

# Youth Participation Guide: Assessment, Planning, and Implementation



Family Health International In collaboration with Advocates for Youth



# Youth Participation Guide:

Assessment, Planning, and Implementation



**Family Health International**  
In collaboration with **Advocates for Youth**



This is an adaptation of the Youth Participation Guide: Assessment, Planning, and Implementation published by Family Health International (FHI) in 2005, in collaboration with Advocates for Youth.

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The opinions expressed in this document do not necessarily reflect the policies of UNFPA and/or the Government of Finland.

UNFPA is an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

Y-PEER, the Youth Peer Education Network, is a groundbreaking and comprehensive youth-to-youth initiative pioneered by UNFPA. Y-PEER is a network of more than 500 non-profit organizations and governmental institutions; its membership includes thousands of young people who work in the many areas surrounding adolescent sexual and reproductive health. The network, which is constantly expanding, consists of youth from Central and Eastern Europe, Central Asia, the Middle East, Gulf Cooperation Council (GCC) countries, North and East Africa, and recently initiated in Brazil and Chile.

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- ◆ *Life Planning Education* (Advocates for Youth, 1995)
- ◆ *Creating Youth-Adult Partnerships* (Innovation Center for Community and Development, 2003)
- ◆ *Qualitative Methods: A Field Guide for Applied Research in Sexual and Reproductive Health* (FHI, 2002)
- ◆ *Youth-Adult Partnerships Show Promise: YouthLens 4* (YouthNet/FHI, 2003)

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# Introduction

**T**he Swahili proverb, “Youth development will be brought about by youth themselves,” illustrates YouthNet’s belief that only through active participation and empowerment will youth be able to make safe, informed, and responsible decisions regarding their reproductive health and to contribute effectively to programs.

We believe a new paradigm is needed – one that moves from tokenism to one that truly engages young people as full partners in the design, implementation, and evaluation of strategies and programs. While most youth projects involve adolescents to some extent, it is rare that they are involved in significant ways throughout the course of a program.

The *Youth Participation Guide* seeks to increase the level of meaningful youth participation in reproductive health (RH) and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, program managers, staff involved in implementing activities, and youth who may be engaged at all levels of an organization’s work.

The *Youth Participation Guide* also hopes to foster individual and institutional commitment to involving youth in meaningful ways. While designed for working with youth RH and HIV projects, this *Guide* can also be adapted for use in other types of youth development programs.

## Structure of the *Guide*

### Section I. Conceptual Overview

This short essay provides an overview of the key conceptual issues regarding youth participation. It addresses why youth participation is important, both from a “human rights” perspective put forward by UNICEF and others and from an “impact on program results” perspective.

### Section II. Background Handouts

This section provides in-depth information on the subtopics involved in youth participation in the form of background reading and handouts for facilitators and participants.

### Section III. Institutional Assessment and Planning Tool (IAPT)

This section helps organizations evaluate the level of youth participation in their institutions and plan for greater youth participation in the future. It assumes that organizations want to

explore meaningful youth participation but need guidance. This section includes a tool for conducting an assessment of institutional youth participation and a process to utilize the assessment results to develop a work plan for involving youth at the institutional level.

#### **Section IV. Youth-Adult Partnership Training Curriculum**

The training curriculum is designed to build the skills of individuals and organizations to engage and involve youth and adults more fully in youth RH and HIV/AIDS program design, development, implementation, and evaluation. The curriculum emphasizes how youth-adult partnerships strengthen youth RH and HIV/AIDS programming by facilitating a process that builds a better understanding of the different needs and styles of youth and adults in the workplace. For those groups with sufficient time, it includes a section on planning specific activities for greater youth involvement. It includes PowerPoint slides.

*Those intending to use the Guide should review Section I and Section II thoroughly before implementing the IAPT (Section III) or the Youth-Adult Partnership Training Curriculum (Section IV).*

#### **How to Use the Guide**

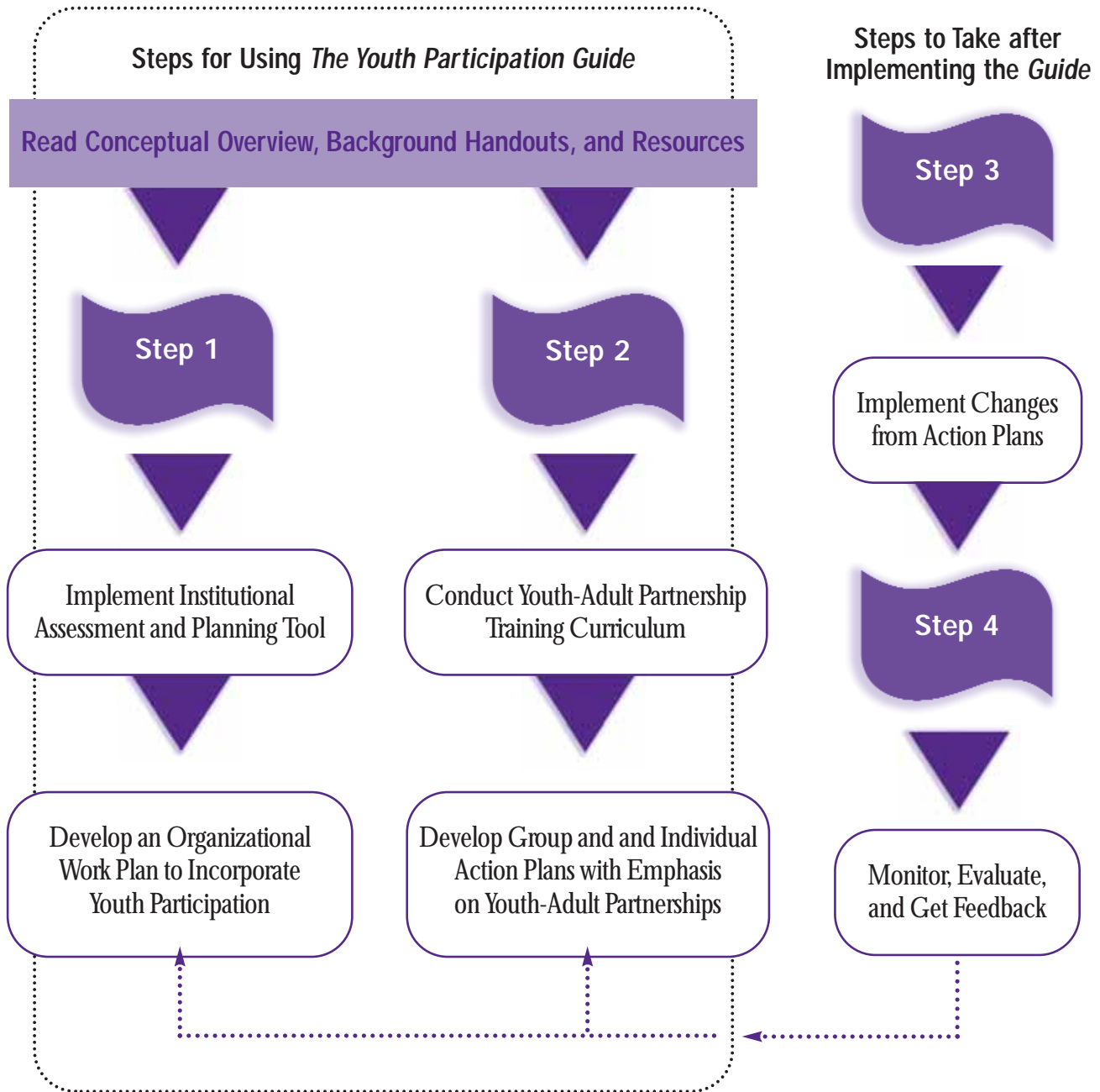
Those intending to use the *Guide* should review Section I and Section II thoroughly before implementing the IAPT (Section III) or the Youth-Adult Partnership Training Curriculum (Section IV). Facilitators who do so will be better equipped to lead discussions and address participant concerns and questions. In addition, the project coordinators encourage managers of organizations considering the use of the *Guide* to read through all of the sections. This will give them a better understanding of what youth participation is and how better to achieve it for their organizations.

YouthNet recommends that an organization use the IAPT first and later, at a separate training event, use the Youth-Adult Partnership Training Curriculum. Participants using the assessment and planning tool and those in the curriculum training event might overlap but could include different people. Based on availability of time and resources, YouthNet encourages organizations to adapt or alter the suggested agendas to meet their individual needs. Both the assessment and planning tool and training curriculum include suggested agendas for varying lengths of time.

The IAPT is designed to assist an organization in assessing its commitment to youth participation. Since all institutions could benefit from a periodic assessment of youth involvement, taking the time to use this tool would be useful in interpreting findings and planning for increased participation. The work plan in this tool focuses on institutional issues and can build upon past successes with youth involvement as well as identify new goals.

The Youth-Adult Partnership Training Curriculum builds upon the institutional plan for youth participation. It emphasizes developing approaches and skills that youth and adults need to work together and communicate more effectively. It includes participatory exercises to demonstrate how to improve communication and partnerships.

## Steps for Incorporating or Strengthening Youth Participation



## Institutional and Programmatic Work Plans

**Institutional Assessment and Planning Tool.** With its emphasis on institutional planning for meaningful youth participation, this tool helps develop work plans related to an organization's goals and activities.

**Youth-Adult Partnership Training Curriculum.** The action planning process in this curriculum provides an opportunity to develop programmatic activities that integrate youth-adult partnerships. The action plans may draw upon the work plans developed in the institutional assessment and planning process, with more emphasis on establishing ways youth and adults can work together.

## Foundation for the *Guide*

The *Guide* is based on a foundation that acknowledges both the challenges and benefits of adults and youth working together. During a review of studies and programmatic trends for the preparation of the *Guide*, some common barriers and benefits to significant youth involvement emerged.

### Benefits of youth participation include:

- ◆ Improving relevance and effectiveness of programs
- ◆ Enhancing the participants' sense of ownership in programs
- ◆ Building the leadership capacity of young people
- ◆ Stimulating new, creative, synergistic ideas and energy from both adults and youth in program development
- ◆ Establishing credibility of youth-oriented ideas and youth-directed implementation
- ◆ Helping adults better understand and value young people's perspectives and contributions and vice versa
- ◆ Helping adults recognize young people's capabilities and experiences and vice versa
- ◆ Helping youth acknowledge adults as allies and vice versa

### Barriers to meaningful youth participation include:

- ◆ High turnover rates of youth
- ◆ Additional costs, including training, transportation, equipment, space, materials, etc.
- ◆ Different management style preferences
- ◆ Different types of schedules
- ◆ Different communication styles
- ◆ Failure by institutions to plan adequately for organizational capacity to accommodate both adults and youth

## Suggested Guidelines for Facilitators

Ideally, a two-person team of a youth and an adult should lead the implementation of the assessment and planning tool and the youth-adult partnership curriculum. It is critical to have both a youth and an adult facilitator so that both points of view will have equal weight and provide a positive model of a youth-adult partnership to participants. The facilitators could come from within the institution or be consultants with training experience.

The youth and adult facilitators should take turns when leading Sections III and IV of the *Guide*. Depending on the needs of the participants or organization, the facilitators should decide which sessions will be youth-led or adult-led, being careful to divide the responsibilities equally. Ideally, participants should be composed of approximately equal numbers of youth and adults, as well as a balance of males and females. Accommodations for participants with special needs or handicaps should also be taken into consideration.

Facilitators must be well prepared. They should read and digest the materials before the workshops, including the conceptual overview and background handouts. Each facilitator should be knowledgeable about all sections of the *Guide* and be able to provide participants with the correct information and materials necessary for them to participate effectively in the activities.

As a team, the facilitators should **pay close attention** to the following:

- ◆ Check the discussion questions/exercises/activities and adapt them to the local setting if necessary. The questions/exercises/activities in the *Guide* provide general guidance. However, the facilitators are encouraged to use their own style and determine how best to modify both the assessment and planning tool and the training curriculum in order to meet the needs of their particular group.
- ◆ Review the instructions for each session thoroughly so that both facilitators are comfortable with the steps.
- ◆ Do a practice session before conducting the sessions.
- ◆ Make the exercises and activities as engaging as possible to enhance learning.
- ◆ Remain aware of the time and keep to the schedule. Ensure sufficient time for group sharing and discussion, but be aware that some participants may want to talk a lot.
- ◆ While remaining as flexible as possible, recognize that participants' time is valuable. Keeping participants after the allotted time is not fair.
- ◆ Remember, it is okay if every participant does not get to comment on each issue. Include as many comments as possible, but keep the discussion and schedule moving.
- ◆ During small-group work, be sure to inform participants how much time they have. Always give a five-minute or a two-minute warning for the groups to finish up.

The activities in the *Guide* are designed to foster active participant involvement as well as to draw from participant knowledge, skills, and experiences. Therefore, the facilitator's role as a resource and guide is crucial and includes helping to create an environment where participants can learn as much from each other as from the facilitators. Rather than lectures, the *Guide* provides experiential activities, designed to help participants gain information, examine attitudes, communicate through dialogue, build consensus, develop and practice skills, and develop concrete follow-up activities. Facilitators should guide the participants in processing what they are learning and in discussing how they can apply it.

### Definitions

The *Youth Participation Guide* uses the terms **youth**, **young people**, **young adults**, and **adolescents** interchangeably – all referring to people 10 to 24 years of age, unless otherwise specified. The terms **youth participation** and **youth involvement** are also used interchangeably; the term **youth-adult partnership** is used in a narrower sense, referring primarily to the interactions that take place between youth and adults within a professional environment. Youth-adult partnership is one aspect of youth participation. In contrast, youth participation or youth involvement refers to broader institutional issues such as what roles youth play in an organization. Definitions of youth are related to context, culture, programmatic goals, objectives, and other factors.



# Section I.

## Conceptual Overview





## Section I.

# Conceptual Overview

International organizations and programs that work in youth reproductive health (RH) and HIV prevention areas are beginning to recognize the importance of involving youth in all aspects of programming. At the 2002 International AIDS Conference in Barcelona, Spain, Peter Piot, the executive director of the Joint United Nations Programme on HIV/AIDS (UNAIDS) stated, “We are working *with* young people, rather than *for* young people.” Piot’s statement illustrates a gradual paradigm shift from treating youth as problems to viewing youth as assets, resources, and competent members of a community.

Programs use many different strategies to involve youth. In the past, youth participation generally meant peer education, youth advisory boards, and youth focus groups. In recent years, organizations have made an effort to integrate youth into programming, including advocacy efforts, governance, and evaluation. The World Health Organization (WHO) advises that youth “should be involved from the start as full and active partners in all stages from conceptualization, design, implementation, feedback, and follow-up.”<sup>1</sup>

Traditionally, the main theme of youth-serving programs has been protecting young people from harm. A shift has gradually occurred to a consideration of the responsibilities and competencies of young people.<sup>2</sup> The Convention on the Rights of the Child, a 1989 United Nations document ratified by over 100 countries, declared that the rights of children should be protected. It also calls for the recognition of the importance of children’s participation in decision-making.<sup>3</sup>

Another major shift has been from focusing on risks and vulnerabilities to focusing on positive characteristics and traits. Many youth development programs recognize that problem-based approaches to young people do not work. These programs are refocusing on assets, strengths, and competencies of young people rather than their problems. Participation is a key mechanism to achieving successful youth development, reports the Forum for Youth Investment, a research group based in Washington, DC. Too often, “high-risk youth are targeted with programs meant to solve their problems, but not with opportunities to build their capacity and make contributions,” the group notes.<sup>4</sup>

With this *Youth Participation Guide*, YouthNet seeks to contribute to the new emphasis in focusing on assets, strengths, and competencies of young people. This Guide offers tools to move conceptual thinking into action, in order to have an impact on organizations, adults, youth, and program outcomes.



## Why Youth Involvement?

The terms *youth participation* and *youth involvement* are used interchangeably; the term *youth-adult partnership* is used in a narrower sense, referring primarily to the interactions that take place between youth and adults within a professional environment. Definitions of youth and youth participation vary significantly, as summarized in *Background Handout 1*.

Youth participation can be viewed as a means to an end or as an end in itself. UNICEF and other organizations emphasize youth participation as a basic right. If a program is designed to benefit young people, they should have input and involvement into how it is developed and administered. Others see youth participation as a means of helping to achieve program goals for youth or communities. To assess this goal, researchers seek evidence that involving youth in programs can lead to stronger program outcomes. In the reproductive health and HIV/AIDS fields, the goal is to show that increased youth participation can help lead to such outcomes as improved knowledge, attitudes, skills, and behaviors.

Many analysts see both points of view as important. While a rights-based approach is the underpinning of youth participation, youth involvement should also achieve improved program results in order to justify staff time and financial resources.

## Rights Approach

UNICEF has adopted the rights-based approach to children and young people, viewing participation as a human right and an end itself. Participation matters for its own sake, regardless of measurable or demonstrated benefits for various groups or purposes. Additionally, participation is recognized by UNICEF as integral to the democratic ethos and to building civil society. “Democracy demands all citizens take part in establishing the governance and key functions in society. . . . Opportunities for participation in shared decision-making, listening to different points of view, and weighing options and consequences can help build a critical appreciation for the democratic process.”<sup>5</sup>

The United Nations Convention on the Rights of the Child also highlights children’s right to participate. Article 12 states children should be free to express their views and to be heard, while Article 13 asserts that children have the right of freedom of expression, freedom to seek and impart information through any media of the child’s choice.<sup>6</sup>

Dr. Roger Hart, who developed a widely used conceptual model for youth participation called the “Ladder of Participation,” defines participation as a fundamental right of citizenship. “Children need to be involved in meaningful projects with adults. It is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved.” With participation, he says, young people can learn to be responsible citizens. “To learn these responsibilities, children need to engage in collaborative activities with other persons, including those who are older and more experienced than themselves.”<sup>7</sup> For more on youth participation and how it can lead to meaningful youth-adult partnerships, see *Background Handout 2*.



## Improved Program Results

Youth participation can help achieve better program outcomes for the young people involved with an organization, for the adults in the organization, for the target audiences of young people and providers, and for the community as a whole. Organizations that have embraced youth participation believe it benefits the young people, makes the program more relevant and credible, and strengthens the program's ties to the larger community.

Depending on the goals of the organization, youth participation may result in very different outcomes. Youth development organizations, for example, may focus on participation as a means to achieve healthy youth development. Reproductive health organizations may utilize participation as a way to reach their target audiences better and to achieve reproductive health or HIV/AIDS program results. For summaries of the research on the effectiveness of youth participation, see *Background Handout 3*.

## Implementing Youth Participation

Regardless of conceptual approach, involving youth in meaningful activities can be challenging. Organizations must consider issues regarding selection, recruitment, and retention. Young people have different needs, skill levels, and backgrounds. For more on targeting diverse youth, see *Background Handout 4*.

An organization must also think about the level of participation, including how and in what capacity it seeks to engage youth. *Background Handout 5* discusses where to involve youth in an organization, such as institutional or programmatic positions. Finally, the involvement of young people may require significant examination of organizational capacity and shifts in attitudes. Youth participation alters the organizational culture and the way that youth and adults view each other. If the adults and youth are not open to working with each other, the youth-adult partnership will not be successful or effective. *Background Handout 6* discusses challenges to building effective youth-adult partnerships, while *Background Handouts 7 and 8* identify tips for adults and youth in working with each other.

If an organization involves youth in program activities, it should monitor and evaluate these efforts. Sample quantitative and qualitative indicators for such monitoring and evaluation are included in *Background Handout 9*.

Factors involved in implementing effective youth participation in programs and services can be summarized under four major areas:<sup>8</sup>

### Selection, Recruitment, and Retention of Youth

- ◆ Clarify types of youth needed and how they will be involved
- ◆ Recognize differences among youth (for example, age, sex, education, ethnicity)
- ◆ Provide support for youth with unique needs (for example, younger youth, those living with HIV/AIDS)

“Regardless of conceptual approach, involving youth in meaningful activities can be challenging.”

- ◆ Support youth who balance school, work, and family commitments
- ◆ Recognize that youth “age out”; develop systems to recruit younger youth and provide roles for older youth as youth advocates

#### **Level of Participation**

- ◆ Assess the current level of youth participation in an organization
- ◆ Determine ways that youth can be involved meaningfully and integrally
- ◆ Avoid “tokenism”
- ◆ Ensure that youth are involved in all stages and levels of an organization
- ◆ Ensure that youth have a role in decision-making
- ◆ Emphasize sharing of power between youth and adults

#### **Organizational Capacity**

- ◆ Foster commitment to youth-adult partnerships at all levels of an organization
- ◆ Support youth through mentoring and skills-building opportunities
- ◆ Ensure that mentors have time and energy to supervise youth
- ◆ Ensure flexible meeting times for youth and provide food or transportation if necessary
- ◆ Establish clear goals, expectations, and responsibilities for youth and adults
- ◆ Monitor needs of youth and adults regularly

#### **Attitude Shift**

- ◆ Be aware of misconceptions and biases that youth and adults have about each other
- ◆ Be open to changing attitudes and building skills in working with youth and adults
- ◆ Be aware of different styles of communication
- ◆ Value the skills and experiences of both youth and adults
- ◆ Use training to diminish stereotypes and facilitate collaboration



## Model Programs

Increasingly, programs working in youth reproductive health and HIV prevention are engaging youth in a variety of ways. A review of 29 exemplary programs, primarily from developing countries, grouped youth involvement into six categories: oversight/guidance, advocacy and policy, design and planning, management, implementation, and monitoring and evaluation. Nearly every project involved youth in implementation, and most projects involved them in design and planning. Very few involved youth in monitoring and evaluation, and only a small number did so in oversight and guidance.

An analysis of the 29 programs concluded that a significant increase in youth participation as a component of program design has occurred in adolescent health and that there has been a shift from treating youth as problems to building youth skills, with more emphasis on participation and power-sharing. While youth participation has occurred mainly in design, planning, and implementation (usually, peer educators), it continues to expand into other more institutional areas, including governance, advocacy, and policy.<sup>9</sup>

Another review of 23 selected reproductive health and HIV/AIDS programs divided youth participation into 10 categories:<sup>10</sup>

- ◆ Research participant
- ◆ Research, monitoring, and evaluation
- ◆ Decision-making role
- ◆ Communications, advocacy, and publicity
- ◆ Advisory or consultant role
- ◆ Administration, management, and program planning
- ◆ Peer promotion
- ◆ Community outreach
- ◆ Trainer
- ◆ Staff or volunteer



Among these 23 projects, 19 of them included peer educators and 13 involved youth in administration, management, and program planning. No other category appeared in more than half of the projects. This analysis also included brief case studies of several of the projects. It concluded that youth could be successfully integrated into all levels and aspects of an organization. However, the analysis also pointed out that the projects used primarily informal reporting rather than formal evaluation of youth participation.

For short summaries of ten model programs that have incorporated youth into their activities in meaningful and varied ways, see *Background Handouts 10-19*. These summaries identify a different type of involvement in specific programs: mandating representation, institutionalizing structural change, program collaboration, youth-adult committees in rural areas, long-term youth-adult partnerships, integrating adults into a youth organization, indicators, mentors and advocates, and advocacy.

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- <sup>1</sup> World Health Organization. *Programming for Adolescent Health and Development*. WHO: Geneva, 2001.
  - <sup>2</sup> United Nations Children's Fund. *The State of the World's Children 2003*. New York: UNICEF, 2002.
  - <sup>3</sup> Lansdown G. *Promoting Children's Participation in Democratic Decision Making*. New York: UNICEF, 2001.
  - <sup>4</sup> Pittman K, Irby M, Tolman J, et al. *Preventing Problems, Promoting Development, Encouraging Engagement. Competing Priorities or Inseparable Goals?* Takoma Park, MD: The Forum for Youth Investment, 1996.
  - <sup>5</sup> Rajani R. *The Participation Rights of Adolescents: A Strategic Approach*. New York: UNICEF, 2001.
  - <sup>6</sup> UNICEF, 2002.
  - <sup>7</sup> Hart R. *Children's Participation: From Tokenism to Citizenship. Innocenti Essays No. 4*. New York: UNICEF, 1992.
  - <sup>8</sup> Norman J. Building effective youth-adult partnerships. *Transitions* 2001;14(1):10-12; Senderowitz J. *Involving Youth in Reproductive Health Projects*. Washington, DC: FOCUS on Young Adults, 1998.
  - <sup>9</sup> Senderowitz J. *Youth Participation: Aspects and Effects. Summary of Major Findings*. Background paper submitted to Department of Child and Adolescent Health and Development, World Health Organization, 2003.
  - <sup>10</sup> Sonti S, Thapa S. *Youth Participation in Reproductive Health and HIV/AIDS Programs*. Background paper presented at a WHO-sponsored meeting, HIV Prevention and Care Among Young People, March 17-21, 2003, Montreux, Switzerland.

## Section II.

# Background Handouts



## Section II.

# Background Handouts

1. Definitions of Youth and Youth Participation

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2. From Youth Participation to Youth-Adult Partnerships

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3. Building Effective Youth-Adult Partnerships – Research Evidence and Program Summaries

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4. Targeting Diverse Youth

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5. Where to Involve Youth in an Institution

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6. Challenges to Building Effective Youth-Adult Partnerships

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7. Tips for Adults Working with Youth

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8. Tips for Youth Working with Adults

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9. Monitoring and Evaluation

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- 10 - 19 Model Programs
  10. Mandating Representation – IPPF
  11. Institutionalizing Structural Change – Jamaica
  12. Program Collaboration – Peru
  13. Youth-Adult Committees in Rural Areas – Burkina Faso
  14. Long-Term Youth-Adult Partnerships – Philippines
  15. Incorporating Adults into a Youth Organization – Botswana
  16. Measuring Youth Participation – West Africa
  17. Adult Allies as Mentors and Advocates – USA
  18. Advocacy – International AIDS Conferences
  19. Young People Setting a New Global Agenda: Y-PEER Network



## Definitions of Youth and Youth Participation

Definitions of youth and youth participation vary significantly. In general, in all of the sections of the *Youth Participation Guide*, the terms *youth*, *young people*, *young adults*, and *adolescents* are used interchangeably – all referring to people 10 to 24 years of age, unless otherwise specified. The terms *youth participation* and *youth involvement* are also used interchangeably; the term *youth-adult partnerships* is used in a narrower sense, referring to one aspect of youth participation. Definitions are related to context, culture, programmatic goals, objectives, and other factors.

### Definitions of Youth

#### **Webster's Dictionary, 1998**

The quality or state of being young; youthfulness; juvenility; the part of life that succeeds childhood; the period of existence preceding maturity or age; the whole early part of life, from childhood, or, sometimes, from infancy, to manhood.

#### ***Ages 15 to 24***

##### **(United Nations General Assembly, the basis for UN statistics on youth)**

Note that by this definition, children are those under age 15. However, the United Nations Convention on the Rights of the Child defines children as up to age 18, thus providing theoretically more protection and rights to those up to age 18; there is no similar United Nations Convention on the Rights of Youth.

#### ***Ages 15 to 24***

##### **(U.S. Agency for International Development)**

Youth is generally defined as the cohort between ages 15 and 24, the generation straddling childhood and adulthood, especially by researchers working with U.S. Agency for International Development funding. Adolescence is firmly under way even for the youngest in this group, making it possible to track patterns in adolescent experience, such as sexual activity.

##### **(United Nations Population Fund - UNFPA)**

UNFPA uses the following United Nations definitions to describe different groups of young people: adolescents (10-19 year olds; early adolescence 10-14; late adolescence 15-19), youth (15-24 year olds), young people (10-24 year olds)

#### ***Ages 13 to 19, Teenagers and Ages 20 to 24, Young Adults***

##### **(United Nations Division for Social Policy and Development)**

This distinction is important since the sociological, psychological, and health issues they face may differ. Some countries consider young people to become young adults when they pass the "age of majority," usually age 18, and they are then given equal treatment under the law. However, the operational definition and nuances of the term "youth" often vary from country to country, depending on the sociocultural, institutional, economic, and political factors.





## Definitions of Youth Participation

### ***Adolescent Participation***

UNICEF uses this term, defining it as “adolescents partaking in and influencing process, decisions, and activities.”

### ***Children’s Participation***

Roger Hart uses this term in his essay, “Children’s Participation, From Tokenism to Citizenship.” In it, he describes participation as the process of sharing decisions that affect one’s life and the life of one’s community.

### ***Youth-Adult Partnerships***

Emphasizing an equitable working relationship between youth and adults, this term refers to a situation where “adults work in full partnership with young people on issues facing youth and/or on programs and policies affecting youth,” as defined by Advocates for Youth.

### ***Youth Involvement***

This term is often used interchangeably with *youth participation*.

### ***Youth Participation***

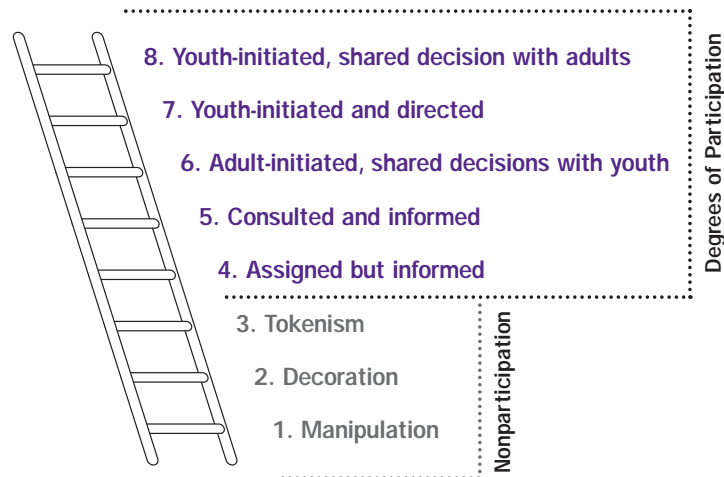
This is the most common term used in the fields of youth development, youth governance, and health. It follows the terminology used for the inclusion and involvement of other marginalized groups (i.e., participation of people living with HIV/AIDS). The U.S. National Commission on Resources for Youth defines youth participation as “Involving youth in responsible, challenging action that meets genuine needs, with opportunity for planning and/or decision-making affecting others, in an activity whose impact or consequences extends to others – outside or beyond the youth participants themselves.”

## From Youth Participation to Youth-Adult Partnerships

An organization should undertake critical thinking about kinds and levels of youth participation. Hart's Ladder of Participation (see below) depicts participation on a continuum, from manipulation and tokenism, which do not constitute real participation, to higher levels of participation in which young people initiate, direct, and share decisions with adults.<sup>1</sup>

The ladder of participation highlights two important characteristics about true youth participation. First, participation is not an either/or phenomenon. Simply having a young person present does not result in true participation. Young people must have a certain level of empowerment, responsibility, and decision-making power to participate meaningfully. Second, the quality and type of the partnership between youth and adults is important.

Ladder of Participation



An example of participation at the lower end of the ladder is to add young people on a program discussion panel without giving them any role in the management, administration, or decision-making about the program. The integration of young people into many levels of an organization, such as serving on boards or steering committees as well as participating in day-to-day decision-making, are examples of the highest levels of participation.

### Youth-Adult Partnership

A true partnership is not simply a checklist that either youth or adults follow. A true partnership between youth and adults in a professional setting, in contrast to a personal relationship (such as an uncle and teenage boy), has several distinguishing characteristics:

- ◆ It integrates the realistic perspectives and skills of youth with the experience and wisdom of adults.
- ◆ It offers each party the opportunity to make suggestions and decisions.



- ◆ It recognizes and values the contribution of both the young person and the adult.
- ◆ It allows young people and adults to work in full partnership – envisioning, developing, implementing, and evaluating programs.

Sharing with youth the power to make decisions means that adults respect and have confidence in young people's judgment. It means that adults recognize the assets of youth, understand what youth can bring to the partnership, and are willing to provide additional training and support when youth need it.

Both youth and adults may need to embrace change in order for the partnership to work. For example, adults may need to modify their ideas about what will and will not work and about times and conditions under which work proceeds. Similarly, youth may need to understand the limitations and realities that affect a program's development, operation, and evaluation.

In addressing adolescent and reproductive health issues, youth and adults can work together in a number of ways such as conducting a needs assessment, writing a grant proposal, raising funds, designing a program, training staff, delivering services, implementing interventions and projects, overseeing a program, collecting data, evaluating a program's effectiveness, improving unsuccessful aspects of a program, and replicating successful programs. For more on types of activities, see *Background Handout 5. Where to Involve Youth in an Institution.*

### **Safeguards Should Protect Youth from Abuse**

Minors need special protection when working in institutions with people older than they are. Institutions should have anti-harassment policies designed to prevent discrimination or harassment on any basis: racial, ethnic, religious, sexual, socioeconomic, or age. The policies should outline how they are enforced, including a clear and safe grievance procedure. Young people being mentored by adults and older youth need special protection to prevent any type of abuse that may go unchecked without such a policy, awareness of the need for such a policy, and its enforcement. Females are especially vulnerable to abuse, particularly sexual abuse.

In countries where it is legal and possible, the backgrounds of all adults and older youth should be checked prior to employment or involvement with the institution to help prevent harassment. This process should also be clearly stated by organizations in its recruitment guidelines and followed for all staff.

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1 Hart R. *Children's Participation: From Tokenism to Citizenship. Innocenti Essays No. 4.* New York: UNICEF, 1992.

## Building Effective Youth-Adult Partnerships — Research Evidence and Program Summaries

In the reproductive health and HIV/AIDS fields, information about the impact of youth participation and youth-adult partnerships is limited. But literature from related fields indicates that involving young people in programs has many benefits. Program experience and research suggest 10 elements that lead to effective youth-adult partnerships. Programs that seek to develop such partnerships should keep these elements in mind.

### Elements of Effective Youth-Adult Partnerships

**Establish clear goals for the partnership.** Youth and adults should understand the reasons and objectives for establishing the partnership.

**Share decision-making power.** If youth have no power to make decisions, their participation is not one of partnership.

**Have commitment from highest level.** The highest level of the organization should commit fully to meaningful partnerships.

**Be clear on roles and responsibilities.** Be clear on which youth and adults have partnership roles and ensure that those persons in partnerships know everyone's roles and responsibilities.

**Be selective.** Select the appropriate youth and adults for the partnership. Youth vary widely in their level of development and readiness to assume responsibility, and adults vary widely in their degree of commitment to work with youth.

**Provide training.** Young people may need training in communication, leadership, assertiveness skills, and technical areas. Adults may also need training in working with youth as well as in technical areas.

**Be aware of different communication styles.** Different styles of communication do not necessarily imply disrespect, disinterest, or different goals and expectations. Asking questions and communicating clearly can help diffuse conflicts that arise from different communication styles.

**Value participation.** Part of valuing youth involvement is to hold young people accountable for their responsibilities, just as one would with adults. The skills and commitment that adults bring to the partnership should also be valued.

**Include room for growth.** Establish ways for youth to advance to increased levels of responsibility, including opportunities for advancement.

**Remember youth have other interests.** Youth may not be able to meet high levels of obligations, due to other commitments and priorities. Work with youth to develop a level of responsibility that matches their time and commitment.



## Impact on Youth

Youth participation can:

- ◆ Help those youth involved form higher aspirations, gain confidence, attain resources, improve skills and knowledge, change attitudes, and develop more meaningful relationships with adults<sup>1</sup>
- ◆ Foster resilience by giving youth opportunities to contribute to family or community<sup>2</sup>
- ◆ Enhance young people's social competence, problem-solving skills, autonomy, and a sense of purpose<sup>3</sup>
- ◆ Help young people be more open to learning, engaging in critical dialogue, exercising creativity, and taking initiative<sup>4</sup>

Resiliency research has identified protective factors that seem to account for the difference between those young people who emerge from high-risk situations with positive results and those who do not. While many factors influence health behaviors, resilient children, in particular, display some important characteristics, including:

- ◆ Social competence, including responsiveness, flexibility, empathy, caring, communication skills, a sense of humor, and other pro-social behaviors
- ◆ Problem-solving skills, including the ability to think abstractly, reflectively, and flexibly and the ability to arrive at alternative solutions to cognitive and social problems
- ◆ Autonomy, including a sense of identity and an ability to act independently and to exert control over the individual's environment
- ◆ Sense of purpose and future, including having healthy expectations, goals, an orientation toward success, motivation to achieve, educational aspirations, hopefulness, hardiness, and a sense of coherence<sup>5</sup>

The findings above come primarily from literature on youth development, defined as the ongoing growth process in which youth are engaged in attempting to meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, be spiritually grounded, and build the skills and competencies that allow them to function and contribute in their daily lives. Thus, situations facilitate youth development when young people have consistent opportunities to:

- ◆ Feel physically and emotionally safe
- ◆ Build relationships with caring, connected adults
- ◆ Acquire knowledge and information
- ◆ Engage in meaningful and purposeful activities in ways that offer both continuity and variety<sup>6</sup>

Research also shows that contributing to one's community has many positive outcomes. One study found that college students who provided community service for credit

significantly increased their belief that people can make a difference and that people should be involved in community service and advocacy. They became less likely to blame social services clients for their misfortunes and more likely to stress a need for equal opportunities.<sup>7</sup>

Behavior change theory and research on resiliency suggest that, while the types of activities offered by successful youth development programs vary, “the emphasis lies in providing opportunities for active participation and real challenges.”<sup>8</sup> Proponents of youth development programs and of youth-adult partnerships have in common a belief that youth are caring and capable individuals. Rather than seeing youth as problems to be managed, youth development proponents view young people as valued resources with individual assets.

Proponents of youth-adult partnerships see young people as individuals with the capacity to make positive and wide-ranging contributions when they receive support and the opportunity to develop their skills. Few things can more concretely demonstrate a belief in young people’s capabilities than when trusted adults share with youth the power to make decisions.

The literature leaves little doubt that youth involvement benefits those youth who participate meaningfully in programs. By providing young people the opportunity to develop skills, competencies, leadership abilities, self-confidence, and self-esteem, youth involvement programs contribute to building resilience, a protective factor that can help prevent negative health outcomes and risky behaviors.

### Impact on Adults and Community

Youth involvement also has an impact on adults involved in the partnerships. A U.S. study examined organizations in which youth had such decision-making roles as advisory board members, staff members, peer educators, and program planners. Interviews and focus group discussions with young people and adults from 31 organizations showed that adults began to view youth as competent individuals who contributed to the organizations rather than simply as recipients of services. The energy of youth also enhanced adults’ commitment to the organizations and ability to work collaboratively.<sup>9</sup>

The study found that adults:

- ◆ Experienced the competence of youth firsthand and begin to perceive young people as legitimate, crucial contributors
- ◆ Found their commitment and energy enhanced by working with youth
- ◆ Felt more effective and more confident in working with and relating to youth
- ◆ Understood the needs and concerns of youth, became more attuned to programming issues, and gained a stronger sense of connection to the community
- ◆ Received fresh ideas from different perspectives

- ◆ Reached a broader spectrum of people
- ◆ Developed more relevant and responsive programming and services
- ◆ Shared knowledge

The study also identified positive outcomes for the organizations:

- ◆ Young people helped clarify and bring focus to the organization's mission.
- ◆ The adults and the organization, as a whole, became more connected and responsive to youth in the community, leading to programming improvements.
- ◆ Organizations placed a greater value on inclusion and representation, and saw programs benefiting when multiple and diverse voices participated in making decisions.
- ◆ Having youth make decisions helped convince foundations and other funding agencies that the organization was truly committed to meaningful youth development and youth involvement.

## Impact on Reproductive Health and HIV/AIDS

Programs involve youth in various ways in the reproductive health and HIV/AIDS fields. Substantial partnerships at the local programming level include youth involvement in planning and developing programs, peer education projects, youth-led clubs and sports teams, and youth-run newspapers. Involvement with advocacy, policy development, governance, and evaluation is also expanding. Below are brief summaries of the limited research that does exist on the impact of such efforts, most of which covers peer education. Adult partners typically work with these projects, encouraging youth to make decisions and providing assistance where needed.

### Peer Education

- ◆ In Peru, a peer program resulted in improved youth knowledge and attitudes, a reduction in the proportion of sexually active males, and increased contraceptive use at most recent intercourse.<sup>10</sup>
- ◆ In Cameroon, a community-based peer program resulted in improved knowledge about contraception in the intervention site, with increased condom use at last sex associated with influence based on peer education.<sup>11</sup>
- ◆ An FHI study of 21 peer programs found that most peer educators reported changes in their own behaviors as a result of their involvement. Thirty-one percent said they were practicing safer sex, including using condoms, and 20 percent said they had reduced the number of partners.<sup>12</sup>
- ◆ Some researchers have concluded that peer education interventions tend to influence only the behaviors of small numbers of peer educators, not necessarily the target populations, making these interventions not cost-effective enough to justify implementation on a large scale.<sup>13</sup>

### Other Program Activities

- ◆ In Nigeria and Ghana, through the West African Youth Initiative, youth worked as peer educators and were involved in program planning, design, implementation, and evaluation. Reproductive health knowledge, willingness to buy contraceptives, ability to use contraceptives, and proportion of sexually active youth reporting use of a modern contraceptive increased significantly.<sup>14</sup>
- ◆ A media campaign in Zambia (called HEART) included seven youth on its design team and a Youth Advisory Group of 35 young people from 11 youth organizations. Focus group discussions, in-depth interviews, and pre-testing of materials with young people who were the target audience helped shape the media messages. A year after the campaign, viewers were 46 percent more likely to be practicing primary or secondary abstinence and were 67 percent more likely to have used a condom at last sex, compared to nonviewers.<sup>15</sup>
- ◆ In Kenya, the Mathare Youth Sports Association (MYSA) in a slum area of Nairobi offers reproductive health education while operating football teams, garbage collection, and other community projects. Youth manage MYSA, emphasizing the skills and ideas of youth as its strongest resource.<sup>16</sup>
- ◆ In Uganda and Kenya, a youth-run newspaper called *Straight Talk* shows how a youth-led editorial board can respond to questions from youth with a candor and connection that makes the paper widely popular in school clubs throughout the countries.

### Institutional Involvement

- ◆ The International Planned Parenthood Federation now has a substantial number of youth on its board of directors.
- ◆ A growing number of organizations working globally, such as YouthNet and Advocates for Youth, have made a commitment to having young people on their permanent staff and linking interns in a two-way mentoring program.
- ◆ Groups such as the Women's Commission for Refugee Women and Children are incorporating youth into evaluations of projects.
- ◆ Involving youth in reproductive health and HIV/AIDS programs increases credibility, visibility, and publicity for the program, according to several studies.<sup>17</sup>
- ◆ Youth can be visible ambassadors for programs and organizations. The Barcelona YouthForce, an alliance of some 150 youth and 50 adults from around the world, worked at the XIV International AIDS Conference in 2002 to make youth a higher international priority in HIV prevention efforts through press conferences, an on-site newsletter, and other advocacy efforts. This was expanded at the XV and XVI International Conferences in Bangkok in 2004 and Toronto in 2006 with an emphasis on involving youth in the scientific component of the meeting.



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## Targeting Diverse Youth

Ideally, youth involved in project activities would be representative of the populations targeted by the project. Thus, a project needs to identify the demographic mix of youth in the community being targeted for services, including age, sex, ethnicity, religion, language groupings, socioeconomic and educational levels, and HIV/AIDS status. The questions below can help a project consider the demographic issues related to youth participation. These questions can also help a project examine how its recruitment process incorporates demographic issues and whether it includes strategies to recruit qualified candidates from diverse groups. Projects also need to monitor the types of applicants who apply for participation and the selection process.

There is no correct answer or one way to target diverse youth. Some might say it is necessary to target all categories of youth, but that is likely unrealistic. As an institution, you need to consider the scope of characteristics and make informed and conscious decisions.

### Age

- ◆ Consider your constituents as an institution. Do your programs serve younger youth (10 to 17 years of age) or older youth (18 to 24 years of age)?
- ◆ Does it make sense to include representatives of your target audience in the work place?
- ◆ Can your institution manage and support both younger and older youth?

Including youth ages 18 to 24 years may be easier since they are more mature. Moreover, institutions can usually integrate them into their pre-existing management structures since they are starting their professional careers and legally require the same support structures as adults.

### Youth Stars

Institutions should be careful not to make their youth into media, public forum, conference, or office “stars.” This can eclipse the real purpose of youth involvement or the mission of the institution and have negative impacts on adult and other youth staff alike. Adult staff may feel frustrated if a “youth star” approach obscures true work. Youth may develop unrealistic expectations for future employment. The best techniques to prevent and minimize youth stars is to take time to identify the skills that adults and youth each bring to the institution, share expectations of one another, plan for the future for individuals and the institution, and build team spirit, regardless of age.



Involving younger youth ages 10 to 17 years requires more serious reflection. If considering younger youth for a project, groups should consult with an authority on the local child labor laws and policies. These youth may be able to volunteer and provide valuable insight and skills, but they may require additional structures and support systems. Parental consent should be sought and parents should be made aware of how to contact their children during work hours.

### **People Living with HIV/AIDS**

Involving people living with HIV/AIDS (PLWHAs) in the work place has pros and cons that should be given serious consideration prior to involvement. Participation of PLWHAs can give perspective and sensitize institutions to the realities that PLWHAs face. This may ultimately improve the quality of its services to this group. It may also encourage individuals to contribute to others in their communities, as well as empower PLWHAs to build confidence in their own abilities. In some cases, being open about HIV status can give hope and inspiration to other PLWHAs.

However, PLWHAs should not be pressured to go public with their status, and their privacy must be protected. Great stigma is often attached to being HIV-positive. Families and communities alike may not be prepared to accept or deal with such traumatic news.

The institution should prepare staff and volunteers in advance to ensure readiness to deal with these issues for both HIV-positive and HIV-negative staff. It should consider providing access to qualified psychological counselors and referrals to support groups for PLWHAs.

### **Sex and Gender**

- ◆ Is there a balance of male and female youth participation?
- ◆ Are the roles of youth sensitive to negative gender norms?
- ◆ Are females and males given equal responsibility and positions throughout the institution?
- ◆ Are sexual and gender identity taken into account?

Institutions should strive to have equal numbers of young women and men participating, even if programs target only males or females. Depending on the program, you may need to increase participation of females due to power imbalances, or in some cases, of males.

### Special Needs Groups

- ◆ Does your institution or program include young people with special needs?
- ◆ Does your institution have the capacity to support the participation of young people with special needs?

In addition to the range of demographic issues described in this handout, other special needs of youth should be considered. Involving youth from potentially marginalized groups of youth may be challenging and require extra attention. These groups include pregnant girls, orphans and vulnerable adolescents, mentally and physically challenged youth, street youth, and young people living with HIV/AIDS.

### Marital Status

- ◆ Does your institution serve both married and unmarried youth?
- ◆ Culturally, can both married and unmarried young men and women participate?

Often involvement of married youth is decided by cultural norms and volunteerism. If norms allow involvement, the degree of personal commitment may be the key factor for a young person's willingness to be involved.

### Ethnic, Religious, and Language Groupings

- ◆ Does your institution work with specific ethnic and religious groups?
- ◆ Does your work require facility in one (or more) languages?
- ◆ Is it appropriate to recruit from various ethnic groups?

Striving for appropriate religious and cultural diversity is important, but an organization must also know its limitations. An organization can mobilize interest in communities effectively by selectively involving youth from groups they target.

#### **Conflicting Groups**

If there are colleagues in the institution with long-established conflicts (such as traditionally antagonistic ethnic groups), time and resources should be devoted to periodic team building and diversity training. Such efforts will help to enhance the abilities of staff members to work together effectively.

## Socioeconomic Status

- ◆ What levels of socioeconomic status does your institution target?
- ◆ Can your institution manage youth from the target audience and provide appropriate training and logistics?

As much as possible, an institution should recruit from the socioeconomic groups that it intends to serve. If finding staff with necessary skills is challenging, a group should try to recruit and develop staff skills over time so that it contributes to the development of the human resources of that community.

Income levels will affect how staff and volunteers can participate in activities. The institution may need to provide cash advances for out-of-town work (travel, board, lodging) for youth, in the same way it would for adult staff.

## Educational Levels

- ◆ Are positions available for multiple educational levels?
- ◆ Is it appropriate to include youth with both strong and weak formal-education backgrounds?

Classifying positions by the necessary educational requirements can be helpful. This is a fundamental consideration and one that is easy to review. However, be aware that someone without a formal education may still be able to contribute significantly.

## Job Descriptions Important

Both youth and adults benefit from detailed job descriptions. But youth in particular benefit from a clear understanding of the tasks they are being asked to complete. Detailed job descriptions facilitate performance assessments and a feedback process with supervisors. When youth understand their responsibilities and managers can follow up on specifics, both sides benefit. When recruiting and interviewing, education and maturity should be assessed. Laws may prevent institutions from directly asking the age or social background of a candidate.

## Awareness When Recruiting Youth

After careful consideration of all of the above factors, an institution should set recruitment standards for all demographic categories, with an emphasis on the population it serves. It should develop strategies to recruit qualified candidates from each group, monitor and evaluate how well recruitment standards are met, and study the relationship of recruitment approaches with project outputs.

## Where to Involve Youth in an Institution

WHERE? Potential Places in an Institution	
Structural	Programmatic
<ul style="list-style-type: none"><li>◆ Governance</li><li>◆ Administration</li><li>◆ Human Resources</li><li>◆ Program Coordination</li><li>◆ Financial Development</li></ul>	<ul style="list-style-type: none"><li>◆ Planning and Design</li><li>◆ Implementation</li><li>◆ Evaluation</li><li>◆ Research</li></ul>

Youth can participate in most positions in an institution. Youth can intern or be hired as part- or full-time employees. They can be given a stipend or a salary, or they can volunteer.

Involvement can be broken down into two categories: structural and programmatic. Structural positions facilitate the functioning of the entire institution, while programmatic positions support specific program activities and processes.

### Structural Positions

- ◆ **Governance.** Serving on advisory boards or councils, such as the board of directors, youth councils, or other decision-making bodies.
- ◆ **Administration.** Administrative functions such as accounting, writing reports, or processing program paperwork.
- ◆ **Human Resources.** Acting as recruiters, interviewers, or reviewers of applications.
- ◆ **Program Coordination.** Support to management of programs or work plan development.
- ◆ **Financial Development.** Writing proposals, fundraising, networking with collaborating agencies, or seeking new funding opportunities.

### Programmatic Positions

- ◆ **Planning and Design.** Contributing to the development and design of a project including policy, advocacy, behavior change, livelihoods, and other areas. This involvement can take place at various stages of the project planning process, including the initial assessment, needs identification, formative research, or literature reviews.



- ◆ **Implementation.** Training roles such as training peer educators or direct program activity such as developing messages and creating communication materials, writing newsletters, organizing events, or any step related to program implementation.
- ◆ **Evaluation.** Tracking implementation activities, designing questionnaires and instruments, collecting information, analyzing, or reporting.
- ◆ **Research.** Assistance of various types, depending on level of training. Some researchers and program evaluators remain skeptical about whether youth who have no research training can make an important contribution. Even without formal training in research methods, youth can still review study designs for feasibility in the local setting, review questionnaires for language and comprehensibility, observe interviewer training, introduce interviewers into the community, and help to interpret and disseminate results. With formal training, they can do even more, such as providing input into the design of the protocol and study instruments, interviewing, processing data, collecting and analyzing data, and writing.

# Challenges to Building Effective Youth-Adult Partnerships<sup>1</sup>

## Attitudes as Challenges

Many adults still believe that the opinions of young people do not matter, that youth are not capable of contributing in a valuable way, and that adults have nothing to learn from youth. The issue of adults' attitudes about youth might be viewed as one of cultural diversity, where firsthand experience can be an effective strategy for change. For example, involving young people at high levels of responsibility and decision-making enables adults to see youth as thoughtful and contributing people. When anyone comes to see a formerly undifferentiated group as varying and diverse, that person becomes more open to valuing the individuals within the group and breaking stereotypes.

Power dynamics, usually rooted in cultural norms, may contribute to challenges in young people and adults working together. Formal instruction in school often teaches youth to expect adults to provide answers and to ignore, deride, or veto youth ideas. Adults frequently underestimate the knowledge and creativity of young people and may be accustomed to making decisions without input from youth, even when youth are directly affected by the decisions. Therefore, joint efforts toward solving problems can be difficult, requiring deliberate effort on the part of both adults and youth.

## Spectrum of Attitudes

In a "spectrum of attitudes" theory, adults may have one of three types of attitudes toward youth, which affects how they view young people's ability to make good decisions.<sup>2</sup> These attitudes also determine the extent to which adults will be willing to involve young people as significant partners in decisions about program design, development, implementation, and evaluation.

- ◆ **Youth as Objects.** Adults believe they know what is best for young people, attempt to control situations involving youth, and believe that young people have little to contribute. These adults seldom permit youth more than token involvement. For example, an adult might write a letter to an elected official about an issue pertinent to youth and use a young person's name and signature for impact. Adults may feel the need to protect youth from the consequences of potential mistakes.
- ◆ **Youth as Recipients.** With this approach, adults believe they must assist youth to adapt to adult society. They permit young people to take part in making decisions because they think the experience will be good for them but also assume that youth are not yet self-sufficient and need practice to learn to think like adults. These adults usually delegate to young people responsibilities and tasks that the adults do not want to undertake. The adults usually dictate the terms of youth's involvement and expect young people to adhere to those terms, deliberately retaining all power and control. An example of





this attitude might be adults extending an invitation to one young person to join a board of directors otherwise comprised solely of adults. In such a setting, a young person's voice is seldom raised and little heard – adults do not expect the young person to contribute, and the young person knows it.

- ◆ **Youth as Partners.** Adults respect young people and believe they have significant contributions to make now. These adults encourage youth to become involved and firmly believe that youth involvement is critical to a program's success. They accept youth having an equal voice in many decisions (see box on equal decision-making). They recognize that both youth and adults have abilities, strengths, and experience to contribute. These adults are as comfortable working with youth as with adults and enjoy an environment with both youth and adults. They believe that genuine participation by young people enriches adults just as adults' participation enriches youth and that a mutually respectful relationship recognizes the strengths that each offers. One example might be hiring youth to participate from the beginning of the design of a program.

## Organizational Environment

Adults who endorse the concept of youth-adult partnerships must also be willing to identify and alter the organizational environment where institutional barriers can be especially significant for young people. The elements of effective youth-adult partnerships address many institutional barriers that can make genuine youth-adult partnerships difficult. These include:

- ◆ **Hours for Meetings and Work.** An organization's hours of operation usually coincide with times when young people are at school or work. To engage youth, program planners must find nontraditional times at which to hold important meetings. Often, scheduling conflicts can be difficult to overcome. However, compromise is vital if an organization is to create effective youth-adult partnerships. For adults, this may mean altering schedules to hold meetings in the late afternoon, early evening, or on the weekend. For youth, this may mean gaining permission from school or other commitments to attend a daytime meeting.
- ◆ **Transportation.** Many young people do not have assured access to a vehicle. Program planners should schedule meetings in easily accessible locations. They should also provide youth with travel vouchers or immediate reimbursement for the cost of travel.
- ◆ **Food.** Few young people have the income to purchase meals in business districts or dinners in restaurants. When a meeting occurs at mealtime, the organization should provide food or sufficient funds for young people to pay for the meal.

### Equal Decision-Making?

The goal of equal decision-making may not be realistic or attainable if adults have financial responsibility, youth are short-term interns, or the work requires technical skills that youth do not have. In these cases, it is important for adults to be honest with youth about the situation and identify areas where youth can make meaningful contributions to decision-making processes.

- ◆ **Equipment and Support.** Organizations should provide youth with the same equipment as other employees, such as a computer workstation, mailbox, e-mail account, and business card. Failure to do so carries a powerful message that these youth – whether they are volunteers, interns, or peer educators, full-time or part-time – are not important or, at least, are not as important as adult employees.
- ◆ **Procedures and Policies.** With input from both youth and adults, organizations should develop policies on youth-adult interactions. For example, if a program involves overnight travel, youth and adults should be clear about their roles and responsibilities in traveling together. The policies will need to respect youth's desire for independence and, at the same time, address the legal liability of the organization, the comfort level and legal responsibilities of adult staff, and parental concerns about security. Organizations may consider establishing policies requiring the consent of parents or guardians for youth participation, for staff driving young people to meetings, or other policies specific to a particular institution's work.
- ◆ **Training.** In organizations that have always operated from an exclusively adult perspective, staff may need cultural competency training. Whether working directly with youth or not, staff will need to accept young people's perspectives and ideas and work to change workplace rules to meet the needs of youth. Each organization and each staff member must make a determined effort to let each young person know he or she is valued.

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1 This background handout is based on, with permission: *Transitions 14:1* Washington, DC: Advocates for Youth, 2001.

2 National 4-H Council. *Creating Youth/Adult Partnerships: The Training Curricula for Youth, Adults, and Youth/Adult Teams*. Chevy Chase, MD: National 4-H Council, 1997.

## Tips for Adults Working with Youth<sup>1</sup>

1. Be open to and nonjudgmental about young people's insights and suggestions. Let them know that their involvement is important.
2. Take advantage of the expertise that youth offer. Young people know about and should be encouraged to share the needs of their community. Affirm this input.
3. Make sure youth will participate in meaningful ways. Young people should be involved in making decisions from the beginning of the project. Actively ask for their opinions.
4. Be honest about expectations for the project, what you want youth to contribute, and how you hope to benefit from their participation. Do not expect more from a young person than you would from an adult. Keep expectations realistic; hold young people to your expectations. Do not patronize youth by lowering your expectations.
5. Integrate young people into group and coalition efforts. Schedule meetings when youth can attend and in a location accessible to youth. As with adults, keep young people informed about plans and meeting times.
6. Treat young people as individuals. Do not assume one young person represents the views of many youth. Assure the young person that you are interested in his or her individual opinion and do not expect him or her to speak for an entire population.
7. Be prepared ahead of time to offer support. Think about the kinds of support (financial, logistical, training, emotional, etc.) it will take to involve youth in the project and who will be responsible for providing this support.
8. Make the work interactive, fun, and valuable. Like adults, youth are more likely to get involved and remain active in projects that are interesting and fulfilling.
9. Many youth feel intimidated by adults and are not used to participating in discussions with adults. Time and commitment are needed to get the input of these youth. Be aware of this factor and work to overcome it.
10. Do not make assumptions about what individual young people are like.
11. Do not move too fast. Develop trust and rapport with youth before expecting too much. Take the time to explain why actions are being taken. Youth may interpret an adult who is abrupt and hurried as a sign of disinterest in youth's participation.
12. Remember that there are times when youth need to say "No." They have many competing interests among family, school, and community.

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<sup>1</sup> Adapted and used with permission from: National 4-H Council. *Creating Youth/Adult Partnerships: The Training Curricula for Youth, Adults, and Youth/Adult Teams*. Chevy Chase, MD: National 4-H Council, 1997.



## Tips for Youth Working with Adults<sup>1</sup>

1. Most adults have good intentions. Remember that they are simply not used to working in partnership with young people.
2. Criticism does not necessarily mean condescension or that an adult does not value your contribution. It may mean the adult is treating you the same way he or she would an adult colleague. Remember that adults are used to critiquing each other's work and offering constructive ideas to improve a project. Just because an adult does not agree with someone, it does not mean that he or she disrespects that person.
3. Adults may not be aware of the capabilities of young people. They can be told many times that young people are mature, but showing them is the best way to emphasize it.
4. Adults often feel responsible for the success or failure of the project. This is what makes it hard for them to share power. They may need reassurance that you are willing to share in both the successes and the failures.
5. Adults are often just as uncertain as youth. They have just learned to disguise it better.
6. Sometimes adults use phrases and expressions, whether consciously or not, that suggest they are not treating youth as partners. Be prepared to point out to adults such use of language (e.g., using words like "kids" to describe youth).
7. Do not be afraid to ask for clarification. Adults often use words, phrases, and acronyms that you might not understand. Adults new to the program may not understand them either.
8. Do not be afraid to say "No." Adults will understand that you have other important commitments, like your education, family, friends, hobbies, and sports.
9. Adult professionals often have studied the science of behavior change and use what sounds like technical jargon. At times, this "theoretical" framework may seem unnecessary, but if you ask them to explain it in more practical terms, it often makes a lot of sense.

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1 Adapted and used with permission from: National 4-H Council. *Creating Youth/Adult Partnerships: The Training Curricula for Youth, Adults, and Youth/Adult Teams*. Chevy Chase, MD: National 4-H Council, 1997.



## Monitoring and Evaluation

Monitoring and evaluating youth participation can help assess its effects and impact at different levels and how to improve efforts to effectively implement it within the organization. Basic qualitative and quantitative information can be collected to help monitor progress and serve as the basis for evaluation. Generally, monitoring refers to tracking project inputs and outputs, while evaluation involves measuring the effects and impact of a project.

Quantitative data refers to numerical information obtained from surveys, clinic records, or service statistics, which can be counted and expressed statistically. By contrast, qualitative data involve descriptive or text information obtained from focus groups, mapping, case studies, in-depth interviews, or text analysis.

### Sample Quantitative Indicators

Below are some of the types of quantitative data that could be collected to monitor the overall level of institutional youth participation:

- ◆ Number of youth serving on decision-making groups (ratio of youth to adults)
- ◆ Number of paid youth staff (full- and part-time, perhaps by position)
- ◆ Number of youth represented in planning and implementing projects
- ◆ Number of youth interns (receiving stipends)
- ◆ Number of youth volunteers
- ◆ Distribution of youth by department (Human Resources, Administration, etc.)
- ◆ Number of capacity development trainings (subject and ratio of youth to adults)
- ◆ Characteristics of participating youth (age, sex, nationality, urban or rural, etc.)

In addition, institutions can monitor the progress of youth participation through questionnaires to assess changes in attitudes towards youth staff and quality of youth and adult experiences within the organization. Structured questionnaires can provide evidence to help recognize strengths and weaknesses, as well as offer potential solutions for scaling up and improvement.

### Sample Qualitative Indicators

Below are some questions that provide qualitative information in monitoring and evaluation efforts. These questions and others might be used during in-depth interviews with individuals or in focus groups with youth, adults, or youth and adults together. Depending on how youth and adults work together in your organization, you will likely want to tailor these questions to match those activities.

- ◆ How successful has recruitment for diverse youth been? Did you meet your goals? If not, why not? Does your recruitment strategy affect your organization's ability to meet overall goals?



- ◆ How do youth staff and their adult managers feel about their work process? What are their strengths and weaknesses? Do young people feel they have a voice and have been heard? How could the relationship be improved in the future?
- ◆ Is there adequate institutional support for youth staff? Do youth feel they have been included in trainings, meetings, workshops, etc.? Do adults feel that youth are prepared to do the job they have been asked to do?
- ◆ Do youth feel that their job descriptions are clear and realistic? Have achievements, challenges, and progress been monitored?

## Mandating Representation – IPPF

The International Planned Parenthood Federation (IPPF) is the world's largest voluntary organization in the field of sexual and reproductive health and rights, working in 180 countries worldwide. The IPPF secretariat facilitates information sharing at the regional and local levels, where it works through family planning associations (FPAs) that are autonomous, each with its own board and procedures. IPPF has been a pioneer in youth participation and in integrating youth into its decision-making processes in partnership with adults, working at many levels of its operations.

In 1992, youth became one of the six priority areas in IPPF's strategic plan. In 1995, as adolescent issues became more and more prominent, IPPF established an International Youth Committee to advise the International Programme Advisory Panel. The panel's adult members proved to be receptive to the Youth Committee's recommendations, taking them seriously. IPPF recommended creating a youth parliament, and in 1998, the Youth Committee developed the IPPF Youth Manifesto, presenting a broad agenda for adolescent sexual and reproductive health to the youth parliament.

The Manifesto said that young people must have information and education on sexuality and services, be able to be active citizens in their society, and be able to have pleasure and confidence in relationships and all aspects of sexuality. The Manifesto has since become one of the guiding principles of IPPF's work, reflecting a positive approach to youth's sexuality and rights. IPPF's decision-making bodies and family planning associations are working to put the Manifesto into practice.

In 1998, IPPF merged its policy and decision-making bodies into a 30-member Governing Council, with five representatives per region, one of whom must be a person under the age of 25. Thus, at least 20 percent of Governing Council members are under the age of 25. Prior to each Council meeting, youth officers from IPPF's central office meet with the Council's members under age 25 to discuss the agenda and review key issues.

In spite of tremendous strides toward incorporating adolescent participation and youth-adult partnerships within IPPF at the highest levels, there still remains much to be done at the regional and local levels. Encouraging more partnerships between adults and youth at these levels takes time. One recommendation has been to require that 20 percent of regional and local representatives be youth.



## Institutionalizing Structural Change – Jamaica

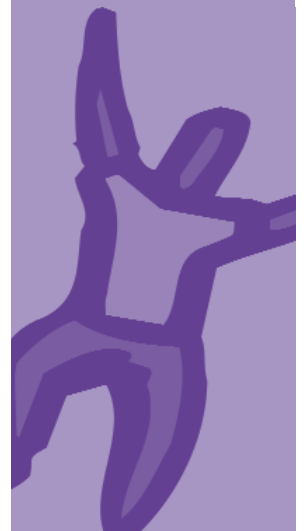
In response to the increasing number of people infected with HIV in Jamaica, the ASHE Caribbean Performing Arts Ensemble was launched in 1992 to provide sexual health information to youth in a lively, realistic, and entertaining manner. “Ashe” is a West African word meaning the inner strength and the good within each person. The first production, *Vibes in a World of Sexuality*, was a humorous, entertaining musical revue, giving positive, accurate information to youth about self-knowledge, respect, empowerment, values, trust, and communication with parents and teachers and about the integral role that these attributes play in sexual decision-making.

ASHE’s staff members are teachers, counselors, performing artists, and youth who work together to develop and perform the scripts, songs, and dances. Performances are geared toward youth, parents, and teachers and address sexuality, reproductive health, and HIV/AIDS. ASHE also emphasizes the growth, development, and well-being of its young performers, who range in age from eight to 25. Performers, trained as peer educators, meet with young audience members after each show to discuss messages, answer questions, and refer youth requesting information to health services.

In addition to adults and youth working together to develop and conduct performances, ASHE has integrated youth-adult partnerships into its day-to-day decisions and operations. To this end, in 2000 ASHE undertook organizational development with assistance from Family Health International. Newly established youth-adult working groups created and identified:

- ◆ A joint vision for ASHE, clarifying its mission statement and core values
- ◆ Strategic objectives, including an implementation plan
- ◆ Proposed characteristics for board members, clarifying and committing to a participatory management style
- ◆ ASHE’s structure and processes for making decisions
- ◆ A plan for monitoring and evaluation
- ◆ Staff job descriptions and a staff evaluation system

The participatory work of the youth-adult groups was guided by the “appreciative inquiry” methodology, which focused on the positive aspects, rather than the problems, of an organization. This methodology helped ASHE create an environment of trust that promoted communication, mutual respect, and shared power. As a result, youth-adult partnerships are not just a characteristic of ASHE’s program work, but rather a part of its organizational culture.





## Program Collaboration – Peru

Instituto Peruano de Paternidad Responsable (INPPARES) is a Peruvian affiliate of the International Planned Parenthood Federation (IPPF). INPPARES aims to improve the sexual and reproductive health of young people in Lima. It has fostered youth-adult partnerships by:

- ◆ Hiring and promoting adult staff who treat young people respectfully
- ◆ Employing youth and engaging volunteers
- ◆ Supporting youth with the skills and tools they need to function effectively
- ◆ Providing youth with opportunities for promotion and growth within the organization
- ◆ Granting youth the power to make decisions on behalf of the organization
- ◆ Developing a manual for training adults on working with youth (*Manual de Trabajo con Jóvenes*)

One key program, for example, is the Yes! Program, which seeks to increase young people's use of information and health services through drop-in centers – Youth Empowerment Stations (YES) – in four districts of Lima. Youth work in partnership with adults in all aspects of this project, including designing the logo, devising the work plan, producing educational materials, providing counseling and education, and participating in monitoring and evaluation activities. Youth coordinators, educators, and volunteers staff the YES centers. Innovative YES materials, designed by youth with adult support, include a CD-ROM and eight educational board games.

Another INPPARES program in which youth and adults work together is the Futuro Youth Center. This is a youth-friendly clinic, offering clinical and educational services to youth ages 10 to 25. About 200 youth volunteer at the center, working in collaboration with adults to train, develop educational materials, provide television and radio interviews, write articles for the popular press, provide peer counseling, coordinate activities among institutions in Lima, conduct research, organize outreach activities, and evaluate services.



## Youth-Adult Committees in Rural Areas – Burkina Faso

In 1998, Advocates for Youth launched a four-year community participation project in three southern provinces in Burkina Faso, in collaboration with an evaluation partner, the Pacific Institute for Women's Health. The project aimed to improve adolescent reproductive and sexual health by including community members, especially youth, in actively designing and implementing interventions. The project also sought to build capacity among in-country partners, including local nongovernmental youth associations.

Advocates for Youth worked in partnership with Mwangaza Action, a Burkinabé nongovernmental organization, and three youth associations – the Association pour le Développement de la Région de Bittou, the Réseau des Jeunes de la Sissili et du Ziro, and the Association des Jeunes pour le Développement de Pama. The partners worked to mobilize rural communities around youth reproductive and sexual health, using participatory approaches developed by Save the Children and the National Cooperative Business Association. Advocates assisted Mwangaza and the youth associations to include community members and to foster youth-adult partnerships.

Advocates for Youth and Mwangaza incorporated into the community participation process specific exercises on how adults and youth can work together. The exercises encouraged mutual respect and trust between youth and adult staff of the youth associations and helped them improve skills to work together. In turn, the youth association members replicated these exercises when working with the village committees (each consisting of eight youth and two adults). Working both separately (according to age and sex) and together in group work, focus group discussions, consolidated meetings, and village assemblies, the committees helped villagers identify the priority adolescent reproductive and sexual health issues in their communities. Then, youth and adult staff of the youth associations helped the village committees identify appropriate strategies to deal with those issues. Chosen strategies included peer education; information, education, and communication activities; youth-friendly services; and parent-child communication activities. Youth worked in partnership with adults to lead all the chosen strategies.

Reaction to the youth-adult partnerships has been positive among both adults and youth. Adults said that the program has allowed them to relate to and better understand young people's lives. Young people said that, without such partnerships, it would have been much more difficult to work to improve adolescent reproductive and sexual health within their villages. For example, female peer educators would have faced greater resistance, both from their peers and from the adult community.



## Long-Term Youth-Adult Partnerships – Philippines

For the past three decades, the Family Planning Organization of the Philippines (FPOP) has provided family planning and maternal and child health services through its 26 chapters and nine community health care centers in more than 40 provinces across the country. FPOP, a private, voluntary organization, is committed to empowering individuals, families, and communities to take responsibility for their health and quality of life. It currently has three core programs, including the Development and Family Life Education for Youth (DAFLEY) project in three provinces.

Recently, FPOP engaged youth and adults as partners in updating its policies on youth. Adult staff worked with young people already involved in the DAFLEY project. Together, they identified how best to put sound policies in place. One such recommendation was to increase youth's representation on each of FPOP's 26 chapter councils. At present, one youth represents a sector in the National Council. In the newly approved policies, youth representatives at the chapter level will also have the right to vote for representatives to the National Council.

At first, young people were hesitant to speak during working sessions with adults. However, after youth received training to build their participation and communication skills, they effectively outlined their ideas and shared them with adult coworkers. The adults welcomed the partnership as a chance to bridge the generation gap and to understand young people's needs. Logistics constituted the main challenge in working together, mostly due to differences in schedules as well as the problems caused by distances between project sites.

In working together, the youth and adults set new policy directions for FPOP and created new opportunities to foster young people's participation in the initiatives of the organization. For example, FPOP's National Youth Coordinator is now a member of the Technical Committee for the State of the Philippines Population Report, which highlights initiatives and data on adolescent reproductive health in the Philippines.

Bringing together youth and adult staff has strengthened the project. Today, DAFLEY responds more effectively to young people's needs because of the new ideas arising out of youth-adult partnerships. However, this kind of partnership needs constant nurturing. Moreover, youth and adults need ongoing training and activities to build skills and teamwork and to reinforce the benefits and relevance of youth-adult partnerships.



## Incorporating Adults into a Youth Organization – Botswana

In 1999, the Youth Health Organization (YOHO) of Botswana was formed as a youth-led nongovernmental organization (NGO) working to create an AIDS-free generation in Botswana. YOHO uses the power of young people themselves to educate and motivate youth to make responsible decisions about their sexual health. Through “edutainment” activities, YOHO members work throughout the country of Botswana offering realistic approaches to reducing the spread of HIV and unintended pregnancies.

YOHO has four action teams of youth volunteers that use various strategies related to behavior change communication to effect change. The Theatre and Arts Program (TAP) uses theater and music to reach youth in Botswana. YOHO is most famous for its jam sessions, whereby YOHO members set up a stage and sound system in a community and use music and dancing to educate youth about sexual health issues. The Peer Education Program (PEP) works with in-school and out-of-school youth, using life skills-based sexuality education approaches to behavior change. The Media and Advocacy Program (MAP) uses mass media to spread messages, as well as to implement advocacy efforts with policy-makers. Finally, YOHO’s Research and Evaluation Team provides internal evaluation and documentation of YOHO programs, as well as conducts external research projects to guide programmatic development.

Founded by a group of motivated youth, the original board and staff were comprised exclusively of youth under age 25. However, as YOHO began to grow, the executive board recognized the benefits of including “adult allies” for sustainability. During YOHO’s second strategic planning process, it was determined that a coordinator should be hired with a few years experience in NGO management, but still under the age of 30. In addition, as the organization began to receive funding, the executive board began to adapt its policies on board membership and expand itself to include some key adult stakeholders. Members from the private sector, governmental agencies, parents associations, and the faith community were recruited to serve on the board of directors; however, the executive committee of the board still remains all youth. Thus, YOHO successfully made a transition from a youth-led NGO to one grounded in youth-adult partnerships.

Through the partnership, a unique fundraising scheme has been developed. For adult allies, YOHO offers “honorary youth membership” in YOHO (for those people over the age of 30). With a minimal donation, an adult can become an “honorary youth,” complete with a membership card stating the adult is an honorary youth.



## Measuring Youth Participation – West Africa

The West African Youth Initiative (WAYI) was a collaborative adolescent sexual and reproductive health project between the Association for Reproductive and Family Health (ARFH) in Ibadan, Nigeria, and Advocates for Youth in Washington, DC, USA. WAYI supported 10 community-based youth-serving organizations to implement peer education projects in Nigeria and Ghana. WAYI was developed to improve knowledge of sexual and reproductive health, promote delay of sexual intercourse among youth not yet sexually active, and increase safer sex behaviors (including condom use) among sexually active youth.

The youth-serving organizations trained over 400 adolescent peer educators to reach at least 50,000 in-school and out-of-school youth with information, education, condoms, and counseling on reproductive and sexual health. In addition, the peer educators spread awareness of available reproductive and sexual health services and referred youth for appropriate health care services, such as prescription contraceptives, diagnosis and treatment of sexually transmitted infections, or professional counseling. Youth participated in all aspects of the project, such as the selection of peer educators and program planning, implementation, and evaluation.

Evaluation showed significantly positive outcomes regarding peer education and youth participation. Following the intervention, evaluation showed no increase in the amount of sexual activity among youth who were sexually experienced at the beginning of the project. However, sexually experienced youth increased their use of contraception, including condoms. These youth also showed improvements in attitudes related to sexual and reproductive health, such as being open to purchasing condoms and being willing to go to school with a person infected with HIV.

A portion of the evaluation looked at the effects of youth participation on the project and on the youth themselves. Indicators associated with youth participation included: number of youth trained, duties and roles of youth, amount of time youth contributed to the project, youth attendance at meetings, opinions of youth about their involvement, and opinions of community members about the importance of youth involvement.

Qualitative data suggested that WAYI resulted in increasing youth knowledge and self-efficacy related to sexual and reproductive health. It also increased the peer educators' self-efficacy related to future employment. Among other outcomes, evaluation showed that recipients found the interventions quite relevant to their lives.



## Adult Allies as Mentors and Advocates – USA

In order to receive federal HIV prevention funding in the United States, each state health department must convene a group of community members to assist in drafting a state plan for implementing HIV prevention. Community planning groups (CPGs) typically include public health professionals, scientists, AIDS activists, and people living with HIV/AIDS (PLWHA). The groups set priorities in terms of sub-populations to be reached and interventions to be implemented. They then submit plans to the federal government to obtain funds for HIV prevention programming through the state health department. Each CPG is cochaired by representatives of the health department and the community. If the health department fails to involve the community or receive its endorsement of the plan, the community cochair may contact the federal government to ask that funding be delayed until the full CPG endorses the plan.

A core tenet of the CPG process is Parity, Inclusion, and Representation (PIR). Thus, CPGs work to ensure that each person involved in the planning process is heard, that all participate in making decisions, and that all community groups affected by or infected with HIV/AIDS are represented. Since youth under the age of 25 represent the fastest growing group of HIV infections, youth must participate in developing the plan.

To achieve this mandate, the Pennsylvania State Department of Health developed a program called the Young Adult Roundtable project. Since the state divides its community planning process into eight regions, eight roundtables were formed to bring young leaders together in order to get their input into the process. The youth meet on a bi-monthly basis (six times a year) and determine their priorities for the development of regional plans. One adult “mentor” and a young adult facilitator attend each meeting. Once the priorities are set, a youth – accompanied by the adult mentor – takes these priorities to the regional community planning group and advocates for the inclusion of the priorities in the regional plan. Once the regional plan is drafted, a statewide conference of regional CPG members (including at least two youth per region) is held to formulate the plan that will be submitted to the federal government.

Ground rules, which evolve as needed from group members, engender trust and openness, essential features of the process. One essential ground rule is that meetings are entirely confidential. Thus, roundtable meetings are closed and group participants are told in advance about invited guests, such as local AIDS educators, PLWHA who provide personal perspectives, or others. The meetings typically involve educational components, teaching the youth about behavior change science or epidemiology. Thus, their discussions are informed by public health science.

To date, Pennsylvania’s CPG process has assisted in consistently prioritizing youth issues and programs within the state plan. In each plan, relevant and realistic strategies – such as youth leadership development forums, media campaigns targeting youth, and peer-delivered comprehensive sexuality education – have been priorities for prevention programs and policies in the state.



## Advocacy – International AIDS Conferences

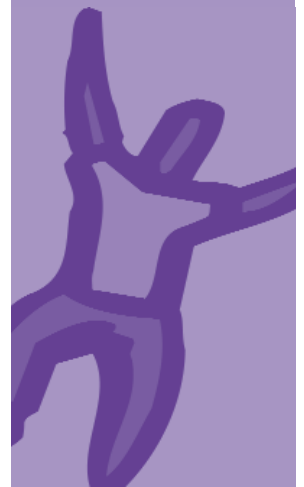
In July 2002, at the XIV International AIDS Conference, held in Barcelona, Spain, a group of youth leaders and adult professionals joined forces to sponsor the Barcelona YouthForce, coordinated by the Student Global AIDS Campaign, Youth Against AIDS, Advocates for Youth, and YouthNet/FHI. Two years later, a similar effort worked at the next International AIDS Conference in Bangkok, Thailand, called the Bangkok YouthForce. The lessons learned from Barcelona had an impact on the activities in Bangkok in 2004, Toronto in 2006, and Mexico City in 2008.

Well before the conferences, organizers recognized the meetings as opportunities to raise awareness about the strength of youth as leaders in the fight against HIV/AIDS. From the beginning, youth and adults members of the YouthForce met regularly and shared equally in making decisions. Both youth and adults focused on fundraising, connecting with youth who were coming to the conference, and developing an advocacy campaign. Recognizing the strengths of both youth and adults enabled the effort's success. Working with a common goal, participants built trust that enabled the YouthForce to carry out successful activities.

At Barcelona, the YouthForce sponsored an opening rally and reception, press conferences, a satellite meeting examining cutting-edge issues, a daily newsletter, networking and skills-building sessions for youth, and an MTV-sponsored Global Forum. Broadcast worldwide, high-profile leaders – including former U.S. President Bill Clinton – were questioned by youth about HIV/AIDS issues affecting youth. “More Youth Voices = Fewer HIV Infections,” a YouthForce visibility campaign that used stickers and T-shirts, raised awareness of the lack of youth participation in HIV/AIDS prevention and care programs.

The Barcelona YouthForce successfully raised the issue of youth and HIV/AIDS and gained greater visibility in the international arena. For example, former President Clinton mentioned the work of the YouthForce in his closing ceremony speech at the conference, and various media also reported on YouthForce activities, including BBC, CSNBC, and Voice of America, among others. In addition, two YouthForce organizers were invited to speak on youth and AIDS at a Summit of African First Ladies following the conference.

The Barcelona YouthForce led to greater youth involvement in planning the Bangkok conference, with more youth sessions, more youth participants on panels, a youth coordinator for the conference, and a Youth Advisory Committee that participated in giving youth scholarships and choosing youth abstracts. Both Bangkok and Toronto YouthForce sponsored a pre-conference workshop on technical issues to help prepare youth for the conference sessions. YouthForce members have also implemented actions in their own countries and communities, including the creation of a youth activist network on AIDS prevention in Botswana and the facilitation of youth inclusion on a state HIV/AIDS committee in Lagos State, Nigeria.





## Young People Setting a New Global Agenda: Y-PEER Network

Y-PEER, the Youth Peer Education Network, is built on the foundation of three major pillars:

- ◆ Logical model of strategic communication for behaviour change and development
- ◆ Youth empowerment and capability building
- ◆ Meaningful youth participation in all aspects of the initiative

The recently conducted Y-PEER evaluation has concluded that since its inception in 2001, Y-PEER has come a long way in ensuring meaningful youth involvement and in building youth-adult partnerships while achieving the set goals with a great success. In the process of Y-PEER growth into a coordinated social movement, young people have been increasingly present and responsible of the governance, management, coordination, strategic planning, implementation, and evaluation of the network's activities.

Mechanisms to provide youth the opportunity to be fully involved have been set up throughout the years, mostly at the suggestion of Y-PEER members. These include:

- ◆ Y-PEER Global Advisory Board (established in 2004)
- ◆ National Youth Advisory Panels
- ◆ Y-PEER Fellowship/Internship (since 2003)
- ◆ Establishment of regional governance at the two Regional Peer Education, Training and Research Centres (PETRIs) /Y-PEER International Centers in 2007
- ◆ Y-PEER Ownership Transfer (initiated in 2007)

The concept of Y-PEER fellowship has been in place since 2003. So far, seventeen Y-PEER Focal Points have had the opportunity to serve as fellows or interns within United Nations Population Fund (UNFPA) Country Offices, Y-PEER strategic partner organizations (MTV, Family Health International), PETRIs, as well as the UNFPA Headquarters. Fellows have been identified among Y-PEER's leadership, and they now serve as Y-PEER International Coordinators and lead youth advocates for UNFPA offices (Algeria, Belarus, Bosnia and Herzegovina, Bulgaria, Egypt, Macedonia, Tunisia, Serbia, UNAP Kosovo, and Sudan). Not only are these fellows advancing Y-PEER's agenda and expanding its reach via these UNFPA country offices, but they are also helping to strengthen UNFPA's overall programming related to young people's sexual and reproductive health.

The utilization of fellows was integral to the progress of country Y-PEER networks, especially in the governance and coordination areas. In addition, they have been the driving force in the development of comprehensive strategy for transferring the ownership of the network and ensuring its sustainability beyond UNFPA support.





Along with the fellowship process, the Y-PEER Global Advisory Board was established in 2004 at the suggestion of its members to ensure youth participation in the management and the potential directions of the global network. The board meets annually to review the progress of the network, and leads the strategic planning process in direct consultation with senior UNFPA staff and Y-PEER partners.

The common denominators in strategic planning include Y-PEER's official documentation and regulations, branding and public image, institutional partnerships and collaborations. In addition to the annual meeting, board members communicate via the Internet and video and telephone conferences.

The Y-PEER Global Advisory Board comprises Y-PEER Focal Points selected by their country networks to represent them globally.

Each year, the Global Advisory Board meeting attracts more and more institutional partners who seek to learn from and collaborate with Y-PEER networks worldwide. Partners include Dance4Life, MTV's Staying Alive Campaign, Family Health International, SOA AIDS Netherlands, World AIDS Campaign, TakingITGlobal, NiteStar Theater, and JOICFP.

At the 2007 Global Advisory Board meeting, five concrete activities were identified and are being rolled out globally:

- ◆ Seek involvement in the implementation of policies and programs through the cooperation of stakeholders that will be reflected in the adaptation of peer education standards and health education nationally
- ◆ Develop and implement a multimedia communications strategy that can be adapted in all member countries
- ◆ Continue to develop partnerships to leverage its work in the broad areas of adolescent sexual and reproductive health
- ◆ Continue to build the capacity of its network members and organizations
- ◆ Ensure its long-term continuity and sustainability by preparing for possible UNFPA phase-out by developing infrastructures, building partnerships, and fundraising

Final Report for the Evaluation of Y-PEER: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in Arab States, Eastern Europe and Central Asia, submitted by the Sustainable Research and Development Centre in Amman, Jordan in March 2008, stated that the Global Advisory Board has proved to be an excellent means of member-driven policy setting and is considered a strong step in establishing an independent global decision-making entity.

A key theme highlighted at the last Global Advisory Board has been the relationship between sustainability of the Y-PEER network and its ownership by the young people involved. The phrase “by young people, for young people” illustrates the meaning of ownership.

Regional governance structures were developed by the Y-PEER International Coordinators as a follow-up from the Global Advisory Board. Detailed strategy including development of infrastructures, building partnerships, and raising funds has been suggested by the International Coordinators and is being finalized after the comments provided by the network members and UNFPA.

Recently established PETRIs will play a key role in achieving the principle goals of the global Y-PEER network (set by its youth leaders and adult mentors) - the eventual transfer of ownership of the network from its parent institution, UNFPA, to an autonomous, field-based, networking entity. Hosted by existing national institutions (Students' Polyclinic in Belgrade and the National Public Health Institute in Sofia), PETRIs have gained credibility and ownership, and the hosting agencies have gained services, skills, and access to the voice of young people.

Both Y-PEER and UNFPA recognize that the transitional move from one form of governance structure to another takes time and requires a detailed planning process. Empowerment of young people to participate in the governance, coordination, management, and evaluation of the Y-PEER network at the highest levels of involvement will continue with adequate capacity building and funding.

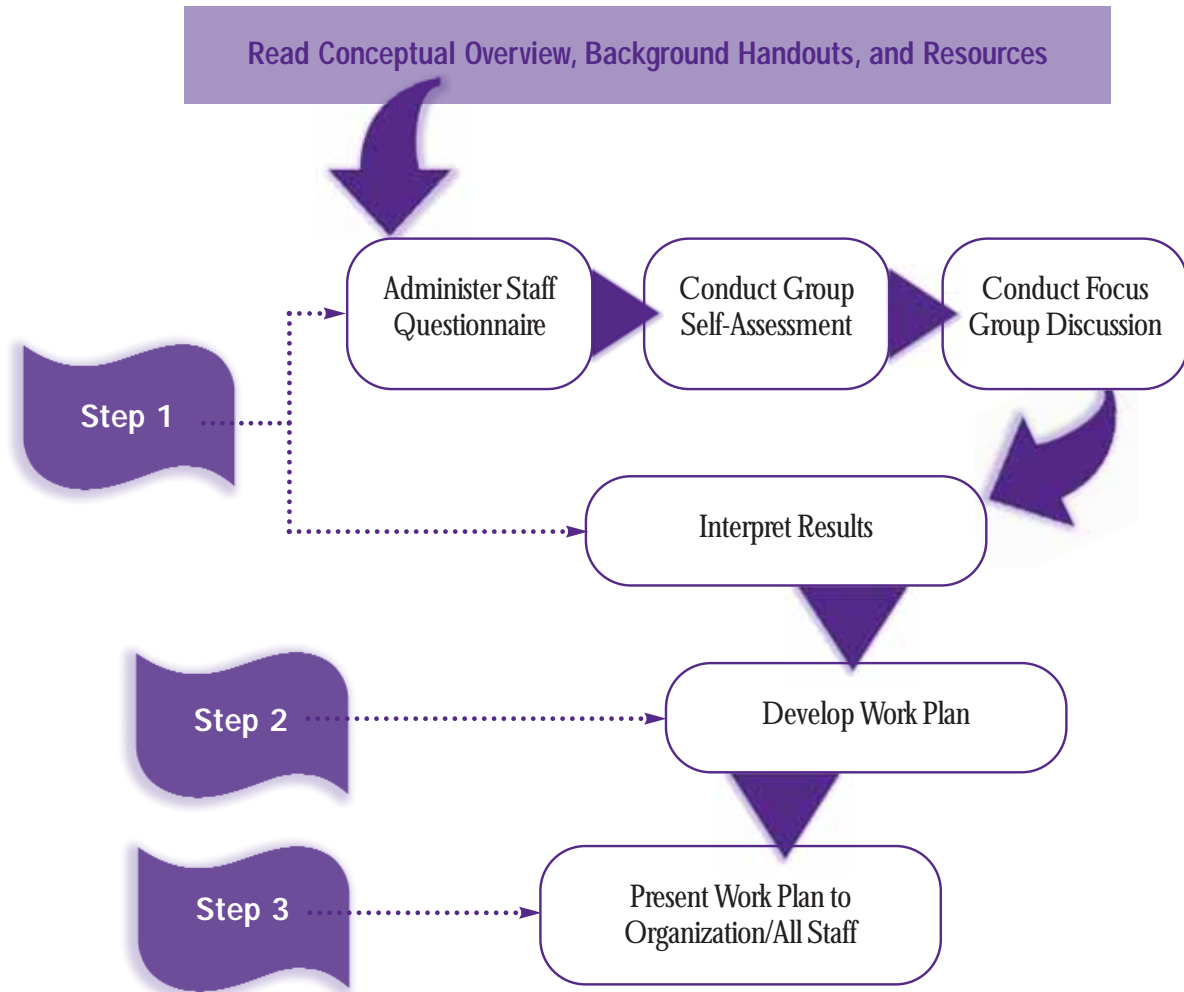
As Y-PEER evolves, it demonstrates by its actions that young people are not the leaders of tomorrow as they are so often relegated; rather, they are the leaders of today. The stage for ownership transfer has been set up and Y-PEER adult allies, supporters, and partners proudly watch Y-PEER members as they are forging their own path in the world.



## Section III. Institutional Assessment and Planning Tool



## Steps for Using the Institutional Assessment and Planning Tool



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# Introduction

The Institutional Assessment and Planning Tool (IAPT) is designed to guide organizations wishing to evaluate the level of youth participation in their institutions and plan for greater youth participation in the future. This tool assumes that readers want to explore meaningful youth participation in their organizations but need guidance on how to go about the process.

It includes two parts: an assessment of institutional youth participation and a process to develop a work plan for involving youth. The assessment includes three methods – a Staff Questionnaire, a Group Self-Assessment, Focus Group Discussion – and a process for interpreting the results of the three methods. The work plan development includes a process for utilizing the results from the assessment.

Both the assessment and planning steps should be completed using an *appreciative inquiry process*.<sup>1</sup> This process guides members of an organization first to understand and describe what their organization has done well, and then to apply that information to envisioning what the organization could become – in this case, in terms of youth participation. Most organizations working with youth have some level of youth involvement. These experiences, both positive and negative, provide a base of information.

In some organizations, senior management may need to be convinced to undertake this assessment, particularly if the organization does not currently involve youth in a meaningful way or recognize the value of such involvement. The World Health Organization and other groups have developed useful documents that provide guidance in such situations (see *Youth Participation Guide*, Resources).

## Who Can Use the IAPT

The IAPT can be used by a variety of organizations, including community-based, governmental, or nongovernmental. The steps outlined in this tool can serve any institution providing services, offering programming, or conducting research related to youth reproductive health and HIV/AIDS. Using an appreciative inquiry process, organizations can expand upon past successes and improve involvement in their institutions.

Leaders in the fields of reproductive health and HIV prevention have sought to increase meaningful youth contributions in programs that serve youth. Such involvement has the potential for a mutually beneficial relationship: it empowers and trains youth to contribute in the workplace while also providing organizations with access to technical skills and the perspective of their target audience. Substantial anecdotal evidence exists to show the benefits of youth participation, and more rigorous research is under way to assess these impacts (see *Background Handout 3. Building Effective Youth-Adult Partnerships*).

## How to Use the IAPT

Youth-serving organizations with significant youth involvement already may not find it necessary to use all three assessment methodologies presented here. All organizations, however, can benefit from a periodic assessment of youth involvement, taking the time to interpret findings and plan for increased participation.

The IAPT is designed so that someone with limited facilitation or training experience can follow the step-by-step instructions for assessing and planning for youth participation. Ideally, a two-person, youth-adult team would be the facilitators. They should come from within the organization, but if time is an issue and resources are available, a consultant with training experience could be hired. An outside facilitator should work to involve youth and adults in leading the process. Having youth and adults in leadership positions, working together, helps model how a youth-adult partnership can work.

The facilitators are responsible for leading the exercises as well as reporting on the process and findings from using this tool. This should be in the form of a written report and perhaps a presentation to senior management and those who participated in the assessment and planning process. The facilitators should be persons who allow for open, productive sessions and will not influence the responses of staff.

The amount of time devoted to using this tool will depend on many factors within the organization. Facilitators may choose to distribute various background materials before or during the assessment and planning process (see *Section II. Background Handouts*). Following is a sample agenda for using this tool. Note that the full morning or afternoon is needed for the facilitators to compile the results of each session; the time suggested for each activity is also indicated within each module.

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*For background information on youth participation, see other portions of the Youth Participation Guide, especially Section I. Conceptual Overview and Section II. Background Handouts.*



## Day 1

### Morning

#### *(Module 1)*

- Group meeting to introduce IAPT process and facilitators
- Staff questionnaire (2 HOURS)
- Review of responses by facilitators

### Afternoon

#### *(Module 1, continued)*

- Group self-assessment (2 HOURS)
- Review of responses by facilitators

## Day 1



## Day 2

### Morning

#### *(Module 1, continued)*

- Focus group discussion (1 HOUR 15 MIN)
- Interpreting results

### Afternoon

#### *(Module 2)*

- Developing a work plan (2 HOURS)
- Closing (15 MIN)

## Day 2



# Module 1. Assessment

Your organization can use three methods to acknowledge your successes and strengthen your weaknesses in youth participation. The methods use different techniques to collect information, which allows for an institution to triangulate results during the interpretation step. The facilitators should adapt the three methods outlined below to the specific needs of the institution.

## Staff Questionnaire

This written questionnaire containing open-ended questions allows individuals to articulate personal opinions and ideas and share work experiences. It can be used to collect information from all staff members of a small institution or from diverse key adult and youth staff of a larger organization.

Before beginning the assessment, you may want to introduce the facilitators to participants, provide the schedule of activities, and set ground rules together. Ground rules are a list of agreed-upon rules for participants, such as being on time, respecting opinions, and listening carefully to others. As with all group exercises, facilitators should select a convenient place and sufficient time for the sessions and ensure that all participants have the means to participate fully, such as transportation, materials, and accommodations.

## Group Self-Assessment

This method allows for a detailed group discussion on youth involvement, planning, policy, and institutional capacity. It uses closed-ended questions with appropriate follow-up queries. This method generates information on the attitudes and beliefs of staff members, in a group setting, as well as educates staff about different youth involvement activities occurring in their organization.

## Focus Group Discussion

The facilitators guide this discussion using suggested topics to generate a dialogue among staff members about the potential for involving more youth and strengthening current involvement and institutional capacity.

## Staff Questionnaire

The Staff Questionnaire collects information on a series of nine questions with related sub-questions (*Participant Handout 1. Staff Questionnaire*).



2 HOURS

### Objective: To identify

- ⇒ Positive work experiences
- ⇒ Previous institutional accomplishments involving youth
- ⇒ Possible changes

### Materials:

- ✓ A copy of the Staff Questionnaire for each participant (*Participant Handout 1. Staff Questionnaire*)
- ✓ Pens or pencils

### Instructions:

#### 1. Decide who should get the questionnaire

- This questionnaire should be administered to a maximum of 15 to 20 staff, representing a range of positions in the organization: senior and junior staff, adults and youth, male and female.
- Participants should be able to participate in follow-on activities (both assessment and planning) and should represent a mixture of the institution's opinions and backgrounds.
- Within a small organization, include nearly all personnel for a cross section of views. In a large organization, include a balance of people from different departments.

**No youth in your institution?**  
An adult-only institute can complete the questionnaire, but it may need to be adapted so that staff are more focused on recalling examples of youth participation from their previous work experiences, as adults and as youth.



For example, in an organization of more than 100 staff, you may only be trying to improve youth involvement in one department. In this case, you will only administer the questionnaire to the staff in that department. Or, if you want to increase youth participation throughout a large organization, you could have volunteers in key positions from all departments.

## 2. Distribute the questionnaire

- Distribute paper copies to be completed at each staff member's convenience, or reserve a room and have all staff members complete it simultaneously. The facilitators should discuss preferences with the group.
- Inform participants that their responses will be used in the analysis but will be anonymous, so no names should be put on the questionnaires.
- The facilitators will compile the results.

## 3. Give directions to complete the questionnaire

Prior to beginning, participants should know:

- The objectives of the exercise.
- The questionnaire should be completed individually.
- It generally takes up to an hour to complete.
- These are all open-ended questions, and there are no right or wrong answers.
- The facilitators will use this information for analysis purposes, but no identifying information will be included in any reports. Participants are encouraged to provide ideas and examples that do not reveal their identity.
- Handwriting must be legible.



## 4. Ask the participants to complete the questionnaire

## 5. Collect the questionnaire

## Group Self-Assessment



2 HOURS

**Objective:** To explore as a group

- ⇒ Current youth involvement in your institution
- ⇒ The institutional planning process for participation by young people
- ⇒ Policies related to youth employment
- ⇒ Opportunities for institutional capacity building

### Materials:

- ✓ A copy of the *Group Self-Assessment Guide* for each participant (*Participant Handout 2. Group Self-Assessment Guide*)
- ✓ Flip chart and markers

### Instructions:

- The same participants who completed the Staff Questionnaire should participate in the Group Self-Assessment (see step 1 of the *Staff Questionnaire* for details).
- The facilitators should encourage contributions from every participant and discourage domination by any single person or subset of participants.
- Before starting, the facilitators should find a nonparticipant to take notes during the session. Notes should capture the feelings of the group and issues or items on which the group came to a consensus. It is not necessary to record every detail.

### 1. Introduce the exercise

Prior to beginning, participants should know:

- The objectives of the Group Self-Assessment.
- This is a group exercise. Everyone should participate.
- There are no right or wrong answers. Participants should feel open to express their views and offer suggestions freely. Refer to ground rules if needed.

- The *Group Self-Assessment Guide* is a table of 14 closed-ended questions. Each one should elicit a “yes” or “no” answer from the group. After each closed-ended question, a corresponding open-ended, follow-up question should be discussed by the group. The open-ended questions are designed to gather further information.

**Reaching consensus:** Though every effort should be made to agree on the answer to the closed-ended questions, the group may not come to a consensus or majority decision. In this case, the group can split up and answer each of the follow-up questions separately. Then each side should come back together and present their answers. The facilitators should take this time to see if the group can eventually agree on the original question. The degree of consensus will play a role in creating the future framework and work plan for youth participation.

- Before beginning to answer questions, the facilitators should ask participants to introduce themselves, tell the group how long they have been with the institution, and their role and title.

## 2. Complete the group self-assessment

- The role of the facilitators is to lead the group through each question, summarizing group answers, guiding the group through the follow up questions, eliciting further details if possible, and



then moving on to the next question. To help the note-taking process, the facilitators can also use a flip chart to summarize and clarify decisions for participants.

### Getting off topic:

If the group gets off topic or spends an excessive amount of time debating an answer, the facilitators should help move the group to the next step or question. A facilitator might arbitrate by saying, “This seems like a hot topic, but we have a lot of questions to get through right now. How about continuing your discussion after the exercise?”

## Focus Group Discussion

The focus group discussion uses group interaction and exchange to generate information and insights. Discussions and diverse views among participants are just as important as answering the questions.



1 HOUR 15 MIN

**Objective:** To facilitate a dialogue on

⇒ **Current youth involvement in your institution**

⇒ **Future youth involvement in your institution**



### Materials:

- ✓ *Facilitator Resource 1.*  
*Focus Group Discussion Topic Guide*

### Instructions:

#### 1. Make adequate preparations

- Each focus group discussion (FGD) should have a maximum of 10 participants. (This may mean holding more than one FGD in order to include everyone participating in the IAPT.)
- Before the FGD, the facilitators should decide how to record the discussion.
- Participants should sit in a circle so they can make eye contact with everyone in the room.
- The FGD should take place in a private room so that participants feel that they can express their ideas openly. (At this point, the facilitators should be familiar with all participants, as they have taken part in the Staff Questionnaire and Group Self-Assessment. If not, make introductions before beginning.)

#### Recording focus group discussions:

Sometimes facilitators are worried that participants will feel less comfortable with an outside note-taker present and opt to use a tape recorder. The level of confidentiality or the necessity of transcripts for analysis purposes should be considered. Using a tape recorder often takes longer, since the facilitators will need to listen and take notes again after completing the discussion, and requires a high-quality recorder to pick up voices from across the room. Assuming the participants are already familiar with the topic by the time they get to the FGD, there is less need for a transcript, and a note-taker should suffice.

- Ground rules should be reiterated because an open dialogue is especially important. Facilitators should help the participants to feel relaxed, not stressed.
- Unlike the Group Self-Assessment, during the FGD the note-taker should pay more attention to specific comments made by each participant. In general there should be more emphasis on the process of coming to a decision and individual views, rather than the decision itself.

## 2. Introduce the focus group discussion

Prior to beginning, participants should know:

- The objectives of the FGD.
- This is not a structured question-and-answer session; all ideas are welcome. The point is to have a dialogue, an exchange of thoughts and opinions.
- The facilitators will only interfere with discussion to bring the group back on subject, segue to another topic, or probe for more details.

The FGD Topic Guide should serve only as a guide and should not restrict a free-flowing conversation. The discussion should progress naturally from one question to another. The lack of structure is thought to enhance the ability of participants to genuinely react and reflect their true attitudes about the subject.

## 3. Moderate the focus group discussion

- In this exercise, the facilitators moderate a dialogue among participants.

Facilitators typically end an FGD by summarizing what has been said. This is a chance to restate points and for participants to clarify any misunderstandings. The facilitators could finish by saying, "Since we only have a few minutes left, I will go over what you have discussed today."

- While facilitating a dialogue, the facilitators are also responsible for probing to elicit further details on a subject. The facilitators should be **careful not to lead** the group in any one direction. Potential probing questions are provided in the FGD Topic Guide to ease the transition from one topic to another and elicit more specific information.

## 4. End the focus group discussion

Usually the end of the FGD comes when the allotted time is over. Even if all questions have not been answered, it is important to honor to the time frame.



## Interpreting Results



The facilitators should go through notes and results from all three of the assessment methods and group similar information and findings. Comparing information across methods provides opportunities for triangulating results, seeing what information is most valuable, and identifying repetitive themes. The findings should be grouped into four categories: goals, existing framework, potential capacity, and roles of youth and adults. This information will help guide the institution in developing a work plan and should be included in the final report.

### 1. Goals

Where to find information from the assessment on how youth involvement can help an institution to accomplish its goals:

- **Staff Questionnaire** – *Question 1*
- **Group Self-Assessment** – *Questions 1-4 (Involvement)*
- **Focus Group Discussion** – *Review notes*



### 2. Existing framework

Where to find information from the assessment on what framework components exist within an institution to support youth involvement:

- **Staff Questionnaire** – *Questions 4, 5, 7, 8*
- **Group Self-Assessment** – *Questions 5-10 (Planning, Institutional Policy)*
- **Focus Group Discussion** – *Review notes*

### 3. Potential capacity

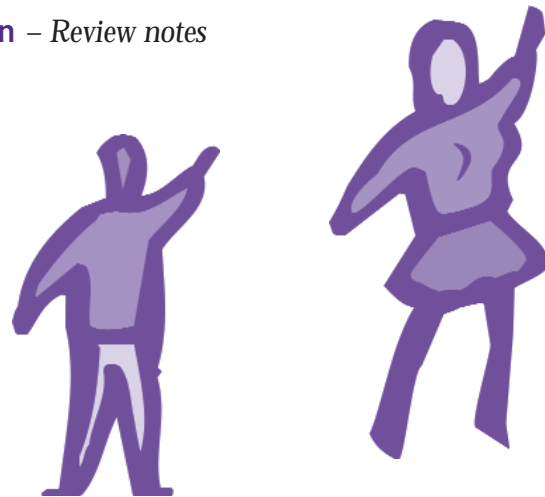
Where to find information from the assessment on what potential capacity components exist within an institution to support youth involvement:

- **Staff Questionnaire** – Questions 1, 3, 5-7, 9
- **Group Self-Assessment** – Questions 11-14  
(Capacity Building)
- **Focus Group Discussion** – Review notes

### 4. Roles of youth and adults

Where to find information from the assessment on what roles adults and youth play in an institution:

- **Staff Questionnaire** – Questions 2, 4, 8
- **Group Self-Assessment** – All questions
- **Focus Group Discussion** – Review notes



## Module 2. Work Plan Development

The scope of youth participation in reproductive health and HIV/AIDS institutions can be broad – whether a community-based organizations, nongovernmental organizations, or governmental agencies. Young people of diverse backgrounds, ages, educational levels, and other characteristics can play roles in many aspects of program planning, implementation, design, and evaluation. They can also help build institutional capacity. An institution needs to decide on the roles they would like youth to fill and the characteristics of youth who could play those roles. Institutions also need to have the capacity to provide adequate support for youth working in a professional context. Only then can a meaningful work plan for youth participation be developed.



Depending on the design of the agenda, participants would move from *Module 1. Assessment* directly into *Module 2. Work Plan Development*. Depending on the institution and staff involved, participants may need time and resources to gain a more thorough background in youth participation issues, using background information



from *Section II* of the *Youth Participation Guide*. Of particular importance for this module are *Background Handouts 2. From Youth Participation to Youth-Adult Partnerships, 4. Targeting Diverse Youth, and 5. Where to Involve Youth in an Institution*. The table below summarizes several of the areas those handouts discuss in more detail.



Depending on proposals reached by the IAPT participants, the facilitators may want to introduce to the group the possibility of holding at some future date a youth-adult partnership training workshop (see *Section IV. Youth-Adult Partnership Training Curriculum* of the *Youth Participation Guide*).

WHO? Characteristics of Youth	WHERE? Potential Places in an Institution	
	Structural	Programmatic
<ul style="list-style-type: none"> <li>◆ Age</li> <li>◆ Sex</li> <li>◆ Gender identity</li> <li>◆ Educational level</li> <li>◆ Socioeconomic status</li> <li>◆ Religious affiliation</li> <li>◆ Ethnicity</li> <li>◆ Location (urban/rural)</li> <li>◆ HIV status</li> <li>◆ Marital status</li> </ul>	<ul style="list-style-type: none"> <li>◆ Governance</li> <li>◆ Administration</li> <li>◆ Human Resources</li> <li>◆ Program Coordination</li> <li>◆ Financial Development</li> </ul>	<ul style="list-style-type: none"> <li>◆ Planning and Design</li> <li>◆ Implementation</li> <li>◆ Evaluation</li> <li>◆ Research</li> </ul>
HOW and WHAT? Detailed in the Work Plan		

## Developing a Work Plan



2 HOURS

**Objective:** To develop

⇒ A work plan for how an institution might involve youth

### Materials:

- ✓ Results from Staff Questionnaire, Group Self-Assessment, and Focus Group Discussion
- ✓ *Facilitator Resource 2. Sample List of Goals and Activities*
- ✓ *Facilitator Resource 3. Sample Work Plan*
- ✓ *Facilitator Resource 4. Work Plan Grid*
- ✓ Flip chart and markers

### Instructions:

Before beginning the work plan development, the facilitators should consult with participants to determine if background reading is necessary, especially on types of youth to include in the institution and types of work they might do (see *Background Handouts 4. Targeting Diverse Youth* and *5. Where to Involve Youth in an Institution.*) After this background step is completed, if needed, the group can proceed to develop the work plan for youth participation.

#### 1. List any goals to maintain or improve youth participation in your institution

Decide on a few concrete ways to continue and advance promising goals and activities, using the “add,” “maintain,” and “increase” columns from the *Sample List of Goals and Activities*.

How many goals can we realistically achieve? This depends on the level of commitment from your institution. If you have just received funding devoted to youth participation, you may be able to create many new activities and improve on existing programming. Otherwise, you may identify fewer goals or a long-term goal.

## 2. Evaluate each goal by answering eight subsequent questions

Some goals will be more realistic than others, so the group will have to establish priorities. The eight questions shown below, applied to each goal, can help your institution create a sensible work plan for youth involvement (see the *Sample Work Plan*).

- **How will this goal benefit the institution/project/activity?**  
This question should help clarify why each goal is important and how meaningful participation for youth can be practical. Institutions should not involve youth, in token positions or put youth in positions that demand skills and expertise that go beyond their training.
- **What are the challenges?** A wide variety of obstacles may need to be addressed. Sometimes staff attitudes (extremes in favor of or opposed to youth involvement), time, or financial constraints can arise. Money and time will be needed to recruit and manage staff, pay salaries, conduct trainings, monitor progress – everything involved with hiring any new employee, plus the extra attention needed to youth-adult partnership issues (see *Background Handout 6. Challenges to Building Effective Youth-Adult Partnerships*).
- **What are the steps to achieve the goal?** This question helps you outline how your institution will attain the expected result. Detailing these steps can help identify the activities required for each goal, which helps comparisons between possible goals.
- **What resources are currently available?** By assessing the existing capabilities of your institution, the framework for success can be identified. Often this process begins with senior management making a commitment to provide funding to support youth involvement. Once this is accomplished, staff time can be allocated to manage the process.
- **What gaps need to be filled?** Recognize the places where further commitment is needed.

- **What is the timeline?** Plan when each step needs to occur in order to attain the goal.
- **What is the monitoring and evaluation plan?** You need a strategy to review both processes and results associated with involving youth. This is critical for future decisions relating to youth involvement (see *Background Handout 9. Monitoring and Evaluation*).
- **Who in the institution could or will take responsibility to achieve this goal?** Perhaps there is a logical point person for maintaining an existing activity, but such a person may not be easy to identify for a new activity. You should, therefore, think carefully about where the goal fits into the institutional structure.

### 3. Transfer information for each goal from the flip chart to the *Work Plan Grid*.

Depending on the number of goals, you may need more than one copy of the *Work Plan Grid* to complete this step. The facilitators will be responsible for transferring the goals from the flip chart to the *Work Plan Grid*.



### 4. Decide which goals to implement

Of all the goals discussed, which ones are to be implemented? As a group, you may not be able to make the official decision, but you can at least prepare a case for proposing these activities to senior management. The facilitators will be responsible for taking these ideas to senior management, as well as to those who participated in the assessment and planning process, when delivering the final report (and presentation, if needed).

### 5. Revisit the work plan periodically

Once or twice a year, evaluate how well your institution is implementing the work plan. For suggestions on how to monitor this process, see *Background Handout 9. Monitoring and Evaluation*.



15 MIN

## Closing

The facilitators should thank the group for participating in the exercise and explain the process that will follow — a report, presentation of findings, recommendations, or other steps. The timeline for reporting to decision-making bodies should also be explained. The group receiving the report should include various levels of management within the institution, as well as those who participated in the assessment and planning process.

After the development of the work plan, participants should complete a *Participant Evaluation* (see *Participant Handout 3*).

After implementing the IAPT, the facilitators should also provide feedback on their experience in using this tool to the project coordinators (see *Facilitator Resource 5*).



# IAPT Facilitator Resources

1. [Focus Group Discussion Topic Guide](#)
2. [Sample List of Goals and Activities](#)
3. [Sample Work Plan](#)
4. [Work Plan Grid](#)
5. [Feedback on the Institutional Assessment and Planning Tool](#)







## Focus Group Discussion Topic Guide

1. How does or would your institution benefit from having youth participation?
  - a. What roles do youth fill?
  - b. What do youth excel at in the workplace?
2. Why would an institution **NOT** benefit from having youth participation?
  - a. What work is best suited for adults and not for youth?
3. How well do youth and adults work together in this institution?
  - a. In the office?
  - b. In the field?
  - c. At meetings, conferences, trainings, etc.?
4. What are the areas for improvement?
  - a. In the office?
  - b. In the field?
  - c. At meetings, conferences, trainings, etc.?
5. How can you create better partnerships between youth and adults?
  - a. In the office?
  - b. In the field?
  - c. At meetings, conferences, trainings, etc.?
6. What types of youth are participating in your organization?
  - a. In the office?
  - b. In the field?
  - c. At meetings, conferences, trainings, etc.?
7. Are these the right types of youth for your organization? Are they constituents of programming?



## Sample List of Goals and Activities



Place activities in proper columns, depending on whether they are being added, maintained, or increased.

GOALS	ADD youth participation	MAINTAIN current level of youth participaton	INCREASE current level of youth participation
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Institution's staff – begin an internship program</li> <li>2. Institution's board of directors – add youth members</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring and evaluation phase of program</li> <li>2. International conferences and meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Voluntary counseling and testing services – use youth counselors</li> <li>2. Information, education, and communication – involve youth in developing materials</li> </ol>





## Sample Work Plan

<b>GOAL:</b> Increase youth participation	<b>ACTIVITY:</b> Increase the number of youth counselors in voluntary counseling and testing services
<b>1. How will this goal benefit the institution/project/activity?</b>	<ul style="list-style-type: none"> <li>◆ Youth participation in the provision of VCT will help make VCT services more youth-friendly</li> <li>◆ Increased use of VCT services will reduce stigma and fear related to the use of the centers that provide such services</li> </ul>
<b>2. What are the challenges?</b>	<ul style="list-style-type: none"> <li>◆ Fear and stigma attached to the use of VCT services or going to centers that provide such services</li> <li>◆ Making services more youth-friendly</li> <li>◆ Fear among youth that VCT is compulsory rather than voluntary</li> </ul>
<b>3. What are the steps to achieve the goal?</b>	<ul style="list-style-type: none"> <li>◆ Create awareness through youth education on the principles of VCT</li> <li>◆ Renovate counseling office to ensure it meets standards of professional counseling</li> <li>◆ Train health care providers on youth-friendliness and needs of young people</li> <li>◆ Involve diverse youth, youth peer counselors, community leaders, and parents</li> </ul>
<b>4. What resources are currently available?</b>	<ul style="list-style-type: none"> <li>◆ Organizational infrastructure, including VCT services and providers</li> <li>◆ Potential youth and adult counselors</li> <li>◆ Existing network of youth counselors</li> <li>◆ IEC materials on VCT services and youth involvement</li> </ul>
<b>5. What gaps need to be filled?</b>	<ul style="list-style-type: none"> <li>◆ Understand youth perception and needs</li> <li>◆ Mobilize and educate the community and parents on the importance of youth involvement in reproductive health and HIV prevention</li> <li>◆ Educate adult counselors to understand that youth can make good counselors too</li> <li>◆ Train the youth and adults to be competent in counseling</li> </ul>
<b>6. What is the timeline?</b>	<ul style="list-style-type: none"> <li>◆ 8-12 months</li> </ul>
<b>7. What is the monitoring and evaluation plan?</b>	<ul style="list-style-type: none"> <li>◆ Develop indicators specific to program goals and identify organization to do evaluation</li> <li>◆ Identify feedback mechanism</li> <li>◆ Communicate indicators and goals to all stakeholders</li> <li>◆ Conduct feasible base- and end-line evaluation</li> </ul>
<b>8. Who in the institution could/will take responsibility to achieve this goal?</b>	<ul style="list-style-type: none"> <li>◆ Program's VCT team and other internal services departments, in collaboration with external organizations</li> <li>◆ Program coordinator</li> <li>◆ Staff and volunteer youth peer counselors</li> </ul>







## Work Plan Grid

GOAL:	ACTIVITY:
<b>1. How will this goal benefit the institution/ project/activity?</b>	
<b>2. What are the challenges?</b>	
<b>3. What are the steps to achieve the goal?</b>	
<b>4. What resources are currently available?</b>	
<b>5. What gaps need to be filled?</b>	
<b>6. What is the timeline?</b>	
<b>7. What is the monitoring and evaluation plan?</b>	
<b>8. Who in the institution could/will take responsibility to achieve this goal?</b>	





## Feedback on the Institutional Assessment and Planning Tool

Use additional sheets or space, if necessary. Thanks so much for your input!  
Please complete and e-mail to: [youthwg@fhi.org](mailto:youthwg@fhi.org) and [petri-sofi@y-peer.org](mailto:petri-sofi@y-peer.org) or mail it to Y-PEER International Center, Sofia, Bulgaria:  
National Centre for Public Health Protection  
15, Acad. Ivan Geshov Boulevard  
1431 Sofia, Bulgaria. Phone/fax +359 2 954 96 72; + 359 2 954 96 25

CONTACT NAME	TITLE
ORGANIZATION	
ADDRESS	
CITY, STATE, POSTAL CODE, COUNTRY	
TELEPHONE NUMBER	E-MAIL ADDRESS

Which age group do you belong to?

- Less than 15     15-19     20-24     25-29     30-34     35 or older

1. Were youth involved in your organization prior to using this assessment and planning tool?

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---

2. When did you start using this tool (include an approximate date)?

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3. Have you successfully integrated youth into your institution?     Yes     No  
If yes, how do you know you have been successful?

---

---

If no, what aspects of the effort have been most difficult?

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---

4. Has involving youth in your organization contributed to the effectiveness of your programs? If yes, how? If no, why not?

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5. Which sections of the Institutional Assessment and Planning Tool did you find most useful?

---

---

Least useful?

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6. What tips, stories, references, Web sites, etc. would you like to share with others working on involving youth in reproductive health and HIV prevention?

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7. Do you need any assistance in moving this initiative forward?  Yes  No  
If yes, please describe your needs.

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# IAPT Participant Handouts

- 
1. **Staff Questionnaire**

---

  2. **Group Self-Assessment Guide**

---

  3. **Participant Evaluation**

---







## Staff Questionnaire

Before completing the questionnaire, please be aware that this information will be collected and analyzed by your facilitators. No identifying information will be released. Do not write your name on the questionnaire. Please use additional paper if needed.

1. What attracted you to work for this institution?
  - a. What impressed you the most when you first started working here?
  - b. What are the major strengths of this institution?

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2. Think back to any time when you made a special contribution to a project that was successful. What was the situation?
  - a. How did you contribute to the success? Who else was involved in the project and how did they contribute to its success?
  - b. What conditions in the institution made your successful contribution possible?

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3. Which of the institution's values do you appreciate the most, personally?
  - a. When do you feel most positive about your work?
  - b. What is the most important thing this institution has done for you?

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4. There may be times when someone else has recognized potential in you that you were unable to see in yourself. They provided a supportive environment for you by helping you to learn, experiment, and take risks. Can you think of a situation where this happened (to you or someone you know well)? Describe the situation.
  - a. How did the person who recognized your potential support you?
  - b. What did you like best about what this person did for you?

---

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5. Some institutional conditions are more supportive of youth involvement than others. Think of the best work your institution has done with youth. Describe the work.
  - a. What were the results of the work?



b. Describe the conditions that made this work a success.

---

---

6. Where else could youth make a special contribution in your institution, given the opportunity and support to do so?

---

---

7. For successful teamwork, all members of an organization need to contribute. Think of the strongest teams on which you have worked. Which ones have involved both youth and adult members?

- a. Describe the best team experience you can recall that involved youth and adults.
- b. What contributions did the youth make to the success of the team's work?
- c. What contributions did the adults make to the success of the team's work?
- d. What types of work could support youth involvement and would be more successful if youth were involved?

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8. Youth may require some special consideration when working in institutions, which are traditionally designed by and for adults. Think of the different types of support youth may need to work in an institution that are different from those provided to adults. List any special support youth (e.g., males versus females) need to work in an institution. Does your institution already provide this support to youth?

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9. Sometimes we are too busy with our daily work to share some of our best ideas for the future. Think of the ideas that you have had since the institution started discussing involving youth.

- a. What is your best idea for involving youth in the institution and how would this idea contribute to the institution's mission?
- b. What types of support would you need to make this idea a reality?
- c. What small change could make your institution a better place in which youth can work and be involved?
- d. What large change could make your institution a better place in which youth can work and be involved?

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## Group Self-Assessment Guide

Ideally, each group would come to a consensus to answer Yes or No to each question. If this does not happen, the group could split into two groups to answer both follow-up questions.

Question	Yes	No	Follow-up Questions
<b>Involvement</b>			
<b>1.</b> Do youth currently play a role in your institution?			<p><b>If yes,</b> list and describe titles and responsibilities for staff, board members (voting/nonvoting), volunteers, or others.</p> <p><b>If no,</b> what kind of roles do you envision youth would play in your institution?</p>
<b>2.</b> Has your institution spent time reflecting on lessons learned from past experiences involving youth?			<p><b>If yes,</b> describe the roles youth had. What were some successes and challenges to involving youth?</p> <p><b>If no,</b> take a few minutes to reflect on the roles youth played and accompanying successes and challenges.</p>
<b>3.</b> Have discussions about involving youth in your institution been held with all staff, board members, supervisors, and youth?			<p><b>If yes,</b> is there consensus at all levels at this time?</p> <p><b>If no,</b> why has it not been discussed yet?</p>
<b>4.</b> Does your institution want to involve youth in its work to further its goals?			<p><b>If yes,</b> describe these goals and how involving youth will contribute to achieving them.</p> <p><b>If no,</b> describe the reasons for not involving youth.</p>



Question	Yes	No	Follow-up Questions
<b>Planning</b>			
<p><b>5.</b> Is there a framework and work plan to guide your institution on how to involve youth?</p>			<p><b>If yes,</b> in what ways does the framework involve youth? Are youth included in planning, decision-making, implementation, and monitoring and evaluation?</p> <p><b>If no,</b> does your institution intend to create a framework and work plan?</p>
<p><b>6.</b> Has the institution assessed the demographics of the youth involved?</p>			<p><b>If yes,</b> what types of youth are targeted (by age, sex, marital status, education level, socioeconomic status, ethnicity, etc).</p> <p><b>If no,</b> what types of youth should your institution target?</p>
<p><b>7.</b> Has an effort been made to consider ways to recruit youth that are representative of the population your institution serves?</p>			<p><b>If yes,</b> describe the recruitment process.</p> <p><b>If no,</b> how do youth come to work at your institution? What can be done to engage appropriate youth who are representative of this population?</p>
<b>Institutional Policy</b>			
<p><b>8.</b> Has your institution researched and incorporated national laws or guidelines for involving youth?</p>			<p><b>If yes,</b> describe the laws and related institutional policies.</p> <p><b>If no,</b> does your institution intend to research and incorporate such laws?</p>
<p><b>9.</b> Do all staff, board members, and volunteers (youth and adult) receive written job descriptions and the necessary support to perform the job as expected?</p>			<p><b>If yes,</b> list examples of positions, expectations, and accompanying support provided at your institution.</p> <p><b>If no,</b> what happens?</p>



Question	Yes	No	Follow-up Questions
<b>Institutional Policy, cont.</b>			
<p><b>10.</b> Do all staff, board members, and volunteers (youth and adult) receive the same training and orientation when coming to work for your institution?</p>			<p><b>If yes,</b> list the types of training and components of the orientation.</p> <p><b>If no,</b> describe the differences.</p>
<b>Capacity Building</b>			
<p><b>11.</b> Is there a mentorship program to foster youth-adult partnerships?</p>			<p><b>If yes,</b> describe the mentorship program and the training for adults to be mentors and supervisors.</p> <p><b>If no,</b> is your institution interested in this type of training?</p>
<p><b>12.</b> Do youth receive training to lead discussions, participate in decision-making meetings, and represent your institution externally?</p>			<p><b>If yes,</b> what kind of training and how much time is allocated for this?</p> <p><b>If no,</b> does your institution intend to incorporate these types of training?</p>
<p><b>13.</b> Are there opportunities (time and funding) for youth to network with partner institutions?</p>			<p><b>If yes,</b> list the types of opportunities and networking situations.</p> <p><b>If no,</b> are there opportunities for adults?</p>
<p><b>14.</b> Are youth encouraged to make plans for career advancement as they gain skills and experience in the institution?</p>			<p><b>If yes,</b> describe the career planning and development process.</p> <p><b>If no,</b> where do youth go after they leave your institution?</p>





## Participant Evaluation

Please complete and return this form to the workshop facilitators at the end of the work plan development.

1. What did you like most about this process?

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2. What did you like least about this process?

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3. Since participating in this institutional assessment and planning process, do you feel differently about youth participation? How has your attitude or knowledge changed?

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4. What would you change about the process?

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a. What would you add?

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b. What would you omit?

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5. Would you recommend this process to other institutions?

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If so, which institutions?

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If not, why?

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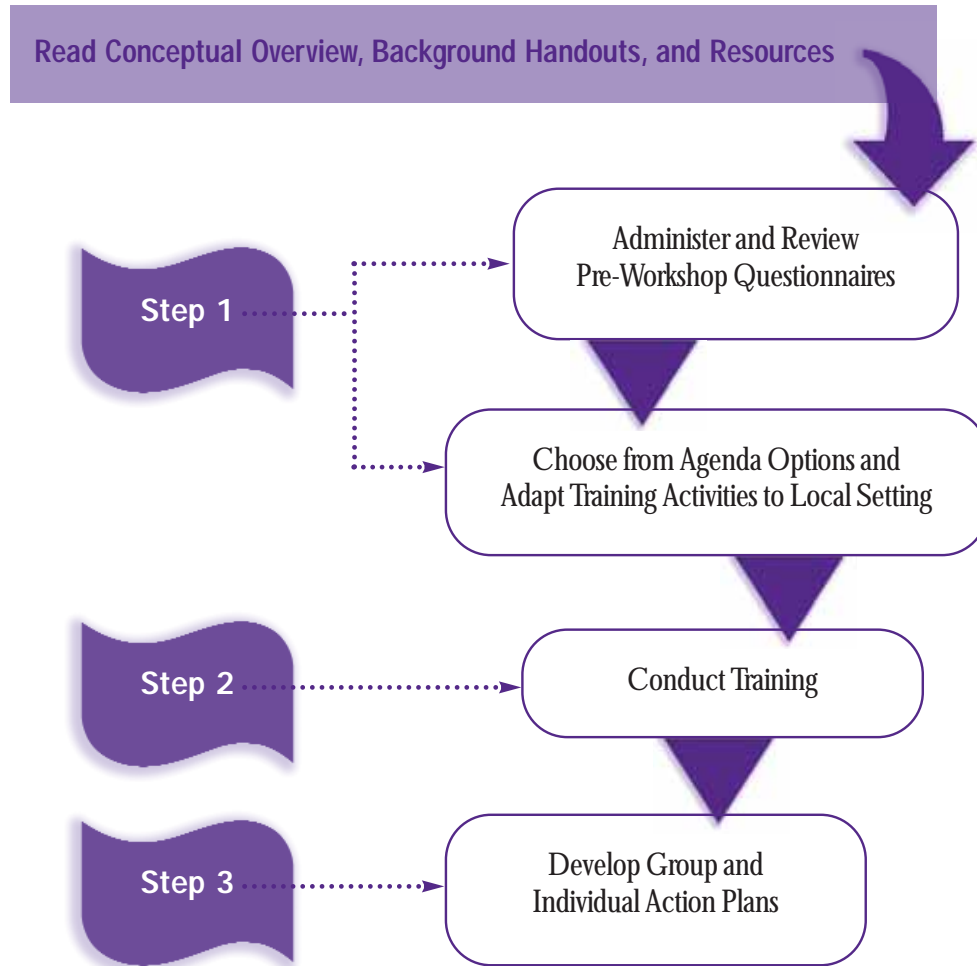


## Section IV.

# Youth-Adult Partnership Training Curriculum



## Steps for Using the Youth-Adult Partnership Training Curriculum





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# Introduction

This curriculum is designed as a two-day training for youth and adults who have responsibility for envisioning, developing, implementing, and evaluating reproductive health programs for youth. The optimal number of participants is between 20 and 30. The training is designed to accommodate teams of two to four staff (both youth and adult) from each participating department or organization. A team should include at least one adult and one youth as well as one female and one male.



The training is designed for use in nongovernmental organizations (NGOs) and governmental agencies that have already gone through an institutional assessment and planning process for youth involvement (see *Section III. Institutional Assessment and Planning Tool, Youth Participation Guide*).

Facilitators should have some background information on the participants as well as sociocultural knowledge of the country/region in order to make the training relevant and fun!

The overall goal of this training is to promote positive attitudes that increase participants' ability to work as partners to improve reproductive health among youth. By working in partnership, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance programs.



## Goals of the Training

1. To assist participants (both youth and adult) in valuing youth-adult partnerships in reproductive health programs and policies affecting youth
2. To give participants additional skills for integrating youth-adult partnerships into reproductive health programmatic and policy work
3. To provide opportunities for networking with colleagues from other NGOs and governmental organizations working to promote reproductive health for youth (if participants come from different organizations)

## Objectives of the Training

**By the end of the training, participants will be able to:**

- Explain their individual values and perceptions regarding youth-adult partnerships in reproductive health programs and policy formation
- Identify benefits, barriers and challenges, and effective strategies for youth-adult partnerships in reproductive health programmatic and policy-related efforts at community, national, and international levels
- Describe the components of model youth-adult partnerships, both theoretical and practical
- Draft individual and team action plans for putting youth-adult partnership strategies into practice in daily work
- Increase networking between colleagues working in the field of reproductive health for youth (if participants come from different organizations)



# Training Preparation

## Facilitating a Training Process

The curriculum is designed for facilitation by a youth-adult team, one youth and one adult, which serves as a model of a youth-adult partnership. Make sure that the group you are training has a balanced number of youth and adults and of males and females.

Rather than lectures, the curriculum provides experiential activities designed to help participants gain information, examine attitudes, and practice skills. Structured activities encourage participants to participate actively and then to examine (process) the experience together, generalizing from what they learned and applying lessons to future situations.

## What Type of Training?

Experiential learning is a participant-led process. While the facilitators' role is crucial, creating a learning experience is a responsibility of the entire group. Participants should learn from each other as well as from the facilitators.

Facilitating this training effectively means involving the participants in their own education. The best part of facilitating a training is learning from the participants!

## Tips for Conducting the Training

- Prior to the training, send out a pre-training questionnaire (see *Facilitator Resource 1. Pre-Training Questionnaire*). The feedback from the respondents will give you basic information on age, educational level, language, sex, occupation, organizational affiliation, experience working with youth or adults, training experience, and training expectations.
- Review this information carefully and tailor training objectives and activities to the needs identified in the questionnaire.
- Adapt the discussion questions to your setting. These questions provide general guidance; you should express them in your own style and use what works best for your group.
- At the end of each activity, offer a short summary of the major themes that arose. Sample statements are included at the end of each activity.
- For many of the activities, ask the youth and adults to share their own experiences or examples.





- Review the instructions for each session and activity thoroughly until you feel comfortable with the steps. This will help you design the sequence of your training agenda.
- Practice before conducting the training.
- Arrange the room before the training so no time is wasted hanging signs or moving chairs. Avoid “classroom” style chair arrangement. Use round tables or if the training space is small, remove the tables completely and arrange the chairs in a circle.
- Do not be unnerved by noise; it usually means that participants are actively engaged in the activities. Noise does not necessarily mean the group is out of control.
- Remain aware of the time to ensure sufficient time for group sharing and discussion.
- Be sure to set ground rules and remind participants of the rules, if necessary (see *Training — Day 1, Session I, Activity G*).
- Make sure you have all the materials for each activity before the session starts. A checklist, based on your agenda, will help. Set up PowerPoint or transparencies and projectors ahead of time.
- Remember, the activities are fun, and learning occurs in discussing and processing the experience.



Facilitators should take turns at guiding different parts of the training. At one point, there is a youth-only and adult-only portion of the training, during which the youth facilitator should work with the youth and the adult with the adults. Decide in advance which facilitator will guide other parts of the training, being careful to divide the responsibilities equitably.

## Experiential Education/ORID Method

The curriculum uses experiential education techniques, which are based on the theory that individuals learn content better by experiencing the material rather than hearing it in a lecture. Thus, many sessions in this training include an experiential component (e.g., role-plays) and a discussion component. Both components are of equal importance – neither should be omitted.

During the discussion component of each session, a method called **ORID (Objective, Reflective, Interpretive, and Decisional)** is employed. **ORID** is a means of formulating questions to create a more insightful discussion to enhance learning, based on how human beings process experiences.

**You will notice that following each experiential component of a session, facilitators ask an**

**Objective** question. This is based on doing the actual activity.  
*(What did you notice about this activity? What messages did you hear?)*

**Then, facilitators follow with a**

**Reflective** question. This is based on sensing, examining what was seen, felt, and thought. *(How did it feel to do this activity? Did anyone feel embarrassed?)*

**Following, facilitators ask an**

**Interpretive** question. This is based on inference, the thinking process, identifying the relationship of the activity with how we live and work. *(What does this activity say about our society? Why do you think we did this activity?)*

**Finally, facilitators ask a**

**Decisional** question. This is based on applying what you have learned from the activity. *(How did this activity change the way you think? What might you do differently now in your work?)*

Other researchers have simplified this into a model that reflects the type of questions to be asked: What? Gut? So what? Now what? Example of questions of this approach are as follows:

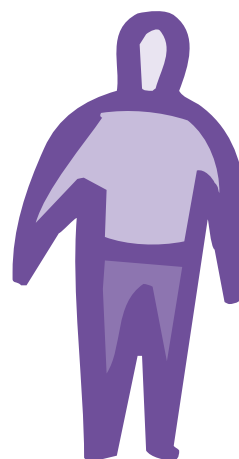
What did you notice about this activity? (What?)

How did it feel to participate in this activity? (Gut?)

Why do you think we did this activity? (So what?)

How might you use this information in your daily work? (Now what?)

After each experiential activity, you will find discussion questions that you may wish to use or to alter to fit your group. Be sure to hold the discussion, which is the crucial component of experiential education.



## Logistics

### Create a Positive and Supportive Climate

Facilitators need to create a positive environment for learning. Such an environment will help participants feel comfortable and safe to participate and will encourage group unity. You should model a style of open communication by sharing appropriate information about yourself and by laughing and connecting with the group.

Be sure to nod your head a lot to affirm participants' statements and their participation. Communicate enthusiasm about this opportunity to discuss the topic. Point out how seldom we have a chance to discuss attitudes and build skills around this important subject.

When working with both youth leaders and adult professionals, be sure to recognize the inherent power differences in the room. Typically, adults do a lot more talking than youth. If the youth are not speaking up, ask them for their input from time to time. If adults

are doing most of the talking on a specific issue, ask the youth to respond to adults' comments. Similarly, if youth are doing most of the talking, ask the adults to respond.



### Participant Handouts

In addition to the required *Participant Handouts 1-5*, facilitators may find it necessary to provide participants with some of the *Background Handouts* (see *Section II, Youth Participation Guide*) to enable them to participate effectively in the training. The facilitators should prepare these materials before the beginning of the training period.

### Icebreakers

To break up the monotony of training, it is important to add "icebreakers." These short (five minute) activities will help energize participants so they will be ready for further training. To make it more fun, ask the group to assist you in conducting or coming up with icebreakers.

### Name Tags

Be sure to supply participants with name tags. Even if you know everyone, they may not know each other. Help participants learn each others' name. Knowing others' names empowers people.

### Community Resource Wall

When arranging the room, designate a space on the wall to acknowledge the experience each participant brings to the group. You might put a flip chart sheet on the wall and write, "What Resources I Bring to the Workshop" – i.e., experience, skills, and talents. Participants can post information directly or use large-sized stick-on notes. This helps build community through networking and involves all participants.



### Extras (Toys, Candy, etc.)

Where possible, you might want to have objects or toys on the table for participants to play with. Some participants have nervous energy and appreciate a rubber ball or a squishy object to handle during the training. Be sure not to provide items that make noise or that are large or distracting. Candy can be a way to reward people for sitting through a long day of training or revive a group during the mid-afternoon when energy may be low.

### Activities and Questions

Prior to the training, it is important to check the activities and discussion questions and adapt them to your setting. The questions in this curriculum provide general guidance, but adapt them to your own style and use what works best for your participants. Be creative and alter things to fit your group.

If you are going to use an overhead projector or a computer for the PowerPoint presentation, make sure that you have the equipment you need: the computer, projector, slides, and PowerPoint presentation. Test your equipment before hand.

### Suitcase (also called the parking lot)

A good technique for handling awkward or difficult questions that sometimes arise during trainings is to utilize the “suitcase,” also called the “parking lot.” Before the training begins, draw a huge empty suitcase (a large rectangle with a handle) on flip chart paper and label it “suitcase.”



During the ground rules activity, explain that the “suitcase” exists for questions that you do not have time to answer right then or that get a discussion off track. When such a question arises, ask the participant if it is okay to put his or her concern in the suitcase, to be “unpacked” later.

**Note:** Often, issues that are highly contentious or cause debate can be put into the suitcase to be addressed later. Such issues may be defused during the training and can be discussed without contention by the end of the day.

Plan a little time at the end of each day to unpack the suitcase and make sure the questions have been addressed.

### Timing

Be sure to keep to the training schedule. Some participants may want to talk a lot, so be sure to keep the discussion moving in the right direction. While remaining as flexible as possible, recognize that everyone’s time is valuable and that keeping participants after the allotted time is not thoughtful.



Remember, it is okay if every participant does not comment on each issue. Include as many participants as possible, but keep the discussion and the agenda flowing.

During small group work, be sure to inform participants how much time they have. Always give a five- or two-minute warning for the groups to finish up their conversations.

If you finish a session early, fill the time with an icebreaker or give participants a short break.

Be sure to follow local norms regarding breaks and meals and give participants the breaks that are scheduled. Such breaks offer participants opportunities for informal networking as well as a “breather” in the training.

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*The thirty four PowerPoint Slides which are to be used in different training sessions are included as handouts at the end of Section IV. You may choose to show them as transparencies or write them on a flip chart. In addition, you can download the slides for imaging or on-screen presentations (Microsoft PowerPoint or PowerPoint Viewer required) from [www.youthpeer.org](http://www.youthpeer.org), Knowledge Center section.*

### **Training Agenda**

Not all organizations will have two days to devote to the topic of youth-adult partnerships. Based on the group’s needs, a half-day, full-day, or two-and-a-half days agenda may work for some organizations. For agenda options, see *Facilitator Resource 2. Sample Training Agendas*.

### **Alternate Listening and Consensus Building Activity to Consider**

This activity is an optional activity for the end of Day 1. Ask the participants if they would be interested in the activity and mention that it takes about an hour. Explain the activity (see *Facilitator Resource 3. Fishbowl Exercise on Youth-Adult Partnerships*). If the participants are staying overnight at one location for the entire training, you could do the activity during non-training time, such as in the evening.

### **Adults as Allies**

Note that much of the curriculum focuses on youth. Participants may feel that more attention is needed on adults as allies. The fishbowl exercise can help identify such needs within the group. In addition, facilitators may want to explore other useful resources related to adults as allies that are readily available through resources such as the Freechild Project Web site at [www.freechild.org](http://www.freechild.org).



# Training Agenda



## Day 1

- 8:00 am**      **Registration/Room Arrangement** (30 MIN)
- 8:30 am**      **Opening Ceremony** (*if needed*) (30 MIN)
- 9:00 am**      **Session I: Introductions** (1 HOUR 30 MIN)  
A. **Welcome Skit** (3 MIN)  
B. **Welcome and Silent Interview** (17 MIN)  
C. **Self-Assessment** (5 MIN)  
D. **Community Resource Wall** (10 MIN)  
E. **Participant Introductions** (30 MIN)  
F. **Goals, Objectives, and Training Agenda** (15 MIN)  
G. **Ground Rules for the Training** (10 MIN)
- 10:30 am**      **Break** (15 MIN)
- 10:45 am**      **Session II: Definitions, Values, Power, and Oppression**  
(1 HOUR 45 MIN)  
A. **Definitions** (10 MIN)  
B. **Values Clarification** (50 MIN)  
C. **Perceptions of Influence** (25 MIN)  
D. **Subtle Discrimination** (20 MIN)
- 12:30 pm**      **Lunch Break** (1 HOUR 15 MIN)
- 1:45 pm**      **Session III: Applications** (3 HOURS)  
A. **Introduction of Spectrum of Attitudes Theory** (15 MIN)  
B. **Role-Play Based on Spectrum of Attitudes** (1 HOUR)
- 3:00 pm**      **Break** (15 MIN)
- 3:15 pm**      **Session III: Applications** (*continued*)  
C. **Brainstorm Benefits, Barriers and Challenges, and Strategies**  
(1 HOUR 30 MIN)  
D. **Closing Skit for Day 1** (5 MIN)  
E. **Evaluation of Day 1** (10 MIN)
- 5:00 pm**      **Close Day 1**



## Day 2

- 8:30 am**      **Registration/Room Arrangement** (30 MIN)
- 9:00 am**      **Session IV: Introduction and Best Practices** (2 HOURS)  
A. **Opening Skit for Day 2** (5 MIN)  
B. **Reflections from Day 1** (10 MIN)  
C. **Research and Best Practices** (45 MIN)
- 10:00 am**      **Break** (15 MIN)
- 10:15 am**      **Session IV: Introduction and Best Practices** (*continued*)  
D. **Case Studies** (1 HOUR)
- 11:15 am**      **Session V: Model Programs** (30 MIN)  
A. **Model Programs** (30 MIN)
- 11:45 am**      **Break** (15 MIN)
- 12:00 pm**      **Session VI: Action Planning** (2 HOURS)  
A. **Team Action Planning** (1 HOUR)
- 1:00 pm**      **Lunch Break** (1 HOUR 15 MIN)
- 2:15 pm**      **Session VI: Action Planning** (*continued*)  
B. **Sharing of Team Action Planning** (45 MIN)  
C. **Individual Action Planning** (15 MIN)
- 3:15 pm**      **Break** (15 MIN)
- 3:30 pm**      **Session VII: Closing of Day 2** (1 HOUR)  
A. **Closing Skit for Day 2** (5 MIN)  
B. **Personal Goals and Training Evaluation** (10 MIN)  
C. **Affirmation Circle** (45 MIN)
- 4:30 pm**      **Close Training**

# Training – Day 1

## PRE-SESSIONS

### Registration/Room Arrangement

Arrive early at the training space to arrange the room (the best way to arrange the room would be round tables or chairs in a circle without tables). Make sure that the electronic equipment is working. You may want participants to arrive early to register and obtain handouts.



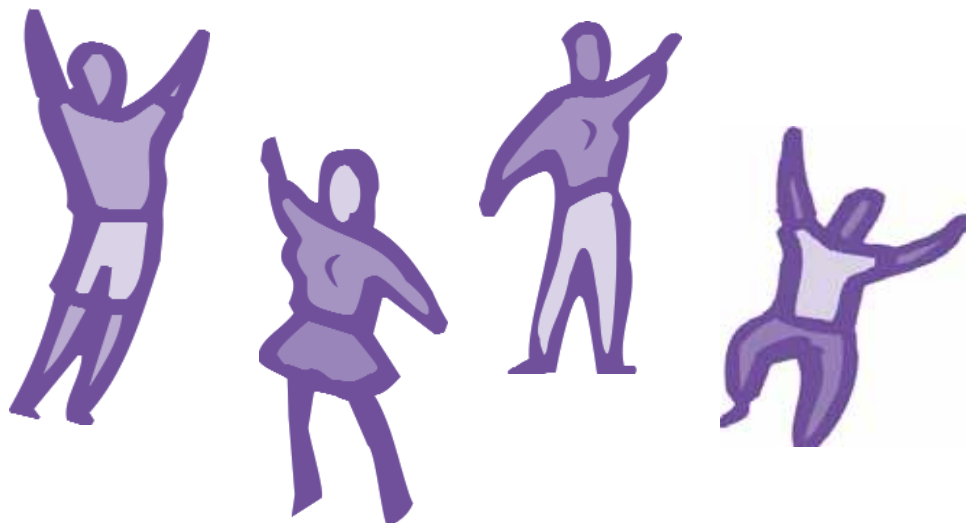
30 MIN

### Opening Ceremony (if needed)

In some settings, you may want to invite a dignitary to launch the training. Be sure and provide the speaker with advance information about the goals and objectives of the training.



30 MIN





1 HOUR 30 MIN

## SESSION I: INTRODUCTIONS

### A. Welcome Skit



3 MIN

**Objective:** To begin the process of exploring youth-adult partnerships, focusing on misunderstanding and misperceptions

#### Materials:

- ✓ Stage-like area with a chair for the adult professional
- ✓ *Facilitator Resource 4. Skit Scripts, Skit 1, Opening of Day 1*

#### Instructions:

Begin the training by introducing yourself and explaining that you will be performing a short skit to illustrate some of the points of the training. Do not offer too much explanation. However, explain that participants will be performing skits throughout the training to illustrate additional points. Proceed with Skit 1.

**Note:** This is the first of four skits that illustrate the transformation that participants will experience by attending this training. The first skit shows youth and adults not working together. At the close of Day 1, opening of Day 2, and close of Day 2, additional skits gradually show how youth and adults can work in partnership.



## B. Welcome and Silent Interview



17 MIN

**Objective:** To introduce facilitators and participants as well as to begin looking at assumptions related to youth-adult partnerships

### Materials:

✓ *Participant Handout 1. Silent Interview*

### Instructions:

Following the skit, welcome participants. Explain that you are the facilitators and that the training focuses on effective partnerships in reproductive health programming between adult professionals and youth leaders.

Explain that you want to conduct an introductory activity about making assumptions.

Have each participant pair off with the person to their immediate left. Try to get youth to partner with adults. Ask participants to take out the Silent Interview Handout (see *Participant Handout 1*) from their packets. Ask them to fill out the form as they assess their partner based on the questions on the handout. Tell them that you will not be collecting these sheets and that they should write down their first thoughts.

Get them started by saying, “How old do you think your partner is? Write that down.” Be sure to make this activity fun, maybe by telling a few jokes related to the subject. Be sure that both you and your co-facilitator lead the activity together.

**Note:** If a participant knows his or her partner well, ask them both to find someone they do not know well and assess that person. The key to the activity is that the partners do not know each other well. Also, note that using “age” is very effective for the training, but other personal attributes are entirely up to the facilitators.

After **three to four minutes**, ask if everyone is nearly finished. Give participants 30 seconds more to finish up. Then, ask a pair of participants to tell you what they assumed about their partner. They may be hesitant but push them some to answer. Once both have shared their assumptions, ask them to give the truth.

The second facilitator will repeat the process. For each variable, repeat this process, alternating between youth and adult participants as each variable is discussed.

Once you have completed the list, ask participants **any four or five** of the following questions:

1. How many of you made all correct assumptions?
2. This activity was about assumptions. Do you think it is true that we make about 20 to 25 assumptions about people when we first meet them? [They should answer yes.]
3. Why do we make assumptions? [Answers should include, but are not limited to: need or fear of connecting with people, issues of safety, human nature, etc.]
4. Since we are talking about youth-adult partnerships, what type of assumptions do youth typically make about adults? [Potential answers may include, but are not limited to: adults are boring, want to control situations, do not want to listen, too serious, etc.]
5. How about the opposite – what type of assumptions do adults typically make about youth? [Potential answers may include, but are not limited to: youth are irresponsible, unruly, disrespectful, think they are immortal, etc.]





6. Are these assumptions true? [Answers should include: sometimes yes, sometimes no.] You might add: “I know some youth who are irresponsible, but I also know some adults who are irresponsible. And I know some adults who are controlling, but I also know some youth who are controlling.”
7. Why do you think we did this activity? [Answers should include, but are not limited to: to explore how important assumptions may be in building or undermining partnerships.] If these particular answers do not come up, facilitators should suggest them.



Be sure to honor everyone’s comments – that is, that all are correct and none are wrong. Stress that the important thing to remember about assumptions is that we need to be aware when we are making them and that we need to be careful not to make assumptions that could be detrimental to working together. We need to ensure that our assumptions do not undermine achieving true partnership in our work.



## C. Self-Assessment (Personal Goals for the Training)



5 MIN

**Objective:** To assist participants in exploring personal goals from the training

### Materials:

- ✓ Paper, pens, and envelopes for each participant

### Instructions:

Explain to the group that “too often, we do not stop and reflect about our own feelings and attitudes toward our work. Thus, we are now going to do just that.”

Distribute pieces of paper and envelopes, and ask participants to write down:

- Two things they hope to get out of the training
- Two things they plan to do to work better with an adult or a youth

After they have finished writing, have them put the paper in the envelope, seal it, write their name on the front, and give the envelope to you.

Explain that this is an activity for the participants’ personal growth. You will not read their assessments but will return their envelopes at the end of the training.

**Note:** The purpose is for **them** to reflect at the beginning and at the end of the training, hopefully recognizing attitudinal and skills-based changes resulting from the training.

## D. Community Resource Wall



10 MIN

**Objective:** To acknowledge experience and skills each participant brings to the group

### Materials:

- ✓ Flip chart paper entitled:  
*"What Resources I Bring to the Workshop"*
- ✓ Large-sized stick-on notes and pens for each participant

### Instructions:

Distribute the large-sized stick-on notes. Ask the participants to write on the notes their names and what skills or talents they bring to the workshop. Ask them to stick their notes to the flip chart paper on the wall. Give everyone an opportunity to read the wall chart.

## E. Participant Introductions



30 MIN

**Objective:** To introduce each participant, enhance networking opportunities, and build a stronger training environment

### Materials:

- ✓ Flip chart and markers

### Instructions:

Ask each participant to introduce herself or himself, by stating:

1. Name
2. Organization represented (if any)
3. A hobby or skill (e.g., singing, drawing, poetry)
4. At least one expectation for the training

Start the process by briefly introducing yourself, to illustrate the process. Write each person's expectations on flip chart paper. In the next activity, you will compare participants' expectations with the goals and objectives of the training. Do not write down repetitions of expectations; put a check next to the repeated expectation to acknowledge everyone's input.

## F. Goals, Objectives, and Training Agenda



15 MIN

**Objective:** To explain the goals, objectives, and agenda of the training, as well as to match participants' expectations with the training agenda

### Materials:

- ✓ Overheads/PowerPoint section on goals and objectives
- ✓ *Participant Handout 2. Goals and Objectives*
- ✓ *Participant Handout 3. Participant Agenda*

### Instructions:

Begin by reviewing each of the goals and objectives of the training. Be creative in how you do this. For example, ask several participants to volunteer to read aloud the different goals. Be sure to ask periodically if anyone needs clarification. Review the list of expectations that participants came up with in the previous activity and tie people's expectations to aspects of the training, whenever possible. Be sure you respond to expectations that may not be met by the training.

**Note:** If people have expectations that will not be met, such as learning about effective voluntary counseling and testing (VCT) programs or peer education strategies, explain that the time frame of the training does not allow for these topics. However, if participants are interested in that topic, perhaps someone (based on Activity D, Community Resource Wall) will volunteer to lead a discussion over a lunch break or other non-training time. This training is about youth-adult partnerships in reproductive health programs and policies, but it is also about networking. Thus, if participants want to share ideas, seek ways for them to do so without compromising the agenda.

Next, review with participants the materials you have provided in the packets (see the list of *Participant Handouts* for packet materials).

Finally, review the agenda, noting breaks. Be sure that participants are comfortable with the agenda.

**Note:** You may need to adjust times to allow for individuals' personal needs or local custom. The schedule is tight, but you may be able to start earlier or end later, if all participants agree.

## G. Ground Rules for the Training



10 MIN

**Objective:** To have a safe and functional training environment

### Materials:

- ✓ Flip chart and markers

### Instructions:

Ask participants to brainstorm a list of “ground rules” to be followed by each participant during the training. Ground rules may include:

- Respecting each other
- Speaking one at a time
- Agreeing to actively participate
- Using “I” statements
- Turning off cell phones
- Wearing name tags
- Starting on time; returning from breaks on time; sticking to the time schedule and agenda
- Having fun
- Maintaining confidentiality



Once you have finished brainstorming the ground rules, ask participants if they all agree to these rules. If some do not agree, facilitate a discussion about why a particular rule is important. Once all have agreed, post the list prominently for the entire training. During the training, you may need to refer to the rules to ensure that everyone is following them. If necessary, remind participants that they all agreed to these rules.

At this point, introduce the “suitcase” (see *Training Preparation, Logistics*). Explain that the suitcase will be used if a question arises that should be answered at some other time or place.



## Break

During the break:

- Prepare for *Session II: Activity B. Values Clarification* by posting signs that say, “Agree,” “Not Sure,” and “Disagree.”
- Place the signs in such a way that people have room to stand near each one.
- If not done before the training started, prepare the ten rectangle labels for *Session II: Activity D. Subtle Discrimination*.

## SESSION II: DEFINITIONS, VALUES, POWER, AND OPPRESSION



1 HOUR 45 MIN

### A. Definitions



10 MIN

**Objective:** To clarify what is meant by youth-adult partnership and to develop a working definition for the purpose of the training

#### Materials:

- ✓ Overheads/PowerPoint section on definitions
- ✓ Flip chart and markers
- ✓ *Background Handout 1. Definitions of Youth and Youth Participation*
- ✓ *Background Handout 2. From Youth Participation to Youth-Adult Partnerships*



#### Instructions:

Begin by explaining that during this training, youth will be defined as people ages 10 to 24. Explain that there are many definitions of youth (some even up to age 35), but that for the purposes of reproductive health programs, we are talking about people under age 25.

Now, ask each participant to think of their definition of partnership between youth and adults. Then, have two or three volunteers share their definitions with the group and write the definitions on the flip chart. Ask participants to add components until everyone's definition is included.

For this session, use the overheads or PowerPoint presentation. After hearing from the participants, read the following definition aloud from the PowerPoint slides or overhead projector:

“Youth-adult partnership is one that:

1. *Integrates youth’s realistic perspectives and skills with professional adults’ experience and wisdom;*
2. *Offers each party the opportunity to make suggestions and decisions;*
3. *Recognizes and values the contributions of each; and*
4. *Allows youth and adults to work in full partnership envisioning, developing, implementing, and evaluating programs.*

Youth-adult partnerships are **not** simply a checklist that either youth or adults follow.”

Continue reading and share with the participants the slide on what does not constitute youth-adult partnership. Explain that many well-intentioned adults actually patronize youth.

At the end of this activity, distribute:

- *Background Handout 1. Definitions of Youth and Youth Participation*
- *Background Handout 2. From Youth Participation to Youth-Adult Partnerships.*

**Note:** Participants often have ideas similar to the definition given above. If participants are confused about partnerships between youth and adults, explain that defining such partnerships may become easier as the training proceeds. Add definitions to the suitcase and move on.



## B. Values Clarification



50 MIN

**Objective:** To articulate, explain, and respect individual values and their influence on the development of effective youth-adult partnerships

### Materials:

- ✓ “Agree,” “Not Sure,” and “Disagree” signs posted on walls
- ✓ *Facilitator Resource 5. Values Clarification Statements* for facilitator to read aloud

**Note:** This activity engages people and can expand far beyond the time allotted. To stay within the time, the facilitator will have to make choices about how much discussion to allow.

### Instructions:

Before the session begins, you should have posted the signs in three parts of the room, forming a continuum:

Agree ----- Not Sure ----- Disagree

Explain that the next activity examines individual values regarding youth-adult partnerships. Ask participants to be as honest as possible with themselves and the group.

Explain that you will read a value statement. Each participant should think about it and then move to the sign representing his or her opinion. Those who agree with the statement should stand near the “agree” sign. Those who disagree should stand near the “disagree” sign and those who are in the middle or unsure should stand near the “not sure” sign. It is also okay for them to stand between two signs if that more accurately expresses their opinion.



**Note:** Make sure that the statements on the list are relevant to the group. For this session, it is extremely important that the facilitators remain neutral to expressed values, regardless of what the facilitators' personal values may be.

You might want to nod your head after each person's response, affirming that value or that person's willingness to express the value. If a few participants are standing in a very small group or one is standing alone, it is important that the facilitator physically moves closer to that person or small group to appear supportive.

In addition, it is important to remind participants of the ground rules – that all opinions and values will be respected. **Do not permit debate between opposing groups.** Remind people that this activity is about values, not about truth. Values are individual, and no value is wrong during this training.

Read the first statement and ask participants to stand near the sign that represents their opinion. Repeat the statement, if necessary. Once all participants have moved, ask a few of them in each category to explain why they are standing under a particular sign. After a few responses from each group, read the next value statement and repeat the process. Do not spend too much time with any one group — make sure that all groups have equal time to share views.

As you read the statements do not answer questions or offer clarification; rather, let each participant clarify the values for herself or himself. Explain that if participants' values change

according to others' arguments or explanations, they can move to another part of the room but that you do not want to influence where they stand.

Keep reading down the list at a comfortable pace, and do not let participants get too caught up on one or more statements. Ask people who have not yet spoken to share their values. Some participants may seem to dominate this session, and you want to encourage quiet people to participate vocally. If the allotted time elapses, omit some of the statements.



You have only about *30 minutes* to hear participants' values about the statements.

When you have completed the list (or time has elapsed), have participants sit down and ask *four or five* of the following questions for group discussion (this part should take about *20 minutes*). Be sure to probe for clarity and concrete examples of what they are saying:

1. What did you notice happening during this activity?
2. Were you surprised by any part of this activity?
3. How did it feel to do this activity?
4. If you were ever alone under a sign (or there were only a few of you), how did that feel? Was anyone scared? Did you feel angry or frustrated?
5. What influenced your decisions?
6. Why did we do this activity?
7. Why are values important in our work?
8. How do you think this activity will help you in forming effective youth-adult partnerships?



Reiterate that this activity assists participants in understanding their own and others' values related to youth-adult partnerships in reproductive health programs. It is important that we are each aware of where we stand on these issues and that we recognize where we may need to adjust our opinions to work effectively in partnership. This activity is meant not to divide the group but to allow participants to recognize their differences and move forward.

## C. Perceptions of Influence



25 MIN

**Objective:** To examine perceptions of influence within the group and how this influence might affect the formation of successful youth-adult partnerships

### Materials:

✓ None

### Instructions:

Explain to participants that the next activity will be conducted silently. Participants *may not talk* or compare notes. Ask participants to stand up and arrange themselves in a line – from the person who feels that she or he is the most influential in the room to the person who feels the least influential.

If necessary, remind them *not to talk*.

It should take them about *five minutes* to line up. Once they are done, have them number off “1,” “2,” etc., so that number one is the person who feels the most influential.

When participants have numbered themselves, ask them to sit down. Lead a discussion using *four or five* of the following questions:

1. What did you observe during this activity?
2. What did you notice when everyone first stood up?
3. Where were the youth? The adults?
4. How did it feel to do this activity? How did it feel to be at one end of the line or the other? Did anyone feel upset? happy? confident? confused? sad? frustrated?



5. What factors give people the perception of influence?
6. What do you think made different people stand in different places?
7. If we did this activity in your organization, how would it be different? Where do you think the adults would be standing? The youth?
8. Why do you think we did this activity?
9. What might you learn from this activity?
10. Could you apply what you learned in this activity to your work?

Close by saying, *“Understanding the true balance of power or influence in partnerships is critical to the work we are trying to do with youth and adults. Power imbalance is often a major challenge.”*

## D. Subtle Discrimination



20 MIN

**Objective:** To develop insights into discrimination; to become aware of participants’ own feelings regarding discounting, oppression, and discrimination; and to become more sensitive to the needs of youth

### Materials:

- ✓ 10 adhesive labels

### Instructions:

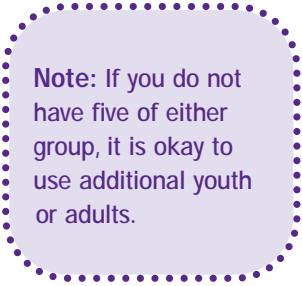
Prior to the activity, write one of the following phrases on each label. The labels should be readable from a distance of half a meter.

**Note:** This activity involves placing stickers on each person’s forehead. If this is culturally inappropriate, place the stickers on the shirt where the individual cannot see it. Change as needed some of the actions on the labels to more culturally appropriate ways of showing approval or disapproval as needed.

Positive: “smile at me,” “shake my hand,” “pat me on the shoulder,” “wave hello to me,” “give me a thumbs up”

Negative: “look away from me,” “turn your back on me,” “give me a thumbs down,” “shake your head at me in disgust,” “give me an ugly look”

Begin the activity by asking for 10 volunteers, five youth and five adults.

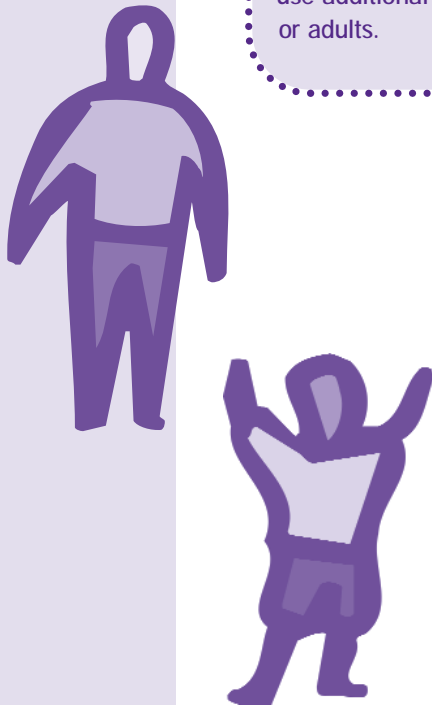


**Note:** If you do not have five of either group, it is okay to use additional youth or adults.

Have the 10 volunteers come to the front of the room and ask the rest of the participants to observe. Explain that you will put a label on each volunteer’s forehead (or shirt) so volunteers will not know what their label says. Emphasize that it is important that volunteers remain still and silent until all the volunteers have been given a label. **They must not talk** during the activity.

Ask the volunteers to stand in two lines facing the observers – one line for youth and one for adults. Place a label – positive labels on the youth and the negative labels on the adults – on each volunteer’s forehead (or shirt), as quickly as possible. Ask the 10 volunteers to proceed to a nearby common area where they can mingle with each other comfortably.

Instruct the volunteers to mingle silently and to follow the instructions on the label of each person they encounter. Let them mingle for three or four minutes. When the time has elapsed, ask the volunteers to return to their seats and to remove their labels. Ask them if they guessed what their labels said.



Following the activity, ask the entire group *four or five* of the following questions:

1. How long do you think the activity lasted?  
(Participants will typically think that it was longer than five minutes.)
2. Among the volunteers, what label did you have? What was your experience wearing it?  
(Ask each volunteer to share.)
3. How did the treatment make you feel?  
(Be sure to ask both those with positive and negative labels.)
4. How did you respond to those feelings?
5. How did you treat other people in the group?
6. How did that make you feel?
7. Among the observers, what did you notice happening?
8. What does this activity tell you about societal discrimination?
9. How does this activity relate to youth-adult partnership formation?
10. Would this activity be useful at your own organization?
11. How might you do this activity differently?  
(Be sure to affirm all responses.)



If not already discussed, note that people with negative labels slowly stopped mingling and distanced themselves from the larger group. Say that this behavior mirrors what happens among people who are discriminated against in a larger society.

In closing, you might say, "Adult behavior often causes youth to feel left out or snubbed. It is important to remember how that feels and to include both youth and adults when working together."

## Lunch Break

Youth Participation Guide

Curriculum

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## SESSION III: APPLICATIONS



3 HOURS

### A. Introduction of Spectrum of Attitudes Theory



15 MIN

**Objective:** To introduce a theoretical framework for moving towards effective youth-adult partnerships

#### Materials:

- ✓ Overheads/PowerPoint slides or flip chart of “Youth as Objects,” “Youth as Recipients,” and “Youth as Partners”
- ✓ *Background Handout 6. Challenges to Building Effective Youth-Adult Partnerships*

#### Instructions:

Begin by distributing the handout and referring to the morning sessions. For this session, use the overheads, PowerPoint slides, or flip chart. Say that the training will now start applying some of the lessons learned in the morning session.

Begin this session by discussing the fact that research in the field of youth development recognizes that skills are quite important in youth-adult partnerships. However, *attitude is even more important*. William Loftquist has developed a spectrum of attitudes theory that shows whether youth-adult partnerships will be successful. If adults hold attitudes that undermine partnership, true partnership will not materialize. Attitudes that support partnership provide the potential for true partnership development.



## Spectrum of Attitudes

The first attitude is **Youth as Objects** [read the slide]

Many adults working in the field of youth reproductive health have this attitude. The adult believes he or she knows what is best and controls all situations in which youth are involved. This attitude is often based on the belief that youth are in need of protection from the outside world. Thus, in working together, the adult tells the youth exactly how the program will run, including all operational details. The adult evaluates the program without input from youth.



Illustrate the attitude with the following example:

*“Let’s say that I am working for an NGO on a voluntary counseling and testing (VCT) project. I have recruited a young artist named David to help me design a poster promoting the benefits of testing for HIV, to be placed in secondary schools in the school district. If I hold the attitude of “youth as objects,” I will tell David exactly how the poster should look, the messages it will deliver, where the poster will be placed, etc. I will control every aspect of the project. It would be understandable if David will not work with me anymore, because I waste his time and talent.”*

The second attitude is **Youth as Recipients** [read the slide]

Some adults in the field of youth reproductive health have this attitude, which patronizes youth. Adults with this attitude think that involving youth will be “good experience” for them, as they transition into adulthood and that youth participation is somewhat useful but not important for the program. Thus, youth are allowed to conduct only trivial activities (“It won’t matter if they mess up.”) or activities that adults do not want to do. In fact, this attitude often results in adults treating youth as tokens. An example is remembering at the last moment to include youth on a panel or in a discussion.

Ask the youth participants if they can relate to this attitude. Ask them if they ever have felt belittled or demeaned by adults simply because they are “young.”

Refer back to the poster example.

*“Let’s say that I hold this attitude. With David, I might plan and develop the poster’s message and layout, and then allow David to choose a color for the text. Or I might have David put the posters up in schools, because I don’t want to.”*

The third attitude is what we are working to achieve,  
**Youth as Partners** [read the slide]



Adults holding this attitude recognize the inherent worth of both adults and youth to the success of the project. People with this attitude treat both adults and youth with respect. As a result, everyone gains from the partnership.

Returning to the poster example, ask the participants what they would do to work in partnership on this poster project.

[**Answers:** Ask David to design the poster. Ask David to collaborate with some of his friends to develop messages for the poster or ideas for its design. Convene a meeting of many youth, including David, and get their input. Ask David to lead the project and to organize a committee with both youth and adult responsibilities, based on abilities, talents, background, and interest.]

Close by saying,

*“Remember, partnership is about moving away from seeing youth as objects or recipients. It is about combining the skills of youth and adults in order to develop more effective programs.”*

## B. Role-Play Based on Spectrum of Attitudes



1 HOUR

**Objective:** To explore theoretical attitudes toward building skills around partnerships

### Materials:

- ✓ Index card

### Instructions:

Prior to the activity, write either adult or youth on one side of eight index cards. On the opposite side of each card, write one of the following statements, on the adult and the youth cards, respectively:

#### Adult

*You want to control everything.*

*You are a caring, committed leader who wants this project to be a success.*

*You patronize youth.*

*You ignore the youth.*



#### Youth

*You want to control everything.*

*You are a caring, committed leader who wants this project to be a success.*

*You are negative about everything that is suggested.*

*You are bored and do not want to work on the project.*

The labels should be readable from a distance of half a meter. Make three to four sets of these cards, depending on the size of your total group.

Begin the activity by referring to the Spectrum of Attitudes theory. Ask how many adults and youth have attitudes that inhibit their efforts to work together. Explain that the group will experiment with role-playing different attitudes by dividing into two to four groups of eight people each (depending on the full group size).

**Note:** Be sure the groups are approximately equal in terms of age, sex, etc.

Form the groups by having everyone count off. Distribute a card randomly to each individual. Have them read the role they will play and then tape the card to their chest so that the youth/adult side is showing.

Explain that the group has been tasked with planning a benefit concert for World AIDS Day featuring three of the hottest music groups in the country. Tell them they will have 15 minutes to develop their plan while playing their roles, and they must all eventually agree about the plan. Let them know that they should also prepare to give a short presentation of their plan to the entire group.

Have them begin their role-play, noting that they should make it fun.

After 15 minutes, stop the role-play and ask them to share their roles with their small group.

Have them share their plan with the entire group. Ask if all members of the group are in agreement about the plan.

**Note:** No group should really have a complete plan, given the roles being played.



Keep participants seated in their groups and ask a few participants from each group to describe the process that they went through. While addressing each group, ask *four or five* of the following questions:

1. Who was the hardest person to work with?
2. What did people do to reach out to this person?
3. Did the adults or youth dominate?
4. How did it feel to play your role?
5. Some people had the same role. Did you find them acting differently if they were a youth or adult?
6. What were the most effective strategies for working together toward the plan?



### C. Brainstorm Benefits, Barriers and Challenges, and Strategies



1 HOUR 30 MIN

**Objective:** To discuss the benefits, barriers and challenges, and strategies of effective youth-adult partnerships

#### Materials:

- ✓ Overheads/PowerPoint presentation section on "Benefits, Barriers and Challenges, and Strategies"
- ✓ Flip chart and markers
- ✓ *Background Handout 3. Building Effective Youth-Adult Partnerships – Research Evidence and Programs*



**Note:** Some participants may resist this separation. If so, explain that separating into age groups helps some people to share. Also explain that they will report later to the entire group what each group discussed.

### Instructions:

Have participants separate into youth-only and adult-only groups of no more than eight members. Depending on the number of youth and adults, two to four groups may form.

Have the groups discuss the following questions, giving the group 15 to 20 minutes per question. Reading aloud from the overheads/slides, ask participants to document their discussion on flip chart paper.

1. What are the *benefits* of using a youth-adult partnership approach to our work?
2. What are the *barriers and challenges* to such an approach?
3. Looking at the barriers and challenges, what *strategies* are needed for effective youth-adult partnerships?

Let each group report on what they discussed. Depending on the number of groups, each group should talk about *five to 10 minutes*.

After all groups have presented:

- Ask participants to compare the reports of the youth and the adults. Allow *10 minutes* for this.
- Ask the participants to remember these ideas and the differences, if any, as we focus on strategies for more effective partnerships on Day 2.
- Post the groups' lists on the wall for discussions on Day 2.
- Remind each participant about the handout given out earlier, *Background Handout 3. Building Effective Youth-Adult Partnerships – Research Evidence and Programs*.

**Note:** Facilitators should assist with the discussions, with the youth facilitator working with the youth and the adult facilitator working with the adults. Facilitators should participate but not dominate the discussions.

## D. Closing Skit for Day 1



**Objective:** To focus on changing adult attitudes

5 MIN

### Materials:

- ✓ Stage-like area with two chairs for the adult professionals
- ✓ *Facilitator Resource 4. Skit Scripts, Skit 2, Closing of Day 1*

### Instructions:

Begin the skit with very little explanation, similar to the morning skit.

## E: Evaluation of Day 1



**Objective:** To assess participant satisfaction with Day 1 of the training and make adjustments for Day 2

10 MIN

### Materials:

- ✓ *Participant Handout 4. Evaluation of Day 1*



### Instructions:

Check the suitcase to see if any items are appropriate for discussion at this point, as time allows. Ask the participants who raised the issue(s) if they are satisfied. If there is not enough time, try to work the subject(s) into the Day 2 agenda.

**Note:** Typically, people are satisfied with the issues by the end of the day.

Mention the fishbowl activity and ask the participants if they are willing to do the activity after a short break (see *Facilitator Resource 3. Fishbowl Exercise on Youth-Adult Partnerships*).



Explain that Day 2 will further develop skills and formalize both organizational and individual action plans for integrating youth-adult partnership strategies into daily work.



Next, thank everyone for being there, close the session for Day 1, and have them complete the Day 1 evaluation.

Read all the evaluations *after participants leave* and make any suggested adjustments that will improve the agenda for Day 2. Summarize evaluations on a flip chart (to be presented on the morning of Day 2), explaining what was said and how you are using these ideas for the agenda on Day 2.



# Training – Day 2

## PRE-SESSIONS

### Registration/Room Arrangement

Arrive early at the training space to arrange the room and prepare any materials. Ask participants to arrive early to register for Day 2 and obtain handouts.



30 MIN

## SESSION IV: INTRODUCTION AND BEST PRACTICES



2 HOURS

### A. Opening Skit for Day 2

**Objective:** To focus on changing adult attitudes in youth-adult partnerships



5 MIN

#### Materials:

- ✓ Stage-like area with two chairs for the adult professionals
- ✓ *Facilitator Resource 4. Skit Scripts, Skit 3, Opening of Day 2*

#### Instructions:

Begin the skit with very little explanation.

## B. Reflections from Day 1



10 MIN

**Objective:** To reflect on Day 1 activities and apply them for more effective learning in Day 2

### Materials:

- ✓ Flip chart of evaluation results from Day 1

### Instructions:

Welcome everyone back to Day 2 and ask about their evening activities. Explain that you want to review the evaluation from Day 1 before beginning the Day 2 activities. Then display the flip chart of Day 1 evaluations.

Identify what participants enjoyed most about Day 1, then follow with their suggestions for improvement and additional comments. You may wish to adapt the agenda of Day 2 to be more accommodating. If several participants have recommended the same improvement, you will want to adjust accordingly. Be prepared to be flexible.



After you have explained the evaluation results, review the Day 2 agenda.

## C. Research and Best Practices



45 MIN

**Objective:** To explore research on the impact of youth-adult partnerships on programmatic outcomes and aspects of effective programs

### Materials:

- ✓ Overheads/PowerPoint presentation section on “Why is this important?” “YAP: Effective Elements,” “Tips for Working with Youth,” and “Tips for Working with Adults”
- ✓ *Background Handout 3. Building Effective Youth-Adult Partnerships*
- ✓ *Background Handout 7. Tips for Adults Working with Youth*
- ✓ *Background Handout 8. Tips for Youth Working with Adults*

### Instructions:

Begin by explaining that you are going to talk briefly about the programmatic impact of youth-adult partnerships. Say:

*“We believe in the concept, but do we really know that these partnerships will make our programs more effective?”*

Ask the participants what they think. Do we actually know if youth-adult partnerships make our programs more effective?

Most participants will agree that there is little proof beyond anecdotal evidence that programs are more effective. State that limited research exists to prove that programs utilizing youth-adult partnerships are more effective than youth-only or adult-only approaches. Researchers currently are reviewing the effectiveness of programming, and we hope to have some results soon.

Explain that, however, since we are working on building these partnerships, we should be able to respond to donors and other stakeholders who may ask why such partnerships are important.

Showing the overheads/slides, say:

*First, youth have a right to be a part of developing programs that relate to their well-being. You might use the example of the community-based approach, stating how we all know that when communities are involved, the programs are much more effective. In this regard, youth may be viewed as a “community.”*

*Second, anecdotal evidence suggests that youth programs that actively involve youth are much more relevant and sustainable than programs designed, implemented, and evaluated only by adults. Give an example or ask participants who already have youth-adult partnerships in their programs to give an example.*

State that other fields that have shown results in promoting healthier outcomes by building and strengthening “protective factors” in youth. This is often called “resiliency” research, and it focuses on factors that positively influence the development of young people, resulting in healthier outcomes.

Such factors include, but are not limited to:

- Social competence (e.g., being able to relate to others)
- Problem-solving skills
- Autonomy (e.g., being able to make one’s own decisions)
- A sense of purpose
- Positive expectations for the future

Explain that youth-adult partnerships not only increase the relevance of programs, they also assist youth in developing these protective factors. That is, youth-adult partnerships increase youth’s resilience.

**Note:** The overheads/slides will guide you through this session, and *Background Handout 3. Building Effective Youth-Adult Partnerships* will assist participants in gaining more knowledge.



Be sure to ask all participants if they understand the concept of resilience and provide further clarification, if needed.

Finally, share the overheads/slides and handouts about effective elements of successful programs. You might refer to the lists that participants developed on Day 1 on successful strategies for youth-adult partnership development, noting those components that participants have already identified.

Review the effective elements slides with participants. Then, distribute the two handouts (*Background Handouts 7. Tips for Adults Working with Youth* and *8. Tips for Youth Working with Adults*). If time permits, you may want to review them using the overhead/slides on tips for working with youth and tips for working with adults and discuss aspects in which participants are interested.

## D. Case Studies



1 HOUR

**Objective:** To begin applying effective strategies from the youth-adult partnership framework to common programmatic situations

### Materials:

- ✓ Case studies (see *Facilitator Resource 6. Case Studies*), a copy for five groups of four to six people

### Instructions:

Explain that this session will apply the effective youth-adult partnership strategies developed on Day 1 to situations often encountered in sexual and reproductive health programs for youth.

Have the participants count off to form five groups.



Distribute a case study to each group and ask them to brainstorm solutions to the situation. *Be very clear with the instructions:* you

want them to pretend they are in this situation and to think of solutions based on what they know from the case study. Let them know that they should focus on *strategies for better youth-adult partnerships in the situation*, not on ways to make interventions more effective. (For example, the group with case study #1 should not focus on effective voluntary counseling and testing promotion, but on ways youth and adults can work together.)

**Note:** Be sure that each group includes youth and adults and is equitable in terms of male and female representation. If necessary, switch some of the participants so that each group has an age and gender mix.

Give each group about *20 minutes*, with a *five-minute* warning before time elapses.

Ask one member of each group to read their case study and another member to share the strategies the group developed. Give each group about *five minutes* to make its presentation. When a group has finished, ask other participants to contribute ideas, based on their experience, to solve the situation.



After the last group has presented, say, “Hopefully these case studies were realistic enough for you all to think about the strategies discussed and ways that you can apply these strategies in your own organizations and programs.”

## SESSION V: MODEL PROGRAMS



30 MIN

### A. Model Programs



30 MIN

**Objective:** To explore examples of model youth-adult partnerships at international, regional, national, community, and organization levels

#### Materials:

- ✓ Overheads/PowerPoint presentation section on model programs

#### Instructions:

The overheads/slides point out the name of the program, its organization, location, unique factors, and aspects that contribute to successful youth-adult partnerships.

**Note:** Before this session, read each of the **model programs** in Background Handouts 10 through 19. To encourage participation, you could ask participants to make a short presentation to explain each of the model programs to the larger group, if there is time before the training for participants to prepare.

Begin by explaining that many programs exemplify excellence in youth-adult partnerships. Read each slide and explain each program.



## SESSION VI: ACTION PLANNING



2 HOURS

### A. Team Action Planning



1 HOUR

**Objective:** To create concrete plans (activities, time frame, resources, and identification of responsible persons) so each team can implement the skills developed and ideas formed at the training (see *Facilitator Resource 7. Sample Action Plan*)

#### Materials:

- ✓ Flip charts and markers
- ✓ Overhead/PowerPoint Slide section on action planning
- ✓ Outline of *Facilitator Resource 8. Action Plan Grid* transferred to flip charts (number of charts depends on how many organizations or teams participate in the training)

#### Instructions:

Begin this session by discussing the importance of applying our knowledge and skills to our efforts in our daily work. Have the teams from specific organizations agencies group themselves together to begin action planning. If some participants are sole representatives of an organization, pair them together.

Ask each group to develop recommendations for realistic strategies that the agency can implement to *promote stronger, more effective youth-adult partnerships.*

**Note:** It is important to have a list of participants and their respective organizations to help participants arrange themselves in appropriate groups. Remember that the objective of the session is for organizations to develop concrete action plans together.



Ask the groups to put specific strategies onto the flip chart according to the headings from the Action Plan Grid:

- Activities that might be conducted to promote youth-adult partnerships
- Recommended changes to institutional structures that might result in more effective youth-adult partnerships (such as changes to constitution, by-laws, operating hours, staff qualifications, etc.)
- Additional skills needed by staff or others to enhance youth-adult partnership
- Logistics and resources needed and available for such activities
- Timeline for such activities
- Individual or groups responsible for conducting specified activities

One person in each group should record the discussion, and another should report on the discussion and the recommendations to the entire group later.

Give each group *45 minutes to one hour* for this discussion. Leave the overhead/slide on action planning on the screen so that the participants can refer to it during their discussion.

During the action planning, ensure that participants stay focused on how to improve youth-adult partnerships within their organizations. Encourage participants to discuss their own attitudes or their own organization's policies or structure related to youth-adult partnerships.



Also, remind participants that the planning is about youth and adults working together to develop effective interventions, rather than youth-adult partnerships as an effective intervention itself. If the groups need clarity on this, give this example:

*During some trainings, participants drifted into planning for additional interventions such as parent-child communication or mentoring in the name of youth-adult partnerships. While these are effective interventions, they are not what this particular activity is meant to achieve. The purpose of this activity is to have participants look at their own attitudes and organization as they relate to youth-adult partnerships and come up with recommendations for enhancing the partnerships.*



## B. Sharing of Team Action Planning



45 MIN

**Objective:** To help solidify plans and foster exchange to generate new ideas

### Materials:

- ✓ Completed Action Plan Grids on flip charts from previous activity
- ✓ *Facilitator Resource 8. Action Plan Grid*, a copy for each participant

### Instructions:

Depending on the size of the entire group, give each team *five to 10 minutes* to report what they discussed and their recommendations, using the flip chart they completed.

Distribute the *Action Plan Grid*.

**Note:** Set aside 10 minutes at the end of the presentation for each team member to transfer the information from the flip chart onto an Action Plan Grid.

## C. Individual Action Planning



15 MIN

**Objective:** To create concrete plans for each participant to implement newly acquired individual skills and ideas

### Materials:

- ✓ Blank sheets of paper for all participants

### Instructions:

Following the team action planning, have participants sit separately and begin thinking about ways each has been personally motivated by the training. Ask each to list at least three activities they feel motivated to implement because of this training.

Examples might include asking the executive director to add at least two youth to the board of directors; asking a funding agency to require all grant applications to include youth participation in the application; talking to a younger sibling about getting involved in a program, etc. Have the participants work on their individual action plans for about *10 minutes*.



**Note:** If many participants are the sole representative of an organization or if there are only two participants from each organization, you may wish to omit this activity, as they may already have discussed their individual action plans in their team action planning.

Ask the participants to share their individual plans with someone sitting nearby. Spend about *two minutes* on sharing. Remind them that this training has been for them and that you hope they will carry through on their action plans.

## SESSION VII: CLOSING



1 HOUR

### A. Closing Skit Day 2



5 MIN

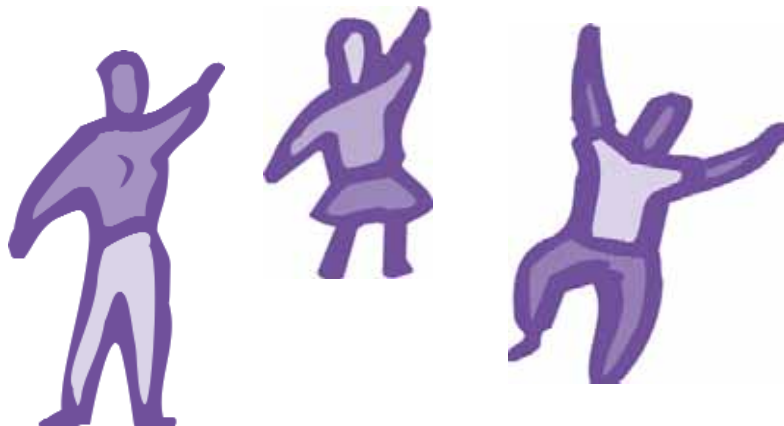
**Objective:** To further the exploration of successful youth-adult partnerships

#### Materials:

- ✓ Stage-like area with two chairs, one for an adult, and the other, some distance away, for a young person
- ✓ *Facilitator Resource 4., Skit Scripts, Skit 4, Closing of Day 2*

#### Instructions:

Begin the skit with very little explanation.



## B. Personal Goals Review and Training Evaluation



10 MIN

**Objectives:** To assist participants in recognizing personal goals attained during the training and to evaluate the effectiveness of the training

### Materials:

- ✓ *Participant Handout 5. Evaluation of Day 2* for each participant

### Instructions:

Distribute the personal goal envelopes each participant created at the beginning of Day 1. Ask them to read and reflect on what they wrote and their personal growth over the past two days. At the same time, ask participants to complete the final evaluations independently and return them to you.



## C: Affirmation Circle



**Objective:** To close the training and leave participants feeling affirmed as a group and individually

45 MIN

### Materials:

- ✓ A soft round object that can be tossed between participants

### Instructions:

Ask participants to stand in a circle in the center of the room (or in an open space large enough for all participants). Explain that you have the “ball of affirmation.”

Explain that everyone will receive the ball of affirmation. When each person receives it, he or she should:

1. Listen, while the person that threw it finishes talking
2. Mention one thing she or he appreciated about the training
3. Choose someone who has not received the ball and throw it to that person
4. Mention one thing he or she appreciates about the person who has just received the ball



Have participants repeat the process until everyone has received the ball and spoken. Make sure that everyone has received the ball. If someone accidentally receives the ball a second time, ask him or her to return it to the thrower and ask the thrower to choose someone else. When everyone has been affirmed, close the training by thanking everyone for attending and wish them well as they go back to their organizations and implement the plans and commitments they have made at the training.

# Curriculum Facilitator Resources

1. Pre-Training Questionnaire
2. Sample Training Agendas
3. Fishbowl Exercise on Youth-Adult Partnerships
4. Skit Scripts
5. Values Clarification Statements
6. Case Studies
7. Sample Action Plan
8. Action Plan Grid









## Pre-Training Questionnaire

Please use additional paper if needed.

1. Name (First, Middle, Last): \_\_\_\_\_ Sex:  Male  Female
2. Are you:  Youth  Adult? Age (optional): \_\_\_\_\_  
Place of origin: \_\_\_\_\_
3. Organization: \_\_\_\_\_ Title, if any: \_\_\_\_\_
4. Length of time you have worked or volunteered with the organization:  
\_\_\_\_ Years \_\_\_\_ Months
5. Your current role in the organization (please describe):  
\_\_\_\_\_
6. Highest level of education: \_\_\_\_\_  
Primary language you speak: \_\_\_\_\_
7. If you have been a trainer, how much experience have you had?  
\_\_\_\_ Years \_\_\_\_ Months \_\_\_\_ # of events you have facilitated?
8. Are you familiar with experiential training methods, which are based on the theory that individuals learn better through experiencing rather than by lectures?  
 Yes  No
9. Why do you want to be involved in this training?  
\_\_\_\_\_  
\_\_\_\_\_
10. If you are an adult, how long have you worked with youth? \_\_\_\_ Years \_\_\_\_ Months
11. If you are a youth, how long have you worked with adults? \_\_\_\_ Years \_\_\_\_ Months
12. What does youth-adult partnership mean to you?  
\_\_\_\_\_  
\_\_\_\_\_
13. Share a success story in youth-adult partnership (one paragraph only).  
\_\_\_\_\_  
\_\_\_\_\_
14. Share a story about challenges in youth-adult partnership (one paragraph only).  
\_\_\_\_\_  
\_\_\_\_\_





### Sample Training Agendas

Recognizing that organizations may want to spend various amounts of time using the curriculum, below are sample agendas for half-day, full-day, and two-and-a-half-day workshops. The last agenda reflects a sample of a longer training agenda. For those organizations where youth-adult partnership is a new strategic approach, the facilitators may extend presentations and discussions during certain activities. For each agenda developed, the facilitators must adapt the evaluation form for Day 1 for each additional day and use the Day 2 evaluation form for the last day of training.

#### Half-Day Agenda

- Silent Interview (10 min)
- Goals, Objectives, and Training Agenda (10 min)
- Youth-Adult Partnership Definitions (10 min)
- Spectrum of Attitudes Theory (15 min)
- Role-play and Discussion on Spectrum of Attitudes (45 min)
- Break (15 min)
- Research, Best Practices, and Model Programs (45 min)
- Benefits, Barriers, and Strategies for Youth-Adult Partnership Formation (60 min)
- Action Planning for Country-Specific Groups (30 min)
- Evaluation and Closing (15 min)

#### Full-Day Agenda

- Silent Interview (10 min)
- Welcome and Participant Introductions (20 min)
- Goals, Objectives, and Training Agenda (10 min)
- Ground Rules for the Training (10 min)
- Youth-Adult Partnership Definitions (10 min)
- Values Clarification (45 min)
- Perceptions of Influence (20 min)
- Introduction and Role-Play Based on Spectrum of Attitudes Theory (55 min)
- Lunch Break (1 hour)
- Brainstorm Benefits, Challenges and Barriers, and Strategies (1 hour)
- Research and Best Practices (45 min)
- Model Programs (30 min)
- Team Action Planning (45 min)
- Individual Action Planning (10 min)
- Evaluation and Closing (20 min)



## Two-and-a-Half-Day Agenda

### Day 1

**Session I:** Introductions (1 hour 30 min)

- A: Welcome Skit (3 min)
- B: Welcome and Silent Interview (17 min)
- C: Self Assessment (5 min)
- D: Community Resource Wall (10 min)
- E: Participant Introductions (30 min)
- F: Goals, Objectives, and Training Agenda (15 min)
- G: Ground Rules for the Training (10 min)

Break (15 min)

**Session II:** Definitions, Values, Power, and Oppression (2 hours 15 min)

- A: Definitions (15 min)
- B: Values Clarification (1 hour)
- C: Perceptions of Influence (30 min)
- D: Subtle Discrimination (30 min)

Lunch Break (1 hour)

**Session III:** Applications (1 hour 15 min)

- A: Introduction of Spectrum of Attitudes Theory (15 min)
- B: Role-Play Based on Spectrum of Attitudes (1 hour)

Break (15 min)

**Session IV:** Closing Day 1 (1 hour 15 min)

- A: Fishbowl Exercise (1 hour)
- B: Closing Skit Day 1 (5 min)
- E: Evaluation of Day 1 (10 min)

### Day 2

**Session V:** Introduction and Applications (continued) (2 hours)

- A: Opening Day 2 Skit (5 min)
- B: Reflections from Day 1 (10 min)
- C: Brainstorm Benefits, Barriers and Challenges, and Strategies (1 hour)

Break (15 min)



**Session V: Applications (continued)**

C: Brainstorm Benefits, Barriers and Challenges, and Strategies (45 min)

**Session VI: Best Practices (2 hours)**

A: Research and Best Practices (1 hour)

Lunch Break (1 hour)

**Session VI: Best Practices (continued)**

B: Case Studies (1 hour)

**Session VII: Model Programs (30 min)**

A: Model Programs (30 min)

Break (15 min)

**Session VIII: Team Action Planning (1 hour 45 min)**

A: Team Action Planning (1 hour 30 min)

B: Individual Action Planning (15 min)

**Session IX: Closing Day 2 (15 min)**

A: Closing Skit Day 2 (5 min)

B: Evaluation of Day 2 (10 min)

**Day 3**

**Session X: Introduction and Group Sharing (1 hour 45 min)**

A: Reflections from Day 2 (10 min)

B: Sharing of Team Action Planning (1 hour 35 min)

Break (15 min)

**Session XI: Closing Day 3 (1 hour)**

A: Affirmation Circle (45 min)

B: Personal Goals Review and Evaluation of Training (15 min)

Close Training



## Fishbowl Exercise on Youth-Adult Partnerships\* (1 hour)



This is an optional activity that you should suggest to the group at the end of Day 1. Alternatively, it can be done first thing on Day 2, which means the participants have to agree to come in early. Ask the participants if they would be interested in the activity and mention the time needed to do it.

Ask the youth to sit in a circle in the middle of the room; arrange the adults in a larger circle around the youth. (This simulates a “fishbowl” effect.) Lead a discussion with youth based on the following questions, which you will read aloud. Instruct the adults in the outer circle to listen carefully to the discussion and to not interrupt with comments or questions at this point.

- ◆ What would you like adults to know about youth?
- ◆ What was your initial impression of serving in an organization with adults? What did you think it would be like?
- ◆ What are you most hopeful about as a member of an organization? What are some of your concerns?
- ◆ What ground rules would help youth and adults work well together?
- ◆ What could adults do to make this a positive experience for you?

Allow *20 minutes* for the discussion, with the youth addressing as many of the questions as possible.

Thank the youth for their participation. Have the adults and youth switch places so adults form the inside circle and youth form the outer circle. Then invite the adults from the group to participate in a similar structured discussion. Address the questions to adults rather than youth. Allow exactly the same amount of time for the adults as you did for the youth.

Ask all participants to form one big circle. For the next *20 minutes*, process how people feel about comments that emerged from the fishbowl by asking, “What new insights have you gained from listening to youth and adults talk about their experiences?” Capture these on a flip chart or note pad. Refer the group to the *Background Handouts 7. Tips for Adults Working with Youth* and *8. Tips for Youth Working with Adults*. Ask them to skim the list and note which items resonate with them and why.

**[Note: This activity can be very emotional, and participants sometimes cry. Be prepared for such emotion. Say that it is okay to cry and okay not to cry. Help everyone get through the activity. Be sure to affirm everyone.]**

\* Adapted from: Center for Youth as Resources. *Developing Communities in Partnership with Youth. A Manual for Starting and Maintaining Youth as Resources Programs*. Washington, DC: Center for Youth as Resources, 2001.







## Skit Scripts

### Skit 1: Opening of Day 1

**Explanation to audience:**

This scene involves a young person who wanders into an office where an adult is busy at work.

**Adult:** Are you lost? You must be looking for the cyber café. It is next door.

**Youth:** No, actually I was looking for Youth Horizons. Is this it?

**Adult:** Yes, it is. Is there something I can help you with?

**Youth:** Well, I heard about your new project on adolescent reproductive health and I want to get involved with it.

**Adult:** Get involved with it? Oh, you must be looking for that Youth and AIDS group. They are across the street. They deal with peer education. We actually create innovative programs.

**Youth:** I already am a peer educator – and I’m a youth! So I thought that Youth Horizons would be a great place for me to work! Do you have anything that I could do or help with?

**Adult:** Well ... let’s see. I am not sure why you want to help here. But, you know, we do need some photocopying.

**Youth:** Photocopying?

**Adult:** Yes, Yes! We’d love your help. There are photocopies to be made and collated, materials to be delivered to our training site, and all sorts of stuff you could do!

**Youth:** You know, maybe I was looking for Youth and AIDS. Sorry. Thanks.  
*(races out the door)*

### Skit 2: Closing of Day 1

**Explanation to audience:**

This scene involves two adults in an office.

**Adult #1:** You know, the funniest thing happened today.

**Adult #2:** Oh, really? Tell me about it.

**Adult #1:** This young person came in here today and wanted to help Youth Horizons.

**Adult #2:** With what? Photocopying? We always need people for that.

**Adult #1:** That's what I said, but I don't think that is what the youth thought. She (he) is a peer educator and figured that, since we were called Youth Horizons, she (he) might be able to work on projects with us. I don't think that young person really understands what we do. Developing a reproductive health program for youth is very difficult; we know that. There is not anyone here with less than ten years of experience and a college degree.

**Adult #2:** Yeah, did the youth expect to help with the programs?

**Adult #1:** I guess so.

**Adult #2:** Well. She (he) is young. Maybe we could use a young person as a permanent focus group member. You know, to test out our programs.

**Adult #1:** That might be a good idea. Then we wouldn't have to spend so much money to test our materials and programs. I have the young person's phone number. Let's think about this some more and talk tomorrow.

**Adult #2:** Okay, it's late and I am out of here!

**Adult #1:** See you tomorrow!

### Skit 3: Opening of Day 2

#### **Explanation to audience:**

This scene involves the same two adults in the same office as in Skit 2.

**Adult #2:** Good morning! I ran into a friend who works at Youth for Youth last night, and I told him about the young person who came in yesterday.

**Adult #1:** Oh, really! They have a lot of young people working at their office and involved in their projects, don't they?

**Adult #2:** Yeah. And he had some great suggestions about how to involve youth to build youth-adult partnerships in our programs. I wrote them all down.

**Adult #1:** That's great! I was thinking last night that it would be great to have some younger people in the office for new ideas.

**Adult #2:** Yeah! My friend told me that all you have to do to get them to the office is have food!

**Adult #1:** Food?

**Adult #2:** Like pizza and soda. He said they always come when there is food.

**Adult #1:** I think we could find some money in the budget for pizza.

**Adult #2:** Let's get everyone on staff to set up a meeting to talk about this idea!

### Skit 4: Closing of Day 2

#### **Explanation to audience:**

Adult #1 from the previous skits is sitting in an office using a phone.

The youth from Skit 1 is in another room near a phone.

**Adult #1:** (Pick up phone, dial a number on the phone, make ringing sound)

**Youth:** Hello?

**Adult #1:** Hello, (name of youth)? This is (name of adult) from Youth Horizons.

**Youth:** Oh, hi ...

**Adult #1:** You know, I've been thinking about how you came in and wanted to get involved.

**Youth:** You know, I have to be honest, making photocopies and collating isn't really my thing. I hate getting paper cuts.

**Adult #1:** Oh, I wasn't thinking about asking you to photocopy.

**Youth:** Oh, right, you want someone to run errands.

**Adult #1:** No, no, no! We are having a meeting at our office next Tuesday evening to talk about incorporating youth-adult partnerships into our work, and I wondered if you might be available to come to the meeting and give us your ideas.

**Youth:** Oh, really? That sounds great! But, would I be the only young person there?

**Adult #1:** Yeah, we figured you'd be a great representative for the youth voice.

**Youth:** Well, I'm only one person. My experience is one of many. I can't really represent all youth. But, I have some friends who are also involved in peer education who would also have good ideas.

**Adult #1:** Hey, that would be great! How many of them? I need to know because we are ordering pizza.

**Youth:** Pizza? What time? We'll definitely be there. I'll call you and let you know how many of us will come.



## Values Clarification Statements

Choose six to nine statements.

### Recommended Statements:

- ◆ A 15-year-old could serve on a board of directors.
- ◆ It is okay to have sex before marriage.
- ◆ Young people do not have the skills to develop effective programs.
- ◆ Youth organizations should have youth working full-time on staff.
- ◆ Only adults should perform monitoring and evaluation.
- ◆ Youth should always be respectful of their elders.

### Additional Statements:

- ◆ Government and United Nations agencies cannot have youth as staff.
- ◆ Adults should always make all the final decisions regarding youth.
- ◆ Youth should not interact with donors.
- ◆ The director of a nongovernmental organization that works with youth should be a youth.
- ◆ Condoms should not be given to youth. It sends a mixed message.

**[Note:** *This activity can be controversial, as participants may hold strong opinions. Having strong opinions is okay, but imposing these opinions on others is not okay. Stress that listening to another's point of view and sharing respect is important, even if a participant disagrees strongly with another opinion. If necessary, refer the participants to the ground rules established by participants at the end of Session I.]*





## Case Studies

- 1. [Adult]** You are an adult advisor to a group of youth from your organization. The youth are tasked with developing a mass media campaign promoting HIV voluntary counseling and testing (VCT) services for youth. You have scheduled a planning meeting. As you enter the meeting room, you realize that the group is not getting down to business. They are flirting and laughing, and you do not perceive that any work is getting done. You are the only adult in the room. What can *you* do or say? What could *you* have done to better prepare?
- 2. [Youth]** You are the founding director of a youth-led nongovernmental organization (NGO) and the entire board of directors is comprised of youth from your community. You and the other youth conduct “awareness jam sessions” in your community, raising awareness and spreading the message, through music and dancing, about sexual responsibility. You continually hear that your efforts are reaching other young people. A few years ago, your older brother donated an audio system (CD player, amplifier, speakers, and microphones). Now, however, your system is very old and needs replacing. You have a very limited budget (pooling your friends’ resources). Thinking in a youth-adult partnership framework, what can *you* do to increase the budget of the NGO to reach a larger audience and get the equipment you need?
- 3. [Adult]** You are coordinator of a community-based reproductive health peer education program for volunteer youth. Each year, you train 12 to 16 youth to be certified as peer educators. Once certified, they conduct outreach sessions in schools, community centers, and places of worship. Unfortunately, each year you have a hard time retaining members. As the year progresses, youth begin to drop out and, typically, only one to three youth actually implement the program. What can *you* do to attract committed peer educators and retain more of them in the program?
- 4. [Adult]** You are a new member of your Local AIDS Coordinating Group, the main body that formulates policy work around HIV/AIDS prevention and care in your community. At the first few meetings, you see a few youth attending. However, you perceive that they do not know anyone else. You see that they are not participating in the conversation and that the chairperson never asks for their input. You see that the same few youth come once or twice, but after a few times, they do not return. At one point, you talk to one of them about speaking up, and she tells you she feels uncomfortable because the chairperson never calls on her or the other youth. What can *you* do to make the situation more conducive to genuine youth participation?
- 5. [Youth]** You are a new member of an advisory committee to plan a parade in commemoration of International Women’s Day. You attend the first meeting and realize that everyone else in the room is 15 to 30 years older than you. You are recognized as a “new voice” for the planning of the parade. However, your suggestions are dismissed as unrealistic, too controversial, or “something that has been tried in the past and did not work.” What can *you* do to make your voice heard?







## Sample Action Plan

This action plan below has the potential to enhance youth-adult partnerships because the steps and actions shown are based on consensus achieved through discussions between youth and adult. The action plan results from a consultative process that incorporates the knowledge, skills, roles, and responsibilities of both youth and adults. Standing alone, the sample action plan illustrates how to go about implementing these activities and what human and organizational resources would be needed to do this. However, in developing this action plan together, youth and adults take into account attitudes that increase participants' ability to work as partners. By working in partnership in implementing each activity, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance program credibility and results.

### Institution: Kisumu District Youth Health Network

Activities	Changes to Institutional Structure	Additional Skills Needed	Logistics and Resources	Timeline	Responsibility
Training of peer educators on: Leadership Youth-adult partnerships Conflict resolution Communication and human relations Reproductive health (RH) VCT Advocacy and networking Outreach programs	<p><b>Corporate Structure</b></p> <p>Create more avenues for youth involvement through skills training programs</p> <p><b>NGOs</b></p> <p>Include trained youth as peer counselors in VCT</p> <p>Provide funding for new peer counselors (stipend, per diem)</p> <p><b>Government</b></p> <p>Develop youth-friendly ministries, legislation, policies</p>	<p>Experienced peer educators</p> <p>VCT and communication skills</p> <p>RH trainers</p>	<p>Training materials and facilities</p> <p>Funding for training</p> <p>Support for mainstreaming peer educators into institution</p>	<p><b>Phase 1 (Month 1)</b></p> <p>Networking (using new and existing groups) to share and clarify plan of action</p> <p>Identify responsible persons within each network</p> <p>Establish information flow and chain of command</p> <p>Start recruiting and training participants</p> <p><b>Phase 2 (Months 2-3)</b></p> <p>Set up meeting times and training organization</p> <p>Training begins: venues, trainers identified and contacted, training materials sourced or developed</p> <p>1st set of peer educators trained</p> <p><b>Phase 3 (Months 4-6)</b></p> <p>1st set of peer educators included in VCT service provision</p> <p>Evaluation and recommendations</p>	<p>Each network's representative(s) will be responsible for undertaking activities in each respective part of the district</p> <p>The institution's management is responsible for the structural and funding needs</p> <p>The network members are responsible for advocating for youth-friendly policies and funding</p>





## Action Plan Grid

Institution:

Activities	Changes to Institutional Structure	Additional Skills Needed	Logistics and Resources	Timeline	Responsibility



# Curriculum Participant Handouts

- 
1. **Silent Interview**

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  2. **Goals and Objectives**

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  3. **Participant Agenda for Two-Day Training**

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  4. **Evaluation of Day 1**

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  5. **Evaluation of Day 2**

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## Silent Interview

It has been said that in the first minute of interacting with a person, we make as many as 25 judgments or assumptions about that person. Based on your assessment to this point, answer the following questions about the person you have been paired with for this activity.



Fill in the blanks.

1. Age \_\_\_\_\_
2. Place of origin \_\_\_\_\_
3. Married or single \_\_\_\_\_
4. Favorite television or radio show \_\_\_\_\_
5. Educational level \_\_\_\_\_
6. Hobbies \_\_\_\_\_
7. Other assumptions \_\_\_\_\_





### Goals and Objectives

This training is designed primarily for youth and adults who have responsibility for envisioning, developing, implementing, and evaluating reproductive health programs for youth.

The overall purpose is to promote positive attitudes that increase participants' ability to work as partners to improve reproductive health among youth. By working in partnership, partners enhance programs, adult professionals gain skills relevant to their professional development, and youth gain skills for their future professional careers.



### Goals of the Training

1. To assist training participants (both youth and adults) in valuing youth-adult partnerships in reproductive health programs and policies affecting youth
2. To give participants additional skills for integrating youth-adult partnerships into their reproductive health programmatic and policy work
3. To provide opportunities for networking with colleagues from other NGOs and governmental organizations working to promote reproductive health for youth (if participants come from different organizations)

### Objectives of the Training

By the end of the training, participants will be able to:

- ◆ Explain their individual values and perceptions regarding youth-adult partnerships in reproductive health programs and policy formation
- ◆ Identify benefits, barriers and challenges, and effective strategies for youth-adult partnerships in reproductive health programmatic and policy-related efforts at community, national, and international levels
- ◆ Describe the components of model youth-adult partnerships, both theoretical and practical
- ◆ Draft individual and team action plans for putting youth-adult partnership strategies into practice in daily work
- ◆ Increase networking between colleagues working in the field of reproductive health for youth (if participants come from different organizations)





## Participant Agenda for Two-Day Training

### Day 1

8:00 am	Registration
8:30 am	Opening Ceremony
9:00 am	<b>Session I:</b> Introductions Welcome, Self Assessment, Participant Introductions Goals, Objectives, Agenda, and Ground Rules for the Training
10:30 am	Break
10:45 am	<b>Session II:</b> Definitions, Values, Power, and Oppression Definitions, Values Clarification Perceptions of Influence, Subtle Discrimination
12:30 pm	Lunch Break
1:45 pm	<b>Session III:</b> Applications Introduction and Role-Plays Based on Spectrum of Attitudes Theory
3:00 pm	Break
3:15 pm	<b>Session III:</b> Applications (continued) Brainstorm Benefits, Barriers and Challenges, Strategies Evaluation of Day 1
5:00 pm	Close Day 1

### Day 2

9:00 am	<b>Session IV:</b> Introduction and Best Practices Reflections from Day 1 Research and Best Practices
10:00 am	Break
10:15 am	<b>Session IV:</b> Introduction and Best Practices (continued) Case Studies
	<b>Session V:</b> Model Programs
11:45 am	Break
12:00 pm	<b>Session VI:</b> Action Planning Team Action Planning
1:00 pm	Lunch Break
2:15 pm	<b>Session VI:</b> Action Planning (continued) Sharing of Team Action Planning Individual Action Planning
3:15 pm	Break
3:30 pm	<b>Session VII:</b> Closing of Day 2 Personal Goals and Evaluation Affirmation Circle
4:30 pm	Close Training





## Evaluation of Day 1

1. What was most useful about today?

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2. What would make the training better on Day 2?

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3. Other comments?

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## Evaluation of Day 2\*

Please check the appropriate box:

1. To what extent was this training interesting and useful to you?  
 Very     Somewhat     Not at all
2. Were the objectives, concepts, and subject matter clearly presented and discussed?  
 Mostly clear     To some extent clear     Mostly unclear
3. How do you evaluate the technical level of this training?  
 Too technical and difficult to comprehend     Just about right     Too simple
4. To what extent was the training interactive and participatory?  
 To a great extent     To some extent     Not at all
5. How well was the presentation organized and presented?  
 Mostly very systematically organized and presented  
 To some extent systematically organized and presented  
 Mostly not systematically organized and presented
6. What do you feel about the language of communication?  
 Should be more in English     Just about right     Should be less in English
7. To what extent were the participants' questions answered?  
 Highly satisfactorily     To some extent satisfactorily     Not at all satisfactorily
8. How was the length of time spent on this training?  
 Too long     Just about right     Too short
9. Did the training meet its stated objectives?  
 Fully     To some extent     Not at all
10. How relevant to your profession did you find this training?  
 Highly     To some extent     Not so much
11. To what extent has this training helped you understand youth-adult partnership issues and possible policy and programmatic approaches?  
 To a great extent     To some extent     Not at all

More questions on other side.

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\* This evaluation was designed by Shyam Thapa, YouthNet.

12. Would you be interested in attending advanced training on the same subject?  
 Yes     No     Uncertain
13. Of the themes covered in the training, which ones did you find most useful and relevant to your work? *(Check only the most useful ones.)*
- |  |   |
|--|---|
| <input type="checkbox"/> Skits                     | <input type="checkbox"/> Perceptions of Influence                                     |
| <input type="checkbox"/> Silent Interview          | <input type="checkbox"/> Subtle Discrimination  |
| <input type="checkbox"/> Self-Assessment           | <input type="checkbox"/> Spectrum of Attitudes Theory                                 |
| <input type="checkbox"/> Goals and Training Agenda | <input type="checkbox"/> Role-Play Based on Spectrum of Attitudes Theory              |
| <input type="checkbox"/> Fishbowl Exercise         | <input type="checkbox"/> Brainstorm Benefits, Barriers and Challenges, and Strategies |
| <input type="checkbox"/> Definitions               | <input type="checkbox"/> Action Planning  |
| <input type="checkbox"/> Values Clarification      |   |

14. What additional themes you would have liked to cover in the training?

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15. Have you attended a similar training in the past?  
 Yes     No

16. If you are presently working, with what type of organization do you work?
- Government office (specify) \_\_\_\_\_
- Private company (specify) \_\_\_\_\_
- Nongovernmental organization—not directly related to youth program
- Nongovernmental organization—directly related to youth program
- Other (specify) \_\_\_\_\_

17. What is your age group?  
 Less than 15     15-19     20-24     25-29     30-34     35 or older

18. What is your sex?  
 Male     Female

19. Additional Comments/Suggestions

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Thank you for your feedback!





# Youth-Adult Partnership Training



**USAID**  
FROM THE AMERICAN PEOPLE



Family Health  
International





# Goals of Training

- To assist participants (youth and adults) in valuing youth-adult partnerships in reproductive health programs and policies affecting youth
- To give participants additional skills for integrating youth-adult partnerships into their reproductive health programmatic and policy work
- To provide opportunities for networking with colleagues in your organization and from other NGOs and governmental organizations



# Objectives

By the end of the training, participants will be able to:

- Explain their individual values and perceptions regarding youth-adult partnerships in the field of reproductive health programs and policy formation
- Identify benefits, barriers and challenges, and effective strategies for youth-adult partnerships in reproductive health programmatic and policy-related efforts at community, national, and international levels



## Objectives (*contd.*)

- Describe components of model youth-adult partnerships, both theoretical and practical
- Draft individual and team action plans for putting youth-adult partnership strategies into practice in daily work
- Increase networking between colleagues working in the field of reproductive health for youth

# Definitions



Youth-Adult Partnership is one that:



# Definitions

Youth-Adult Partnership is one that:

- 1. Integrates youth's realistic perspectives and skills with professional adults' experience and wisdom**

# Definitions

Youth-Adult Partnership is one that:

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2. **Offers each party the opportunity to make suggestions and decisions**



# Definitions

Youth-Adult Partnership is one that:

1. Integrates youth's realistic perspectives and skills with professional adults' experience and wisdom
2. Offers each party the opportunity to make suggestions and decisions
3. **Recognizes and values the contribution of each**





# Definitions

Youth-Adult Partnership is one that:

1. Integrates youth's realistic perspectives and skills with professional adults' experience and wisdom
2. Offers each party the opportunity to make suggestions and decisions
3. Recognizes and values the contribution of each
4. **Allows youth and adults to work in full partnership envisioning, developing, implementing, and evaluating programs**

# Definitions



Youth-Adult Partnerships are **NOT** simply a checklist that either youth or adults follow

# Definitions



- Youth-Adult Partnerships are **NOT** ways to hide the fact that programs are designed, developed, and run by adults.
- Tokenism is not partnership. Examples of tokenism:
  - Having youth present but with no clear role
  - Assigning to youth tasks that adults do not want to do
  - Having youth make appearances without training
  - Having only one youth on a board or council



# Spectrum of Attitudes

## **Youth as Objects**

Adults know what is best for young people and control situations in which they allow youth to be involved



# Spectrum of Attitudes

## Youth as Recipients

Adults allow young people to take part in decision-making because they think the experience will be “good for them”



# Spectrum of Attitudes

## **Youth as Partners!**

Adults respect young people as having something significant to offer, recognizing the greater impact youth bring to a project. Youth are encouraged to become involved



# Benefits, Barriers and Challenges, and Strategies

1. What are the **BENEFITS** of using a youth-adult partnership approach to our work?
2. What are the **BARRIERS** and **CHALLENGES** to such an approach?
3. Looking at the barriers and challenges, what **STRATEGIES** are needed for effective youth-adult partnerships?



# Why Is This Important?

- Youth have the RIGHT to be involved!
- Programs are more relevant and sustainable
- Links to research on resiliency
  1. Protective factors for youth
    - Social competence
    - Problem-solving skills
    - Autonomy
    - Sense of purpose and future



# Why Is This Important?

## *(Contd.)*



- Links to research on resiliency (*contd.*)
  2. Being able to have impact on one's own environment and contribute to one's own community
- Links to Youth Development  
Youth as resource; providing active participation



# YAP: Effective Elements

- ✓ Establish clear goals
- ✓ Share decision-making power
- ✓ Get commitment from highest level
- ✓ Be clear on roles and responsibilities
- ✓ Be selective in recruitment

# YAP: Effective Elements (Contd.)

- ✓ Provide training
- ✓ Be aware of different communication styles
- ✓ Value participation
- ✓ Include room for growth
- ✓ Remember youth have other interests



# Tips for Working with Youth

- Be open and nonjudgmental
- Take advantage of expertise
- Make sure youth participate in meaningful ways
- Be honest about expectations
- Accommodate youth schedules



# Tips for Working with Youth (*Contd.*)

- Treat youth as individuals
- Make the work fun
- Avoid intimidating youth
- Avoid assumptions about all youth
- Youth have the right to say “No”



# Tips for Working with Adults

- Most have good intentions
- Criticism does not mean condescension
- Adults may not be aware of the capabilities of youth
- Adults often feel responsible for the success or failure of the project



# Tips for Working with Adults (Contd.)

- Adults may be just as uncertain as youth and hide it better
- Call adults on when they use condescending language
- Do not be afraid to ask for clarifications
- Do not be afraid to say “No” because of other commitments



# Model Programs

## International Planned Parenthood Federation (IPPF): Where Youth Rights Are for Real (Global)

- Largest voluntary organization in sexual health; international/regional sharing; FPA in 180 countries
- 1990: Most board members over age 50
- 1995: Youth Committee Formed
- 1998: Youth Manifesto, 20% youth on governing councils

**UNIQUENESS: Mandating representation**





# Model Programs

## ASHE: Caribbean Performing Arts Ensemble (Jamaica)

- NGO staff include teachers, counselors, performing artists, and youth
- Spent 6 months transforming organization into full youth-adult partnerships – setting up working groups (used appreciative inquiry):
  - Strategic planning
  - Board development
  - Supervision and budgeting
  - Monitoring and evaluation

**UNIQUENESS: NGO structural change**



# Model Programs

## INPPARES (Peru)

IPPF Affiliate with YAP in daily operations

- Cultivating and training adult staff
- Cultivating and training youth staff; they have decision-making power
- Cultivating and training youth volunteers
- YES! (Youth Empowerment Stations) – run by youth

**UNIQUENESS: Training for adults and youth**



# Model Programs

## Community Participation/Mwangaza (Burkina Faso)

- Youth associations conducted in-service trainings and then worked in the rural communities to form Adult/Youth planning councils for youth reproductive health efforts
- Gained community support for programs

**UNIQUENESS: Rural; youth-adult committees for all aspects of the project**



# Model Programs

## Family Planning Organization of the Philippines (FPOP)

- Organizational policy development
- Youth representation
- Dealing with logistics
- Continuous nurturing of partnerships

**UNIQUENESS: Long-term nurturing**



# Model Programs

## Youth Health Organization (YOH) Botswana

- Youth-led sexual and reproductive health NGO
- Implementing “edutainment” interventions
- Integrating adults into organization
  - Assistance with management activities
  - Assistance with fundraising on board of directors
  - Assistance by public health professionals on developing effective interventions

**UNIQUENESS: Integrating adults into a youth-led initiative**



# Model Programs

## West African Youth Initiative (Nigeria/Ghana)

- ARFH/AFY (1995-1999)
- Peer education with youth-adult partnership
- Indicators:
  - Number of youth trained
  - Duties and roles of youth
  - Amount of time youth contributed to the organization
  - Youth attendance at meetings
  - Opinions of youth about their involvement
  - Opinions of community members about the level of youth involvement

**UNIQUENESS: Indicators on youth participation**



# Model Programs

## Pennsylvania Young Adult Roundtable (USA)

- Youth participation in community mobilization effort
- Parallel youth committees to develop priorities on HIV prevention for youth concerns
- Representation of youth on adult committee
- Included adult “mentors” in the process

**UNIQUENESS: Use of adult allies as mentors and advocates**



# Model Programs

## Barcelona/Bangkok Youth Force (Global)

- Youth Against AIDS, Student Global AIDS Campaign, FHI/YouthNet, AFY
- Held at International AIDS Conference in Barcelona, 2002 and in Bangkok, 2004
- Visibility campaign on youth participation
  - T-shirts, stickers, newsletter, media campaign
- Youth engaged in discussions and appeared on the panels with adults
- Pre-conference workshop empowered youth to increase the quality of their participation

**UNIQUENESS: Increase YAP and youth participation at conference**





# Model Programs

## Youth Peer Education Network (Y-PEER)

- Peer education network led by youth coordinators and focal points in collaboration with adult allies
- Youth and adults working together in program planning and implementation (Global and National Advisory Boards/Panels)
- Fellowship/internship in UNFPA Country Offices, Y-PEER International Centers and partner organizations (MTV)
- Y-PEER ownership transfer

**UNIQUENESS: Relationship between sustainability of the Y-PEER Network and its ownership by the young people involved**



# Action Planning

- **Turning vision into action:**
  - *Concrete and realistic activities* that might be conducted
  - Concrete changes to *institutional structures and policies*
- Additional **skills** needed by other staff
- **Persons responsible** for activities
- **Resources needed** for activities
- **Timeline** for activities

# Resources

## Publications

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## Organizations and Web Sites

### Y-PEER

The Youth Peer Education Network knowledge-based Web site features a comprehensive library of resources on young people's sexual and reproductive health and peer education. Connecting youth in peer education programming, it also features interactive, fun and youthful applications such as forum, chat, blogs, videos, music, and photo library. [www.youthpeer.org](http://www.youthpeer.org) / [www.youthpeer.net](http://www.youthpeer.net)

### YouthNet

Youth involvement is a cross-cutting theme for YouthNet's work, which is reflected in many of the publications and throughout the Web site. <http://www.fhi.org/youthnet>

### Activism 2000 Project

This clearinghouse provides information, tools, and resources for maximum participation of young people in communities, businesses, and governments. It includes an intergenerational advocacy toolkit and other books and videos that highlight youth infusion in decision-making roles.

<http://www.youthactivism.com/>

### Advocates for Youth

Advocates for Youth is dedicated to creating programs and advocating for policies that help young people make informed and responsible decisions about their reproductive and sexual health. They provide information, training, and strategic assistance to youth-serving organizations, policy-makers, youth activists, and the media in the United States and the developing world.

<http://www.advocatesforyouth.org>

### African Youth Alliance

This program, founded on a youth participation strategy through United Nations Population Fund (UNFPA), PATH, and Pathfinder International, works in Botswana, Ghana, Tanzania, and Uganda on HIV prevention and adolescent reproductive health. <http://www.ayaonline.org>

### American Youth Policy Forum

The American Youth Policy Forum is a nonprofit, nonpartisan, professional development organization providing learning opportunities for policy-makers on youth policy issues at the national, state, and local level. <http://www.aypf.org/>

### Assets Coming Together (ACT) for Youth

ACT for Youth aims to strengthen community partnerships that promote positive youth development and prevent risky and unhealthy behaviors among young people.

<http://www.human.cornell.edu/ACTforyouth/>

### At the Table: Youth Voices in Decision-Making

The clearinghouse has information on youth participation, engagement, and empowerment. A variety of tools, documents, research, and links are available, as well as profiles of successful youth-adult partnerships and youth-serving organizations. <http://www.atthetable.org>

### Canadian Health Network

This site provides articles on youth participation for the improvement of health.

[http://www.canadian-health-network.ca/html/newnotable/apr1\\_2001e.html](http://www.canadian-health-network.ca/html/newnotable/apr1_2001e.html)

**Carnegie Young People Initiative**

This organization promotes youth participation in decision-making. It provides reports from a variety of countries on youth participation in public decision-making.

[http://www.carnegieuktrust.org.uk/young\\_people](http://www.carnegieuktrust.org.uk/young_people)

**Center for Youth as Resources**

This center provides a model for groups that want to involve young people. A manual and other training opportunities are available to help young people become resources in their community.

<http://www.cyar.org/>

**Children, Youth, and Families Education and Research Network (CYFERNet)**

At the CYFERNet site, type "youth participation" in the search box to find useful resources.

<http://www.cyfernet.org>

**Community Partnerships with Youth**

This national U.S. training and resource development organization promotes active citizenship through youth and adult partnerships. <http://www.cpyinc.org/>

**Convention on the Rights of the Child**

As a part of UNICEF's Web site, this page describes what the Convention on the Rights of the Child means to young people. <http://www.unicef.org/crc/crc.htm>

**Dance4Life**

Is an international initiative set up to involve and empower young people all around the world to push back the spread of HIV and AIDS. Its goal is to have created a total of one million Agents of Change by the Saturday before World AIDS Day 2014. <http://www.dance4life.com>

**Edinburgh Youth Social Inclusion Partnership**

This organization helps to promote inclusion of young people. The Web site provides documents of their best practices and lessons learned. <http://www.youthinclusion.org/index.php#>

**Forum for Youth Investment**

The Forum for Youth Investment is dedicated to increasing the quality and quantity of youth investment and youth involvement in areas such as planning, research, advocacy, and policy development.

<http://www.forumforyouthinvestment.org>

**FreeChild Project**

This comprehensive Web site provides resources for social change by and for young people, including useful tools on working with adults as allies and an excellent bibliography of youth involvement resources. <http://www.freechild.org>

**Global Program on Youth**

This resource through the University of Michigan in the United States brings together a broad-based group of scholars, policy-makers, and service providers addressing children and youth issues.

<http://gpy.ssw.umich.edu/index.html>



### **GTZ**

GTZ, a German donor, supports the Innovative Approaches in Reproductive Health project, which focuses on approaches, measures, and experience from work with youth and refugees.

<http://www.gtz.de/youth/english/index.html>

### **Innovation Center for Community and Youth Development**

Promoting innovative concepts and practices, this group provides cutting-edge tools for youth workers in diverse settings, including a youth/adult partnership training curriculum and a toolkit, *Building Community: A Tool Kit for Youth and Adults in Charting Assets and Creating Change*.

<http://www.theinnovationcenter.org>

### **Institute for Youth Development**

The Institute for Youth Development (IYD) is a preeminent resource for parents, youth workers, teachers, coaches, policy-makers, and media professionals. <http://www.youthdevelopment.org/default.asp>

### **Inter-American Development Bank (IDB)**

IDB supports economic and social development and regional integration in Latin America and the Caribbean. Its youth program focuses on youth participation and leadership in regional development.

<http://www.iadb.org/>

### **International Youth Foundation (IYF)**

IYF works with hundreds of companies, foundations, and civil society organizations to strengthen and scale up existing programs. The Web site provides background on projects and useful documents on youth participation and youth development. <http://www.iyfnet.org>

### **MTV Staying Alive Campaign**

Staying Alive informs young people about HIV, promotes safe lifestyle choices, provides information about local organizations, and mobilizes youth to overcome the stigma and discrimination of HIV/AIDS and work to prevent HIV/AIDS. <http://www.staying-alive.org/>

### **National 4-H Council**

The National 4-H Council works with youth-adult projects as a catalyst for positive change, including many joint projects with other organizations. <http://www.fourhcouncil.edu>

### **National Youth Development Information Center**

Provides information and resources on evaluation, research, policy, and programming related to youth development. <http://www.nydic.org/nydic/>

### **New Designs for Youth Development**

This journal provides information, articles, and experiences on youth and community development.

[http://www.cydjournal.org/NewDesigns/ND\\_99Sum/index.html](http://www.cydjournal.org/NewDesigns/ND_99Sum/index.html)

### **Pan American Health Organization (PAHO)**

PAHO, part of the World Health Organization, supports an Adolescent Health and Development Program that focuses on the most vulnerable adolescent populations. <http://www.paho.org>

### **Save the Children**

Save the Children works with young people in addressing poverty, education, reproductive health, and HIV/AIDS around the world. <http://www.savethechildren.org>



**The World AIDS Campaign (WAC)**

has been established to support, strengthen, and connect campaigns that hold leaders accountable for their promises on HIV and AIDS. It has been recognized as playing a unique role within civil society by supporting a strong social movement on AIDS that presses for promises to be kept.

<http://www.worldaidscampaign.org>

**Voices of Youth**

Hosted by UNICEF and written for children and adolescents, this site encourages networking and discussions on children's rights, health, media, HIV/AIDS, and education. <http://www.unicef.org/voy>

**Youth Action Net**

Developed by the International Youth Foundation with a task force of youth, this Web site aims to provide a virtual space where young people can share lessons, stories, information, and advice on how to lead effective change, as well as get information, resources, and tools.

<http://www.youthactionnet.org/>

**Youth Coalition**

Formed during ICPD+5, this international coalition of young people is working together in the promotion of sexual and reproductive rights. <http://www.youthcoalition.org>

**Youth Development Foundation**

The Youth Development Foundation (YDF) is a nonprofit, nonpartisan, national youth organization encouraging and helping young people to meet the challenges of adolescence and adulthood through a coordinated, progressive, and positive series of activities and experiences. <http://www.youth.org.pk>

**Youth Leadership Institute**

This group operates in partnership with young people and the systems that sustain them to build communities that value, honor, and support youth. <http://www.yli.org>

**YouthVoice.Net**

Through Indiana University in the United States, this Web site is designed as a tool for youth to use to inform government of their views and to advocate for policies. <http://www.indiana.edu/~ythvoice/>



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