step 2

| OPTION | OPTION | | | | | SCORE | RANK |
|-----------------------|----------------|------------|-----------------|-----------------------|-------------------|-------|------|
| | 1. Recruitment | 2. Dropout | 3. Displacement | 4. Loss of belongings | 5. Getting killed | | |
| 1. Recruitment | | 2 | 1 | 1 | 1 | | |
| 2. Dropout | | | 2 | 2 | 2 | | |
| 3. Displacement | | | | 3 | 3 | | |
| 4. Loss of belongings | | | | | 4 | | |
| 5. Getting killed | | | | | | | |

The third step is to add up the number of times an option has been chosen. In our example:

- Recruitment (Option 1) has been chosen three (3) times
- Dropout (Option 2) has been chosen four (4) times
- Displacement (option 3) has been chosen two (2) times; and,
- Loss of belongings (option 4) has been chosen once

In our score sheet, Option 2 (Dropout) has the highest score of 4, while recruitment (option 1) gets the second-highest score of 3.



Sample Step 3

| OPTION | OPTION | | | | | SCORE | RANK |
|-----------------------|----------------|------------|-----------------|-----------------------|-------------------|-------|------|
| | 1. Recruitment | 2. Dropout | 3. Displacement | 4. Loss of belongings | 5. Getting killed | | |
| 1. Recruitment | | 2 | 1 | 1 | 1 | 3 | |
| 2. Dropout | | | 2 | 2 | 2 | 4 | |
| 3. Displacement | | | | 3 | 3 | 2 | |
| 4. Loss of belongings | | | | | 4 | 1 | |
| 5. Getting killed | | | | | | | |

The fourth step is to rank the options. The option with the highest score is ranked #1 and so forth. In our example, the top priority option is Option 2 (Dropout), the 2nd priority option is recruitment to the insurgency, and the third is forced displacement.

| OPTION | OPTION | | | | | SCORE | RANK |
|-----------------------|----------------|------------|-----------------|-----------------------|-------------------|-------|------|
| | 1. Recruitment | 2. Dropout | 3. Displacement | 4. Loss of belongings | 5. Getting killed | | |
| 1. Recruitment | | 2 | 1 | 1 | 1 | 3 | 2 |
| 2. Dropout | | | 2 | 2 | 2 | 4 | 1 |
| 3. Displacement | | | | 3 | 3 | 2 | 3 |
| 4. Loss of belongings | | | | | 4 | 1 | 4 |
| 5. Getting killed | | | | | | | |

The final step is to analyze the result and discuss the implications: first, how the youth can deal with the priority vulnerabilities using their inherent resources and capacities; second, how these priorities will be recognized and integrated into the Local Youth Development Plan (LYDP).



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Youth for a Culture of Peace and Non-violence in Mindanao, Philippines (YOUCAP) Project

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About the Design

The Philippines' second biggest island, Mindanao, has rich and diverse cultures. For a long time, these distinctions have been a source of contention. It is time to work together to rebuild a culture of peace, regardless of faith, tribe, or gender.

The vibrant designs emerged from the textiles of several Mindanao tribes with rich, bright, and unique clothing patterns. The various textile designs were combined to form a weaving pattern (banig). As with weaving (banig), this symbolizes collaborating on ideas, approaches, dialogue, and participation of youth and other stakeholders to enhance the creation of a culture of peace. By combining fabrics, pixels were created that resembled the vivid, contemporary, and youthful traditional banig.

Three hands clasped together signify Mindanao's three peoples: Muslims, Christians, and Indigenous People. This is a gesture of cultural unification and social cohesion within the Mindanao area. These hands also reflect the project's education, civil society, and government partners, both state and non-state actors.

When these elements are combined, they form a modern peace sign and the letter "Y," representing the initial letter of Youth, the sector at the heart of the YOUCAP project's activities. In addition, the letter "Y" represents the first letter of YOUCAP, a project that is working with partners to strengthen the capacities of state and non-state actors in Mindanao to contribute to culture-sensitive, gender-sensitive, and youth-oriented peacebuilding and non-violent conflict transformation.

