

TIP SHEET FOR ADULTS ON ADOLESCENT AND YOUTH* PARTICIPATION IN PRODUCING AUDIO OR VIDEO RECORDINGS

*Note: Tips below refer to adolescents but are intended to cover both adolescent and youth participation.



Introduction: This tip sheet provides suggestions for adults to support safe and meaningful participation of adolescents and youth in producing audio or video recordings. This may include adults interviewing and showcasing adolescents in audio or video formats, as well as helping adolescents produce their own audio or video recordings.

A complementary tip sheet for adolescents and youth producing audio or video recordings is available. These tip sheets are part of a series designed in collaboration with adolescents and youth to support their meaningful participation in specific activities. The tip sheets build upon UNICEF's 'Engaged and Heard!' guidelines

for adolescent participation and civic engagement to ensure adolescents have space (opportunity and information) to freely voice their opinions to relevant adults (audience) who seriously consider and act upon their views (influence) [Lundy's model].

Suggestions are guided by nine basic requirements developed by the [Committee on the Rights of the Child \(2009\)](#) to ensure ethical and effective participation of adolescents that is: i) transparent and informative, ii) voluntary, iii) respectful, iv) relevant, v) adolescent-friendly, vi) inclusive, vii) supported by training, viii) safe and sensitive to risk, and iv) accountable.

BEFORE starting the audio or video recording

- ✓ **Identify safe ways to engage adolescents as partners from the start!** Engage adolescents to help set the agenda for the audio or video recording and to design the storyline to be more relevant to their interests.
- ✓ **Assign a liaison** to connect with adolescent participants and provide regular communication and coordination.
- ✓ **Ensure inclusive, equitable selection processes** that enable voluntary participation of adolescents who are most affected by the issue(s) being addressed.
 - Support representation and participation of adolescents of different genders, ages, abilities, ethnicities and backgrounds, with proactive efforts to include adolescents from marginalized groups.
 - Encourage adolescents to nominate and elect representatives from their networks, if appropriate.
- ✓ **Plan sufficient time, resources, and budget** for adolescent participation in audio and video production, including time for preparatory meetings, access to quality recording equipment, and costs for subtitles, follow-up meetings, compensation and/or expenses incurred by adolescents, etc. Ensure provisions for expenses/funds to be paid upfront to adolescents.
- ✓ **Develop and share information in a transparent manner with adolescents** about the background of the audio or video recording, its intended purpose and time frame, the intended role of adolescent representatives and intended audience, intended benefits for adolescents, how and where the audio/video recordings will be shared, whether identifying information of adolescents will or will not be displayed, equipment and support provided to produce audio or video recordings, and how relevant costs will be covered (e.g., transport, food, phone and internet access costs, etc.).
- ✓ **Share information** in accessible formats and local languages that participating adolescents and their parents/guardians can understand.
- ✓ **Avoid having English language as a criterion** for nomination of adolescent representatives, as this is a barrier to inclusive participation. Encourage everyone to use clear and easy-to-understand language, and support translation and interpretation (including sign language) if required.
- ✓ **Engage facilitators with technical expertise to train and mentor adolescents** in producing quality audio/video recordings.
- ✓ **Inform adolescents about the importance of good script-writing, production and editing** to ensure short, focused and appealing recordings that have an engaging start to get people's attention and a powerful ending to inspire action.
- ✓ **Ensure realistic expectations of adolescents.** Make sure adolescents understand that shorter, edited versions may be extracted and disseminated instead of the full audio or video recording. Wherever possible, respect adolescents' suggestions about which parts of the audio or video recording to maintain when shorter, edited versions are produced.

- ✓ **Ensure time for adolescent preparations.** Ensure that adolescents have time to prepare their story and key messages before recording. Give adolescents space and time to develop and adapt their messages to the specific audience(s) they want to influence and to practise making their recordings in front of a camera.
- ✓ **Prepare adults** (technical producers, interviewers) to provide a safe and respectful space for adolescents to participate, ensuring attitudes and language (verbal and body language) that demonstrate readiness to listen to adolescents and to take their views seriously.
- ✓ **Ensure participation is safe and sensitive to risk.** In collaboration with adolescents, assess and minimize risks and ensure child safeguarding policies and procedures are systematically applied. This includes:
 - Ensuring voluntary participation, with informed assent from adolescents and informed consent from parents/guardians, and ensuring adolescents have sufficient information, time and space to freely decide if they want to be part of an audio or video recording and that they know they can opt out if they change their mind.
 - Ensuring each individual's right to dignity and privacy is respected in the audio/video recordings, particularly if sensitive issues are being discussed (e.g., do not show faces).
 - Allocating a child safeguarding focal point and preparing adult chaperones to consider adolescents physical and emotional needs.
 - Ensuring adolescents know their rights and know who to report to if they feel uncomfortable, unsafe or unwell. Provide them with a short list of key contact numbers in case of emergency.

DURING producing audio or video recordings

- ✓ **Ensure sufficient logistic and administrative support.** Ensure adolescents know who their liaison is for any queries. If there is any travel, make sure adolescents travel with a chaperone and reach home safely.
- ✓ **Provide technical support and training to adolescents** to develop quality audio or video recordings on issues that are relevant to them (*see adolescent tip sheet on producing audio or video recordings*).
- ✓ **Encourage voluntary and safe participation.** Remind adolescents that they have the right to withdraw if they do not feel comfortable having their voice recorded, being filmed on video, or having their audio/video recording aired. Also ensure that adolescents know who to tell if they feel uncomfortable, unsafe or unwell.
- ✓ **Ensure respect for the diversity of adolescents' experiences and perspectives** that may differ based on gender, race, ethnicity, disability, age, sexual identity or other factors.
- ✓ **Support opportunities for adolescent-led editing** wherever possible. For example, in addition to editing audio or video messages for specific adult audiences, adolescents may want to create other versions that target adolescents, parents/caregivers or other groups.

AFTER producing audio or video recordings to ensure accountable participation

- ✓ **Ensure opportunity to validate.** Provide adolescents with a rough cut copy of their audio/video recording and give them the opportunity to share feedback that informs the final edit.
- ✓ **Reflect and learn with adolescents** about their participation in the recording and its impact. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- ✓ **Support the dissemination of adolescents' audio and video messages.**
- ✓ **Gather feedback from adults.** Encourage adult policymakers and practitioners to watch and listen to the audio/video recordings and to share their feedback.
- ✓ **Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and adolescent-led action or advocacy initiatives.

Acknowledgements: Written by Claire O'Kane, drawing upon advice and feedback from youth representatives Sara Cognuck González, Camila González, Breanna Hyde and Rasheem Martin; and UNICEF staff Marcy Levy, Fabio Friscia, Tician Garcia-Tapia, Jumana Haj-Ahmad, Kristine Hansen, Miles Hastie, Tanvi Jain, Marina Komarecki, Joanna Lai, Chantelle Booyesen, Maria Emilia Numer, Massimiliano Sani, and Amy Wickham. Edited by Amy Souza.