Creating opportunities for refugee youth to create social change
Project Stand Up aims to:

1 - address the root causes of gender inequality and violence
2 - improve access, participation and learning outcomes for girls and women
3 - facilitate youth led generational social change.
Project Structure

Champions

Mobile App

Education

Donor

HOST INTERNATIONAL
Fostering Humanity, Hope & Dignity
PSU Program Overview
‘Helping’ mentality vs ‘Allyship.’

People often want to help, which is nice but we are trying to make long-term change, which requires people standing with us, not for us. This is not always obvious and changing the mindset and peoples actions has been a challenge.
PSU and Youth Engagement

Youth Adult Partnerships

Refugee-led Action Principals

<table>
<thead>
<tr>
<th>Passive participation</th>
<th>The affected population is informed of what is going to happen or what has occurred. While this is a fundamental right of the people concerned, it is not one that is always respected.</th>
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</thead>
<tbody>
<tr>
<td>Participation through the supply of information</td>
<td>The affected population provides information in response to questions, but it has no influence over the process, since survey results are not shared and their accuracy is not verified.</td>
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<tr>
<td>Participation by consultation</td>
<td>The affected population is asked for its perspective on a given subject, but it has no decision-making powers, and no guarantee that its views will be taken into consideration.</td>
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<tr>
<td>Participation through material incentives</td>
<td>The affected population supplies some of the materials and/or labour needed to conduct an operation, in exchange for payment in cash or in kind from the aid organisation.</td>
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<tr>
<td>Participation through the supply of materials, cash or labour</td>
<td>The affected population supplies some of the materials, cash and/or labour needed for an intervention. This includes cost recovery mechanisms.</td>
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<tr>
<td>Interactive participation</td>
<td>The affected population participates in the analysis of needs and in programme conception, and has decision-making powers.</td>
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<td>Local initiatives</td>
<td>The affected population takes the initiative, acting independently of external organisations or institutions. Although it may call on external bodies to support its initiatives, the project is conceived and run by the community; it is the aid organisation that participates in the people's projects.</td>
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Roger Hart’s Ladder of participation

1. Manipulation - adults use young people to support their own projects and pretend they are the result of young peoples’ inspiration
2. Decoration - young people help implement adults’ initiatives
3. Participation for show - young people have little or no influence on their activities
4. Young people are assigned tasks and informed how and why they are involved in a project
5. Adults make decisions, young people are consulted and informed
6. Adults’ initiative, joint decisions
7. Young people’s initiative and leadership
8. Young people’s initiative, decisions made in partnership with adults
Localisation Spectrum

- **None**
  - Direct implementation by NGOs without systematic engagement with local civil society and communities.

- **Limited**
  - Civil society and communities are engaged systematically in externally framed decision making processes led by NGOs.

- **Partial**
  - Local communities are engaged systematically by NGOs as ‘equals’ in externally framed decision making.

- **Advanced**
  - Local communities collaboratively determine decision making processes with NGOs.

- **Strong**
  - Local communities lead in determining distribution and use of aid resources with NGOs offering support where requested/invited.

Results

Individual
• Increased confidence and participation for boys and girls
• Inclusion of girls in every day activities
• Changed attitudes among students
• Increased awareness and knowledge of diversity

Household
• Norms challenged by young men who want to lead change
• Increased conversations about gender equality and participation
• Access to alternative help so that girls could attend school

Community
• Increased dialogue with youth about solving community needs
• Increased participation of girls in decision-making positions at the community-level
• Women and girls given improved priority for new opportunities
Lessons Learned

● Set out clear roles and ownership from the start
● Be prepared to change roles when needed
● Allyship, co-empower, equality is hardwork
● Generational change requires a long term view
● Funding stage 2 is harder than startup
● Donor requirements complex but can be bridged by INGOs
● Start with strengths and cultivate community solutions
Thank you!

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"You cannot teach us football because you are a girl."