



IPPF

SETTING STANDARDS

FOR YOUTH PARTICIPATION

Self Assessment Guide for
Governance & Programmes

The International Planned Parenthood Federation (IPPF) is a global network of 149 Member Associations working in 182 countries, and the world's foremost voluntary, non-governmental provider and advocate of sexual and reproductive health and rights.

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Thanks also goes to the MAs in Trinidad and Tobago, Ghana, China, Indonesia and India who field tested and discussed the guide.

Abbreviations

CO	Central Office
FHI	Family Health International
GC	Governing Council
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
HQ	Head Quarters
IPPF	International Planned Parenthood Federation
MA	Member Association
PCS	Personal, Cultural and Structural
RC	Regional Council
RO	Regional Office
SA	Self Assessment
SAG	Self Assessment Guide
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health Rights
UNCRC	United Nations Convention of the Rights of the Child
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WHO	World Health Organization
YAM	Youth Action Movement

Introduction

Why was this guide developed?

For many years young people have been participating in the International Planned Parenthood Federation's (IPPF) programmes as peer counsellors and educators, however the commitment to sharing decision making powers with young people is relatively new. Now that youth participation is enshrined in IPPF's Adolescent/Youth Strategic Framework we recognize that there is a need for a toolkit to support Member Associations (MAs) in their efforts to involve young people at all levels.

This guide has been developed to motivate IPPF and MAs to make self assessment an ongoing activity and encourage sustainable dialogue, mutual respect and understanding among young people and adults. We hope that you will use it to evaluate your current position on young people's participation and find innovative ways of moving forward.

Participation is as an essential component of our work in young people's sexual and reproductive health, rights and development – this guide will help you make young people's involvement a reality.

The terms 'Organization' and 'Federation' have been used throughout this document to refer to IPPF MAs, Regional Offices and the Central Office.

Who is this guide for?

Although the guide can be used at all levels of the Federation, it is most relevant for MAs and any agencies interested in reviewing and planning their development work with young people.

When implementing these self assessment guidelines, remember to include a diverse group of stakeholders and make particular efforts to include vulnerable and marginalized young people, such as young women, young people living with HIV/AIDS and young people with different sexual orientation.

How was this guide developed?

Following the Youth Working Group Meeting on Participation in 2000, IPPF recognized the need for a tool on the 'how to' of youth participation to help MAs move a step further in implementing the goals of the youth manifesto.

A consultative meeting was organized in 2003 attended by young people and youth programme officers from IPPF regional offices and member associations to critically discuss youth participation within IPPF: where we are and where we want to go. The meeting succeeded in developing the first draft of the self assessment guide.

Field Testing the Self Assessment Guide

The Self Assessment Guide was discussed and field tested in all IPPF's regions. The aim of introducing the tool was not to provide a Federation-wide uniform approach, but rather to provide guidance on how to address issues like shared values, organizational capacity, recruitment, training and motivation, and roles and responsibilities. We found that it also encouraged Member Associations to be innovative in identifying approaches to youth participation. The Guide was also shared in many international meetings and with colleagues in other international organizations such as WHO, UNFPA, UNICEF and FHI.

Many regions field tested and discussed the guide at the MA level too, including Trinidad and Tobago, Ghana, China, Indonesia and India. The European and Arab World region went one step further – by organizing a regional workshop to build capacity and discuss youth participation in MAs and included the review of the toolkit in their programme.

Most young people and adult staff involved in the discussions expressed the importance of young people having a voice at all levels of the Federation. Furthermore they acknowledged the importance of the self assessment tool not only to evaluate the status of youth participation at the MA and Regional level, they also felt that this guide can be used to raise awareness and formalize structures for meaningful participation.

The tool was adapted according to the outcomes and recommendations of all staff and young people involved. We would like to acknowledge their expertise, enthusiasm, and critical contribution to the development of this guide.

How to use this guide

While this guide is not a training tool, it can be used in conjunction with training workshops to help make the self assessment process more empowering. We hope that the case studies showing innovative approaches from different parts of the world will provide some inspiration for your own work.

The self assessment approach should provide an opportunity for staff and volunteers, young and adult, to come together, discuss ideas, share suggestions and work out solutions.

The self assessment guide is in three sections:

- 1. an introduction to youth participation in decision making**
- 2. self assessment standards and questions**
- 3. moving forward**

Section 1 introduces youth participation in decision making and brings out some of the recent definitions and debates on participation. It is important to note that there is no 'one button' approach to youth participation and that it should be seen as a continuous process which provides for flexibility and innovation.

Section 2 The self assessment process is aimed at stimulating dialogue among all stakeholders, including young people.

The standards cover four major areas of working with young people;

- A. shared values**
- B. organizational capacity**
- C. selection, recruitment, sustaining youth participation**
- D. responsibilities and roles of all involved**

Each section has two elements:

- General comments to provide a short explanation of the standards
- Standards with questions for all involved to ask themselves to help assess the level of achievement of the standard.

Section 3 includes log frames that can be used as guides to plan ahead. This is where creativity, innovation and cost effectiveness are crucial.

Section One

Understanding Youth Participation

In recent times, there has been a shift from 'utilizing' the peer education approach from prevention (addressing problems) to preparation (building skills), participating and power-sharing. Whereas in the past, youth only participated in the design and planning (often as passive subjects of needs assessments) and implementation (as peer educators), young people now frequently participate in governance, advocacy and project development.

For IPPF, youth participation is valued as a human right. It plays a crucial role in maintaining democratic principles and is key to the development of young people. During the IPPF Members Assembly in Prague, 1998, a group of 55 young people presented the IPPF/Youth Manifesto - the organization's mandate to working with young people. Goal two of the Manifesto is:

'Young people must be able to be active citizens in their society'

In 2001, a resolution was presented to and passed by the Governing Council of IPPF 'strongly urging MAs and regions to attain at least 20% young people on their decision making bodies in line with IPPF's Governing Council structure'*. Since then, gradual progress has been made at the international, regional and member association levels in meeting this demand.

IPPF, as do WHO and other international agencies, defines 'young people' as people between the ages of 10 and 24. Many regional youth working groups have succeeded in passing resolutions at their regional councils for the participation of young people in decision making. Today, young people sit on all regional councils of the Federation. A survey of member associations (2003) showed that 69% involve young people in policy making (boards and committees) and 64% have developed a specific youth policy for young people. They are not only working *for* young people but also *with* young people.

IPPF views participation as a dynamic process. Setting standards and developing a self assessment tool for the member associations and the unified Secretariat is a huge step towards looking critically at our achievements in youth participation and mapping out ways to move forward.

What is Youth Participate in decision making?

It is participation in which both young people and adults need to embrace change and be ready to stand by and support each other for organizational and mutual benefits. It must be underpinned by democratic values and principles of non-discrimination and equity.

* IPPF Policies 4.7 (9) See Annexe 1

According to IPPF Policy 4.7, young people should be part of governance and other decision making bodies. This form of participation should be institutionalized in the policies and structures across IPPF and should also include provisions for support networks for the young people involved.

Two reasons to participate¹

There are different interpretations of the aims of participation. One of the most commonly made distinctions is participation as a means and as an end.

Participation as a means - used to achieve effective project implementation, the idea being that participation is a good way to get things done. For example a youth participation project might be set up to involve young people in designing the local youth centre because they are more likely to know what the target population would find attractive, and hence ensure a popular and successful youth centre.

Participation as an end sees involving young people in decision making as a goal in itself, regardless of whether it actually results in better decisions.

Apart from this distinction between participation as an end (*moral approach*) versus participation as a means (*pragmatic approach*) there are other issues to consider:

Legal obligation

- As signatories of the UN Convention on the Rights of the Child (UNCRC) we are obliged to observe Article 12 (Children's views must be considered and taken into account in all matters affecting them, subject to the children's age and maturity).

Moral obligation

- Children and young people have a right to take part in matters which concern them.

For the social and political good

- To help build young people's confidence and ability to express themselves.
- To help young people develop a commitment to their own decisions.
- To help young people grow up to be active citizens.
- To enhance our understanding of issues which affect young people.

¹ Adapted from Faulkner, 2003 p17- 18

Keeping it going: the continuum of youth participation

This section shows how to make participation a more dynamic process, using the current position of the organization as a starting point and using self assessment questions to reach your targets.

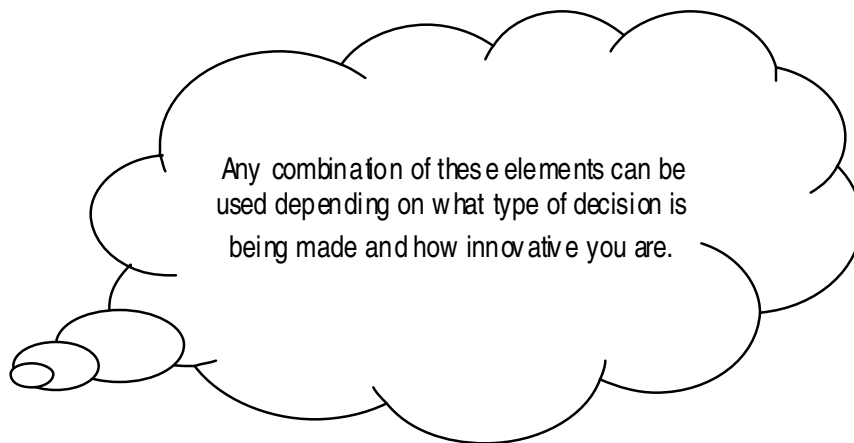


Chart showing advantages, disadvantages and some programmatic examples of aspects of the continuum

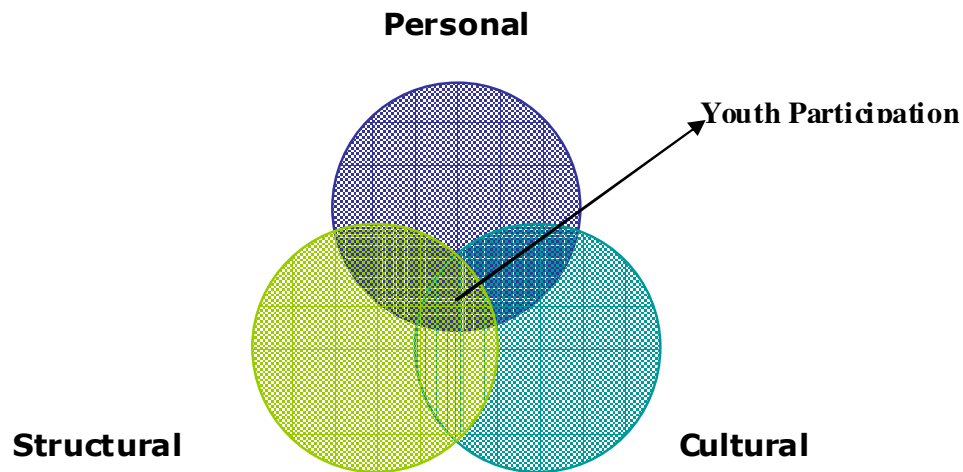
	What is it	Advantages	Disadvantages	Examples
Ad hoc input	Participation is very impromptu here. All decisions are made by adults and young people are only called on for specific roles when needed.	A larger group of young people can be called upon and have input, enables input from young children and marginalized groups.	Input is indirect and must be interpreted by adults. Young people develop very limited sense of ownership.	Suggestion boxes, essays, newsletters, periodic youth days or youth weeks, regular staff meetings to share and interpret young people's input and awareness creation sessions to inform them and enable response.
Structured Consultation	Involves deliberately developing a strategy to seek young people's opinions about what they need, what problems they face or what strategies might be able to respond. Consultation implies a two way flow of information and ideas.	Enables direct input by young people and exploration of issues in depth. Consultations are less time consuming than full participation.	The outcomes may not reflect what young people really want. It may not be based on the actual needs of young people but on adults' interpretation of the needs and young people may not recognize the outcomes as theirs.	General forums, workshops and discussion groups involving a wide group of young people — regular opportunities where young people can come together to identify, discuss and resolve issues. Issue specific forums to address certain components of the project's work. Focus groups (in depth discussions with a smaller, but representative group of young people).
Influence	Involves some formal, structured input in order to ensure at least a minimal level of influence on the organization.	Young people have considerable independence to speak their minds. They have a direct link with decision making.	The actual impact can be limited to a few young people. May require young people to fit into adult structures and environment.	Advisory groups, youth committees and councils. Meetings - (<i>regular or ad hoc</i>) between advisory youth committees and adults. Representatives may be <i>ad hoc</i> where young people do not attend all meetings or it may involve formal elections where representatives are accountable to a particular group who elected them.

Based on work done by the Foundation for Young Australians on Youth Partnership and Participation

	What is it	Advantages	Disadvantages	Examples
Delegation	Young people are provided with real responsibility for undertaking particular tasks of an organization. Clear guidelines must be provided and there must be a mutual understanding of the extent of power that young people have.	Young people have clear and real responsibility. It can be tailored to young people's interests and needs.	May still exclude young people in decision making processes. Confusion over expectations and limitations can cause conflicts	<p>Youth spokesperson (a young person could be your organization's representative to external bodies, especially to media). Youth research, youth, peer education and in some cases employment of young people. Including young people centrally in developing new programs. This can lead to <i>negotiation or control</i> roles in the new program.</p> <p>You can also include young people in sub-committees and working groups</p>
Negotiation	Young people and the rest of the organization each contribute their ideas and perspectives and decisions are reached by consensus and compromise. This implies that young people have some bargaining power and that decisions are acceptable to all parties.	Able to create a genuine partnership. Provides significant developmental benefits for the young people involved. Young people are actively involved in the development of solutions.	Can be subtly destroyed by the unequal levels of power between young people and adults. May require young people to fit into adult structures.	<p>Allocation of a percentage of positions to young people in the organization. An adult committee member can assist with information, guidance, and easing bureaucratic meeting procedures. Youth Advocates can be appointed to specifically negotiate between the views of young people and adults. It requires documented agreements, a policy, or memorandum of understanding to protect the rights of young people involved.</p> <p>It may also require adapting meeting procedures and structures to make them more "youth friendly."</p>
Youth Run	This implies that young people make all or many of the crucial decisions within the organization, from policy and programming to financial management and hiring and firing of staff. This is rare, except in organizations which are only open to young people or which are youth initiated, developed and managed	Young people are actively involved in the identification of issues and the development of solutions. They have ownership of the processes and solutions. Skills are acquired by young people and solutions are relevant to young people. It ensures total involvement in all stages of planning, programming and monitoring of the processes.	<p>Adults often find it difficult to step back and hand over power. Relinquishing control involves taking risks/trusting young people to succeed, fail, learn and grow. A range of support from adults may be required.</p>	<p>An existing organization can open up a youth branch that is completely run by young people and adults serve as advisers and mentors. In such a situation, mechanisms that link the youth arm and the main organization needs to be in place e.g. youth representatives to sit in main organization's staff teams or governance. It will require constitutional provisions on membership, voting rights, staffing and recruitment</p> <p>Establish a group of young people with responsibility for the strategic directions of a particular project or initiative.</p>

Advantages of youth participation²

Young people's participation should not be seen as different from their personal development. Participation is beneficial to both young people and adults and plays an important role in young people's sense of self worth. Participation has an impact beyond personal and professional development it can also affect your organizations outlook and culture.



Based on N. Thompson's PCS Model (2001)

At a **personal** level, participation can increase young people's knowledge and practical skills that come from real life problem solving. It can also strengthen their social interest and nurture long term commitment to self fulfilment. It enables young people to think critically and actively challenge circumstances.

Youth participation in decision making enables the **organization** to make informed decisions regarding the needs of young people. It contributes to building the overall capacity of the organization, strengthens political commitment and presents a positive image.

Youth participation in decision making can turn around the **culture** of a people, community and organization. It can increase youth friendliness and result in structures, policies and procedures that are demand driven to address the needs and rights of young people.

² based on Faulkner, 2003 p13 - 15

Barriers to youth participation

Let's look at the personal, organizational and cultural barriers to youth participation.

Personal barriers

Personal biases, attitudes and characteristics of individual adults towards young people can be a big obstacle. Several projects report that some adults believed young people could not and should not be involved in decision making and were openly hostile to the opportunities being given to them.

Young people may not wish to get involved in organizational structures. They may lack the confidence or feel cynical about the difference their involvement will make.

Young people's lives are dynamic and constantly changing - a long term commitment may not always be possible. There is often therefore an issue of sustainability and turnover of the young people involved in organizations.

Structural (Institutional) barriers

Organizational structures and procedures can be very unfriendly to young people. Formality, jargon, lengthy meeting procedures can all deter young people from feeling part of the process.

Young people may be selected by adults, rather than by election or by their peers. This can raise problems of whether the young people are meant to be representative of a wider body of young people and if so how they report back to them. Young people who willingly give up their time may not represent the diversity of the youth community; there is a risk that participation may only advance the interests of articulate and confident young people.

The nature of the political processes may be such that real decision making takes place behind the scenes and young people are frustrated to find they have very little influence over complex power structures.

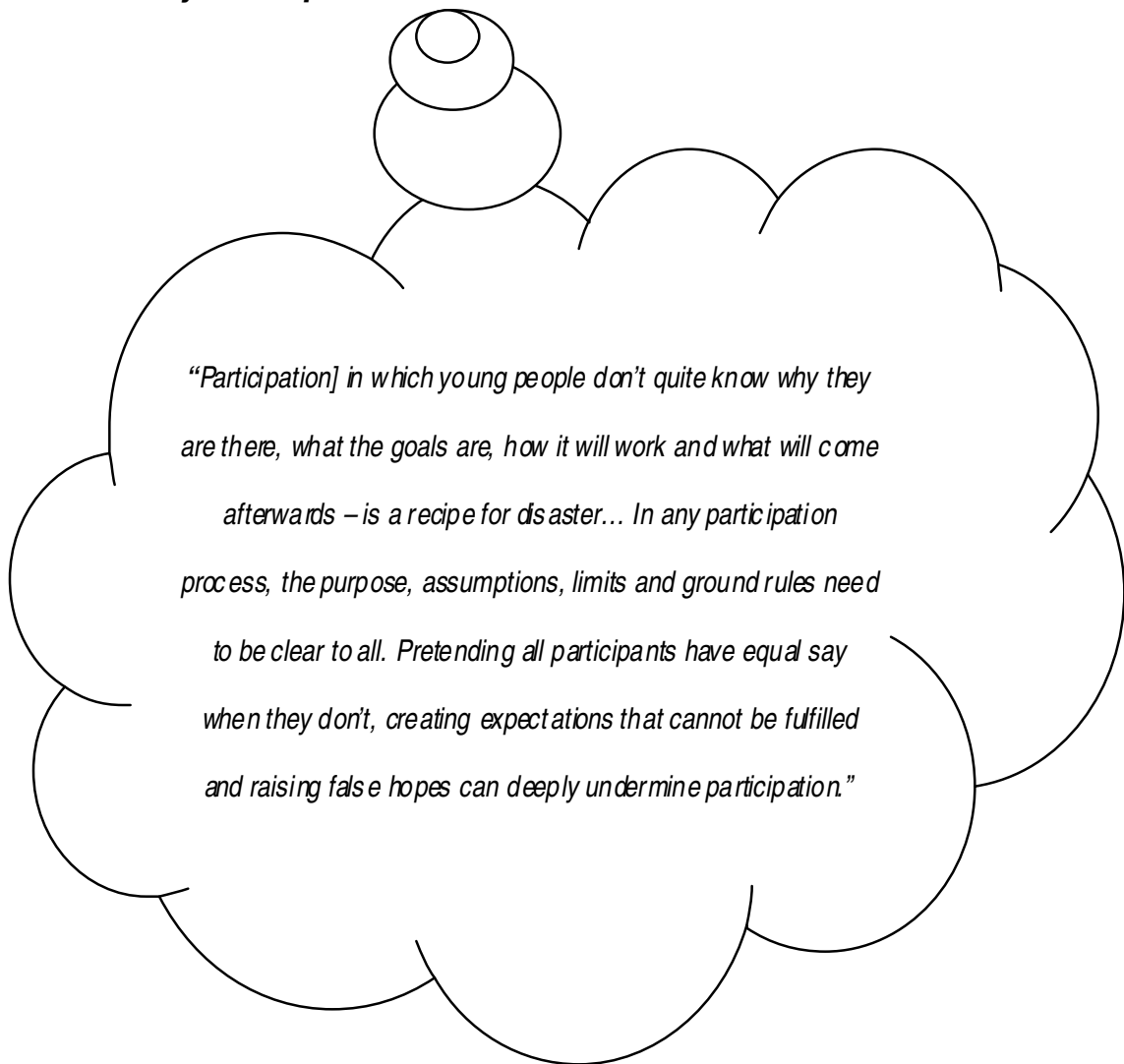
Young people's influence may be restricted to marginal issues, like decorating venue or the pictures in a brochure, but they may not be allowed to contribute to more important issues - such as choosing the content of a sex education programme.

Cultural/Social barriers

In many societies, being young also means being quiet and obedient. The participation of young women in particular can face gender and other be hindered by socio-cultural barriers and requires specific support.

Adults often expect young people to adopt their language and behaviour to fit into adult working practices rather than looking at ways they could adapt to working with young people. Bear in mind that involving young people in decision making may take longer and need more support

Avoid Fuzzy Participation³



“Participation] in which young people don’t quite know why they are there, what the goals are, how it will work and what will come afterwards – is a recipe for disaster... In any participation process, the purpose, assumptions, limits and ground rules need to be clear to all. Pretending all participants have equal say when they don’t, creating expectations that cannot be fulfilled and raising false hopes can deeply undermine participation.”

³ UNICEF, 2001 p20 - 21

Fifteen tips for best practice

Fifteen tips for good participation practice⁴.....

- ❖ Provide training and support for young people e.g. assertiveness training, negotiation and communication.
- ❖ Provide training and support for adult decision makers to help them engage with young people and listen to their views.
- ❖ Provide young people with jargon free information that is accessible to them.
- ❖ Ensure hard to reach groups of young people are aware of and encouraged to be part of projects. Consider their specific access needs.
- ❖ Ensure meetings are accessible – at times and locations young people can comfortably manage.
- ❖ Offer a variety of options so young people have a choice in the ways they wish to engage.
- ❖ Make participation voluntary and don't expect long term commitment.
- ❖ Allow adequate time for projects; results will not be achieved immediately.
- ❖ Value the input of young people – take their views seriously and give clear feedback on the impact of their contribution.
- ❖ Ensure there is clear and transparent communication about the limits to their involvement.
- ❖ Make sure there is the necessary financial commitment to the project
- ❖ Set up systems for reviewing and continuously improving the process of involving young people.
- ❖ Have fun in the project; build in opportunities for socialisation.
- ❖ Recognise young people's contribution and input e.g. certificate of achievement.
- ❖ Provide support to the project staff to develop their skills in working with young people.

⁴ Faulkner 2003, p 67

Principles of youth participation in decision making

- ⊕ *Mutual trust and respect*
- ⊕ *Safe, supportive and comfortable environment*
- ⊕ *Appreciation of young people's knowledge and skills*
- ⊕ *A shared vision of youth participation and what it means*
- ⊕ *A work ethic which addresses non-discrimination and equity*
- ⊕ *Authentic organizational behaviour – practice what you preach*
 - ⊕ *Transparent and clear organizational structures*
 - ⊕ *A high regard for gender sensitivity*
 - ⊕ *Informed consent*
 - ⊕ *Protect young people*
 - ⊕ *Enjoyment not frustration and misuse*
 - ⊕ *Educational and developmental for their professional life*
- ⊕ *Build positive relationships both inside and outside the organization*
- ⊕ *Shared understanding that adults are not the enemy and that young people are assets*
- ⊕ *Diversity – ensure the participation of young people from a wide range of social, economic and political backgrounds*

Where to start and how to keep going

Getting young people involved and keeping them interested

This is one of the most frequently asked questions by organizations who want to promote youth participation at the policy and decision making levels.

Keeping young people interested may be more important than the ability to get new young people involved. Often a lot of work goes into 'recruiting young people'. The value of keeping young people on board over a longer period of time is that this will increase their sense of belonging and ownership. What's more it eliminates the cost of recruiting!

Some tips for getting young people on board:

- First of all, have interesting programmes - word of mouth is the best advertising
- Run a fun/test session and invite young people to come and get a taste of the programme and the participation activities
- Have a transparent system for selection

Some tips for keeping them involved:

- Build teams and develop leadership skills – young people who are trained (and more involved) will stay with the Group longer
- Decide together what issues you want to discuss
- Have get-together events frequently
- Promote recognition, not just at the end of a session, but as young people join. Don't forget to say Thank You!!
- Support young people in balancing work, school and family commitments

Getting young people involved and keeping them there depends on the quality of the youth participation activities. This quality is delivered by adults who are:

- committed to the mission statement
- comfortable with the different age levels
- content to work for the success of the young people involved
- ready to have fun and have some personal growth and fulfillment
- focused on the youth
- free from prejudices and politics
- ready to work as team players

It is useful to monitor and evaluate the 'recruitment and retention' of young people on a regular basis. Some questions you may need to ask yourself include:

- How many young people were recruited directly into the section?
- How many young people moved up from other parts of the programme (e.g. peer education)?
- How many young people did not return?
- Why?
- Was there any follow-up to contact members who did not return?
- What are the major reasons that young people did not return?

Four cross cutting themes of youth participation

Power sharing

Real participation means sharing of power; for both adults and young people this is not an easy issue. Who gives power to whom? What does it mean for an adult to share power with a young person? Will he/she feel disempowered? What does it mean for a young person to become a member of a powerful body? How will that affect him or her? Can a young person remain him/herself by becoming part of a governing board and the organizational system and become responsible and accountable for the system?

Motivation and commitment

Commitment and motivation for youth participation at all levels is crucial for the sustainability of participation. As such, the environment and the culture in the organization should motivate both adults and young people to promote and sustain youth participation throughout the Federation. A sense of ownership, genuine commitment and enthusiasm from both sides will enhance participation in the long term.

Team work

Working together in teams is an important part of participation. Be it in meetings, presentations or discussions, participation should bring young people and adults together. Often, these activities bring adults and young people together for the first time and every effort needs to be made to create a team spirit, which in turn can help to change people's behaviour towards one another and, in some cases, challenge traditional hierarchical divisions between young people and adults.

Communication

Transparency and clarity are key words in communication. In communication between adults and young people, the use of language, content and the method in which they communicate - verbal, non verbal or in written form - can enhance or jeopardise real participation.

Section Two

Self Assessment

Introducing Self Assessment

The self assessment method allows you to improve the quality and impact of youth participation. Importantly, it recognizes the expertise of all involved and fosters teamwork by encouraging adults and young people to collaborate in identifying obstacles to youth–adult partnerships and together finding ways to overcome them.

Assessment can help change people’s behaviour towards one another and, in some cases, challenge traditional hierarchical divisions between adults and young people. A common goal and a collaborative team approach are crucial for the success.

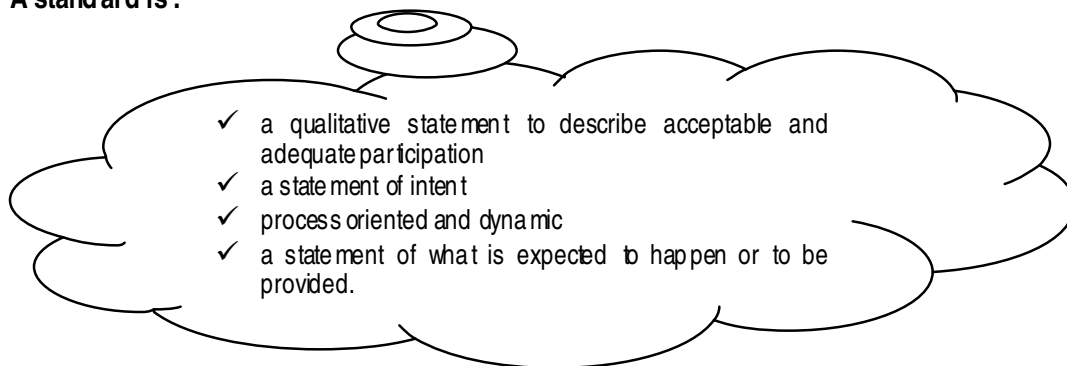
Why set standards?

Much needs to be done to translate the rhetoric of youth participation into practice. The standards are intended to help you establish practical mechanisms for participation,.

The standards are based on a self assessment model and can be used:

- ✓ To encourage MAs/ROs/CO to look seriously at how they currently involve young people at governance and policy making levels
- ✓ To improve systems and processes for youth participation
- ✓ To make participation sustainable
- ✓ To promote democracy throughout the Federation and
- ✓ To encourage continuous improvement of activities (to make them both relevant and rights based)

A standard is :



Getting started on self assessment (SA)⁵

Before undertaking a self assessment exercise, the MA should carry out a number of preparatory activities.

Cultivating the interest and commitment of management and service delivery staff

As part of the planning process, the MAs should inform all staff and volunteers (adults and young people) about the initiative, specifically on:

- What it is about
- What the aims are
- What the process entails
- Who will be involved

It is important to ensure that stake holders at branch level take part in the process.

The aim of this exercise is to create a supportive environment for the assessment process with the commitment of staff, key managers at all levels, senior volunteers and young people. You need to allocate resources to make the self assessment process work, and be prepared to implement changes proposed by the team.

Selecting a lead person to coordinate the self assessment

Any staff member or volunteer who makes a contribution to the sexual and reproductive health rights of young people as a manager, volunteer or service provider can participate in the SA process. However, it is necessary that senior management select the most suitable person for coordinating and leading the overall process. The selection of the coordinator should be based on the following qualifications and skills:

- A manager at Head Quarter (HQ) level
- Involved in previous youth participation initiatives or activities
- Have experience as a trainer (although the person does not have to be a professional trainer)
- Has good leadership and facilitation skills
- Respected by colleagues

Developing a schedule for conducting self assessment

The facilitators need to discuss and develop a schedule for conducting the self assessments. It may be convenient to divide the participants into smaller groups, each to look at an aspect of the SA questions and then report back to the bigger group.

It is strongly recommended that some time be allocated to:

- give an overview of the status of youth participation in the organization
- explain the self assessment, action planning and monitoring process
- explain what the position of the organization is, regarding the process
- explain how this fits within the MA's/PPF's efforts to fulfil the participation rights of young people

⁵ Based on IPPF Quality of Care Improvement Process Manual, 2003 p 5 - 9

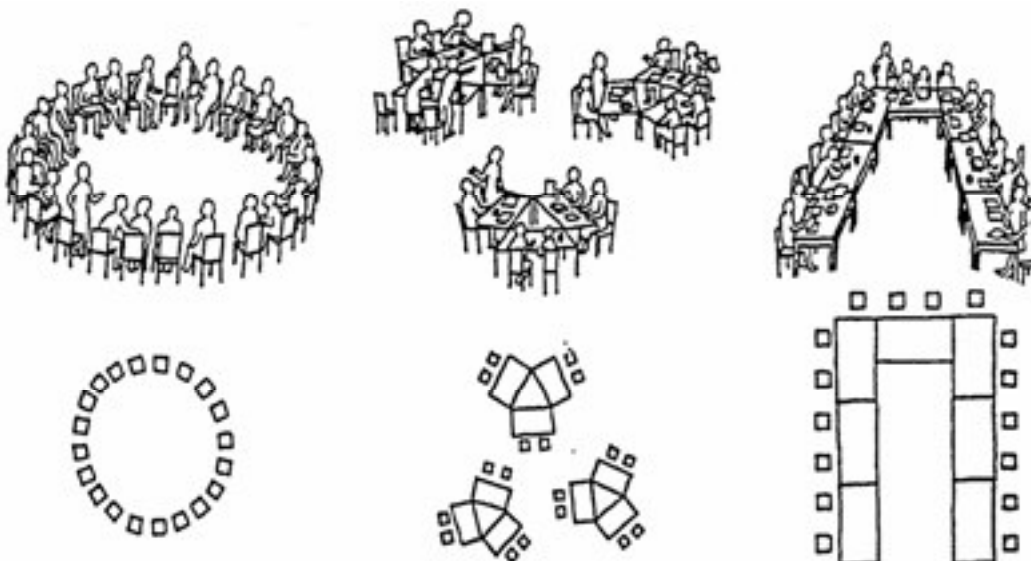
Logistics

Before the meeting, you should:

- Make sufficient copies of the self assessment questions for all participants. In fact, where possible, they should have a copy of the whole self assessment guide.
- Ensure that adequate space will be provided for group discussions and activities. Use one of your youth project sites e.g. youth centre. For practical purposes and to minimise costs, it may also be convenient to hold the SA exercise somewhere to which most participants have easy access
- Make travel arrangements for participants who may require it (this includes travel costs and per-diem, if necessary)
- Make arrangements for lunch/coffee/tea/snacks as required by MA internal procedures (they often play an important role)
- Prepare materials for the working sessions (flip-chart paper, pens, transparencies and projector, as required)
- Provide participants with the relevant documents in advance so that they become familiar with the material before the self assessment exercise. You may wish to also include details of your youth programmes and participation initiatives (reports etc)

Use a participatory approach to the exercise to encourage group work and action plan development.

Don't forget to arrange the room so that it encourages everyone to participate in the process – as these diagrams show.

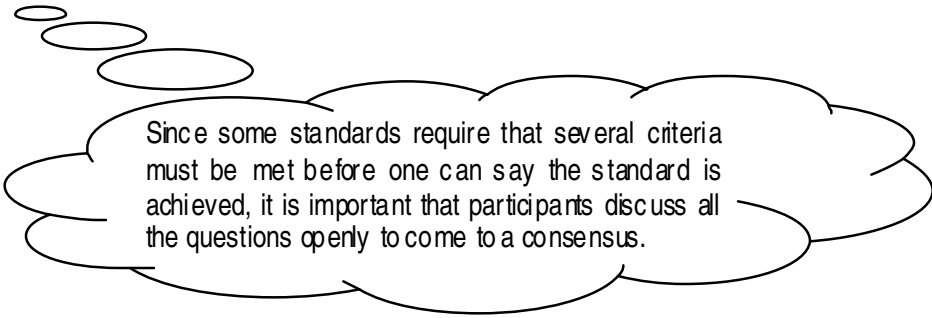


Source: Pretty, et al 1995 in Engender Health, 2001 p 3.32

Tips for facilitators

- ✚ Have a good sense of humour to put participants at ease, while making them aware of the seriousness of the matter.
- ✚ Be familiar enough with the subject matter to discuss relevant issues that arise while applying the questionnaire.
- ✚ Help participants interpret the questions appropriately.
- ✚ Listen carefully in order to move the discussion logically from point to point and to relate participants' comments to the next question.
- ✚ Create a participatory group discussion in which all participants feel confident and safe to express their opinions.
- ✚ Be flexible and open to suggestions, changes, interruptions, and lack of participation – they will be at their work environment
- ✚ Control the time allotted to each question and to the meeting in general without appearing to be 'watching the clock' or rushing participants.
- ✚ At the end of each activity, session or day, encourage participants to describe what happened, how they felt or reacted to the activity and how the exercise related to their work.

Note

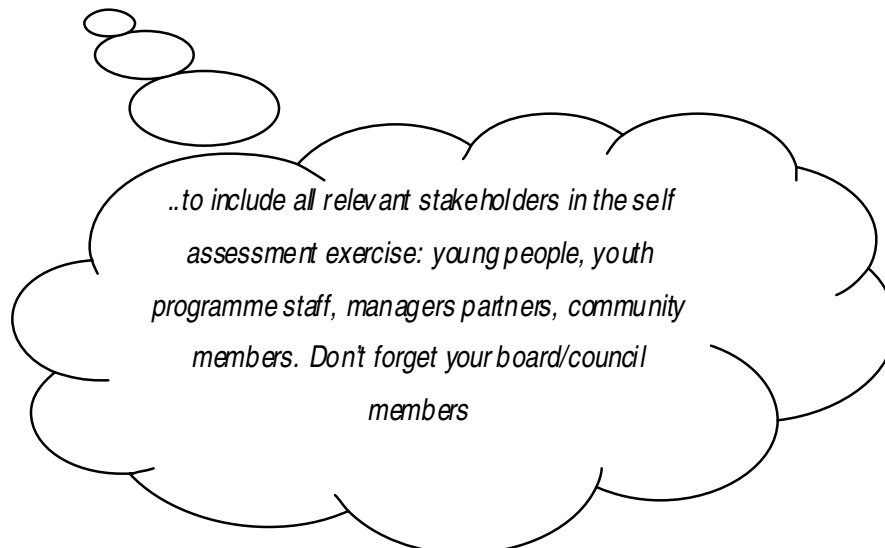


Since some standards require that several criteria must be met before one can say the standard is achieved, it is important that participants discuss all the questions openly to come to a consensus.

More Top Tips

- ✚ The self assessment process can take the form of an informal workshop or meeting of all relevant stakeholders including young people. The duration, format and frequency of these meetings will depend on the organization.
- ✚ Get a group together; staff members, volunteers, young staff members, youth volunteers, young representatives from the community. Ensure you have a friendly enabling environment to work in.
- ✚ Decide who will facilitate, make notes etc. It is best to work with a flipchart and make notes on all the outcomes.
- ✚ Go through the questions and discuss them (not all questions can be done in one session; you may need more meetings or need to divide into smaller groups to look at the different sections). Get a consensus on what the answer is, i.e. positive, positive but not adequate, or negative.
- ✚ Note the questions the group feels positive about. At a later stage the group can decide whether they need to undertake any action to sustain this situation.
- ✚ The questions the group feel they cannot answer positively to, or are inadequately addressed, indicate the areas needing improvement. Those issues need further discussion and practical activities need to be developed to improve this situation.

Remember



Standards (self assessment questions)

A. Shared Values

Youth participation should be based on genuine sharing of fundamental values on young people's sexual and reproductive health and rights, as well as on democratic principles. Therefore there must be an agreement on the key principles of sexual and reproductive health rights of young people and on good practices of youth participation. Effective representation of young people's views is central to our work. The value of including all young people, especially from marginalised or minority groups should be a fundamental element of youth participation at all levels, not only about 'youth' issues. We aim to support systems and processes that secure young people's participation internationally, regionally and locally

1. All staff/volunteers work towards the common goal of sexual and reproductive health wellbeing for all young people.

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Is there a common understanding of the sexual and reproductive rights and needs of young people by adult staff and volunteers?			
b. Is there a common understanding of the core values ⁶ on youth participation?			
c. Is there a common understanding of the sexual and reproductive rights and needs of young people of vulnerable, marginalized and socially excluded groups?			
d. Do young people, staff and volunteers receive clear information on the organization's mission and objectives with regard to young people's sexual and reproductive health and rights?			
e. Are all staff convinced about promotion of youth SRHR?			
f. Is there a commitment to gender equity?			

2. There is a common understanding and vision of youth participation

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Have all staff and volunteers committed themselves to achieving and supporting youth participation at governance and decision making level?			

⁶ For details, refer to the principles and values on page 18

b. Have there been opportunities for adult staff and volunteers to learn about sharing power with young people?			
c. Have there been opportunities for both adult and young staff and volunteers to address negative assumptions and stereotypes on youth and/or adults?			
d. Are young people's contributions valued at every level of participation and taken into consideration by adults?			
e. Have adults adjusted their professional 'adult' language to one that is better understood by young people?			
f. Have young people who participate recognized their own value in having their voice heard?			
g. Do young people take leadership roles whenever possible?			
h. Do young people push for policies that promote power sharing?			
i. Are young people and adults provided with opportunities (meetings, evaluations procedures, forums) to exchange feedback?			
j. Are both young people and adults involved in setting the agenda for young people's involvement?			
k. Are processes or proceedings explained to young people in a meaningful manner and are they given the opportunity to give feedback on their understanding of such proceedings?			
l. Are young people free to decide how much time they will devote to their participation and is there no obligation imposed on them?			
m. Are young people willing to get involved in the MAs work?			

B. Organizational Capacity

Youth participation demands that we all look critically at the way we work. A safe, supportive and enabling environment within your organization is crucial for the success of youth participation. You can help by choosing youth-friendly language and venues and by communicating decisions and sharing information.

1. Youth specific policies – mission statements, constitutions, bylaws, strategies, operational guidelines are in place

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Does the organization have policies and guidelines that provide for young people to be a permanent part of governing your organization?			
b. Are the policies and guidelines available to young people?			
c. Is there a transparent and democratic system of selecting youth representatives to decision making bodies?			
d. Does the policy and process provide for young people to be selected by young people?			
e. Is there a specific quota assigned to young people in decision making bodies of the organization?			
f. Are there mechanisms in place to coach and mentor young people?			

2. Youth representation in decision making and policy making bodies

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Does the organization have 20% of young people under 25 on their decision making bodies?			
b. Do the young people in decision and policy making bodies have voting rights?			
c. Are young people's terms of office and voting rights similar to those of adults?			
d. Is there a replacements system if young people's terms end early (e.g. due to life changes or relocation)?			
e. Are there special measures such as youth alternates to ensure full representation of young people at all times?			

f. Are measures in place to ensure gender balance in the representation of young people?			
g. Are there mechanisms and resources to enable youth representatives to feed back into their peer groups?			

3. Resources are allocated to facilitate and support youth participation.

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Has your organization allocated a budget and staff to ensure the participation of young people, to work on youth programmes and to oversee, develop and sustain youth participation at different levels?			
b. Are meetings held at convenient times and places enabling young people to participate?			
c. Do young people have access to resources needed for them to participate? (e.g. documents, internet)			
d. Have you ensured that the budgeting and financial management systems support participation? (e.g. is there a budget for youth volunteers separate from youth programme budgets?)			
e. Do young people have access to administrative support and/or equipment needed to participate (email etc.)?			
f. Are expenses paid in advance as opposed to reimbursed?			

4. There is a system in place for young volunteers to advance within the organization

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Are young people recruited as staff?			
b. Are there guidelines on how young people who have actively participated in decision making or have contributed in any other way to the organization could take up positions on the highest decision making bodies? (RC, GC)			
c. Has the organization developed a system of keeping records of youth volunteers?			
d. Is there a system in place for officially recognising young people who participate?			

5. Systems are in place for cooperating with other youth organizations (as well as for cooperating within the organization)

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Does the organization have a system and allocated resources for cooperating with community youth networks?			
b. Do young people have access to a diverse range of ways to participate or convey their ideas, e.g. orally, in writing?			
c. Are young people in schools, disability groups, young people living with HIV, street children and other groups within communities being involved?			
d. Do young people who are participating keep in touch with their peers about their participation and activities?			
e. Are there specific opportunities and allocated resources for young people and adults in the organization to work with other youth leaders (both within and outside the organization)?			
f. Are there opportunities for young people and adults to network with other adults doing similar work (both within and outside the organization)?			

C. Selection, recruitment and sustaining youth participation

This section deals with the key questions: where and how to find young people who want to be involved; how to keep them involved and interested?

1. There is a system in place for the recruitment of new volunteers (both adults and young people) that promotes youth participation in governance and decision making

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. When recruiting new youth members, do you aim to attract a diverse group of young people?			
b. Do your recruitment criteria for adults address the need for them to value youth participation?			
c. Do you orient adults and young people on the benefits of working in partnership?			
d. Are the selection criteria for new volunteers youth friendly? (e.g. should not be discriminatory or exclude anyone; no emphasis on long work experience)			
e. Are young people on the selection board and/or involved in the election process?			
f. Does the organization provide a letter of agreement that describes the responsibilities of members of governing or programme bodies and the role(s) the organization is asking young people to take?			
g. If so was this agreement developed jointly by adults and young people?			
h. Is there a clearly stated strategy for ensuring gender balance?			

2. There is a system in place for the recruitment of staff (both adults and young people) that promotes youth participation

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Are the selection criteria favouring the recruitment of young people? (e.g. without excessive emphasis on long work experience, with upper age limit etc.)			
b. Are young people on the selection board and/or involved in the selection process?			

c. Is there a clear salary scale – which is based on scope of work rather than experience and academic qualifications?			
d. Are the job descriptions flexible and clear?			
e. Are there measures in place to ensure equity in the recruitment of young women and young men?			

3. There is a system in place to sustain youth participation

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Is there is a system of incentives/reward to motivate young people to participate?			
b. Is there a system to support young people during and after their participation?			
c. Are young people shown appreciation for work well done?			
d. Do young people and adults have regular opportunities to reflect on their work?			
e. Is there a system of follow up after young people have left the organization?			
f. Does the organization have a system/scheme to encourage their participation even after the age of 25?			

4. There is a system in place for training and orienting young people on the organization's goals and vision.

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Is there a system for youth members to train/mentor new youth members?			
b. Are there systematic opportunities for young people to be trained to train others?			
c. Are there capacity building (e.g. training) schemes in place for adults and young people to be able to work at the same level?			
d. Are there venues/opportunities for adults and young people to engage in dialogue?			
e. Do young people who participate have access to all relevant information to enable informed decision making?			
f. Does your organization have a system for personal development of young volunteers – training, attending meetings, mentoring?			

g. Are youth issues, youth participation and youth friendliness mainstreamed into the orientation programme for all staff and volunteers?			
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5. A system is in place to monitor the participation activities

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Do you document the participation activities and processes?			
b. Do you have a system for regular assessment and evaluation of participation (both for young people and adults), involving young people?			
c. Does the organization have a system to attend to issues brought up by young people?			

D. Roles and responsibilities

All members of staff and volunteers, young and adult, need to be able to help young people participate. The leadership of senior staff is critical to sending the right message to everyone involved. Clarity in roles and responsibilities will enhance this message. Endorsement of youth participation in job descriptions of staff and descriptions of roles and responsibilities of volunteers will add to IPPF's commitment to youth participation.

1. The roles and responsibilities of young people who participate in governance and decision making are clearly stated and understood.

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Does your organization refer to the importance of acknowledging and valuing youth participation in the terms of reference of all relevant staff/volunteers?			
b. Do young people who participate in governance have a clear understanding of their roles and responsibilities?			
c. Are the roles and responsibilities of young people who participate in governance respected by adults?			
d. Are adult volunteers aware of their duties and responsibilities with regard to youth participation?			
e. Is there a system in place to protect young people from any form of harm?			
f. Does the organization have terms of reference of young volunteers which were developed jointly by adults and young people?			

2. There is a transparent organizational structure (governance and administration) for monitoring the roles and responsibilities of young people in participation

	Yes Sufficient	Yes, but not sufficient	Not addressed
a. Does your organization have a system and clear guidelines to monitor staff and volunteers to fulfil their responsibilities related to youth participation?			
b. Do young people have the opportunity/means to assess if their roles within the organization, including governance, are respected?			
c. Do young people have the opportunity/means to assess if their peers who participate in governance and policy making fulfil their responsibilities and give voice to their needs?			

Section Three

Where do we go from here?

The 'how to' of action planning

Remember, the idea of the self assessment is to challenge organizations to be as innovative as possible in moving forward. Where there is a lack of financial resources, always consider how you can address the gaps by integrating your plan into ongoing activities of the organization.



By Joan Hilty taken from Engender Health, Facilitative Supervision Handbook, 2001

Completing the work plan

After identifying which standards and questions the organization was not addressing adequately, use the log frames on page 35 to map out.....

which standards are not well addressed
how you are going to address them better
when you are going to do them
who is going to be responsible for what
and what resources are needed

Areas or issues that require improvement will be those that have been answered with a tick under the columns. A useful technique to use during this exercise is to keep asking participants: 'why does this problem exist?' and then generate a discussion on possible solutions. The group should discuss and agree on the interventions. Effective interventions require:

- simple solutions that are feasible (small steps)
- interventions that are sustainable
- be aware of human and financial costs

Once an action is agreed upon, identify a responsible person to put it into practice and to establish realistic deadlines. This information should be recorded in columns, as provided in the log frames. The facilitators should encourage and guide participants to assign tasks.

Remember to record whether financial, technical or other assistance is needed and what the source of that assistance will be. This should be recorded in the 'Resources' column of the log frame.



Joan Hilty, Engender Health, Facilitative Supervision Handbook, 2001

Work plan implementation

Once the work plan is completed remember to network with other to prevent duplication of efforts and resources.

It may be helpful to identify a time-frame to review the progress (follow up - after 6 months or 1 year) of the self assessment

You may choose to establish a multidisciplinary team of three or four people, including young staff/volunteers to drive and guide the participation monitoring process. Their role is to:

- make the action plan accessible to all staff
- monitor the implementation of the action plan
- support staff responsible for implementing solutions

Sample Log Frames

Shared Values - Where do we want to go?

Which standards are we not addressing well?	How are we going to address these?	When?	Who?	Resources?

Organizational Capacity - Where do we want to go?

Which standards are we not addressing well?	How are we going to address these?	When?	Who?	Resources?

Selection, Recruitment and Sustaining - Where do we want to go?

Which standards are we not addressing well?	How are we going to address these?	When?	Who?	Resources?

Roles and Responsibilities – Where do we want to go?

Which standards are we not addressing well?	How are we going to address these?	When?	Who?	Resources?

Lessons learned from self-assessment exercise

'It gave us a chance to assess the degree of youth participation we have achieved.'

The self assessment tool was piloted in all the regions of IPPF. The participants in Trinidad and Tobago had these comments:

'We had the opportunity to formalize structures in terms of how we deal with youth participation. We were doing a lot of work before (in this area) but did not know how to formalize it.'

'The sessions helped to put everything into focus. We did not even recognize how much we were doing it (youth participation).'

'It was good for young people to have an opportunity to make a real impact on the assessment of the IPPF tool. It showed us the importance of having a voice at the top level of the Federation.'

'It helps the organization to really assess the strength of its youth component. It is a good tool to pinpoint your weaknesses and strengths and can guide planning. The self-assessment process allows for the opportunity to determine the specific resources needed. This tool will give organizations that don't have youth participation a guide as to how to develop this. Young people by their very participation in the self-assessment can be more motivated and appreciative of the scope of the role they can play. They can now be more "in our faces" to ensure they reach the top level of youth participation.'

In Ghana the participants gave the following feedback:

'The self-assessment process was challenging because it was difficult for participants to separate themselves from their roles and be completely objective without feeling "judged".'

'There seems to be general communications and information flow challenges among staff members, volunteers and governance. The session acknowledged these challenges and the fact that the organization has only recently put in place mechanisms to address them. In the context of the self assessment it is critical that the agreed actions are completed urgently, otherwise this will have a negative effect on both the gains the organization has made.'

Youth Participation Case Studies

Regional and National Approaches

Youth Action Movement (YAM) ... New strategy for IPPF Africa Region

The idea of the Youth Action Movement in Africa emerged from the recognition of young people as resources, that their participation is a right and can lead to more realistic and meaningful policies and programmes. If they are supported they will acquire knowledge and marketable skills.

YAM's concept is to give decision making powers to young people, provide a model and structure that enables youth participation in programmes and help young people be recognised as advocates.

Their approach is to encourage all IPPF member associations in the region to establish national Youth Action Movements and ensure that representatives of these national movements should sit in executive committees or boards.

National youth action movements will also form a sub-regional youth working group, a representative of which will sit in the Africa Regional Youth Working Group. This regional youth working group will identify the regional youth representative to sit in the IPPF Regional Council for Africa.

The proposed youth structure is to be incorporated into IPPF's decision making and governance structure. Member associations are expected to provide support for YAMs and ensure their constitutions/policies provide for the participation of a number of YAM members in national boards or executive committees.

The regional office will provide support for MAs to revise their constitutions/policies and ensure the incorporation of the regional youth working group structure into regional governance with voting rights. So far, a number of member associations have already established YAMs.

Young & Wise, Ghana

'You just don't believe these young people can do it, but then they surprise you'
Adult member of the Planned Parenthood Association of Ghana

The commitment of the Planned Parenthood Association of Ghana (PPAG) to young people's development dates back to 1969 and the emerging concern for young people's sexual and reproductive health. By 1991, many young people were involved in programme planning and implementation. Today, members of the Youth Action Movement (YAM) are involved in policy and decision making in many ways.

The Young & Wise Youth Centre Project - a youth-dedicated facility providing sexual and reproductive health information and services - is designed and implemented by young people.

Before planning for the centre began, a meeting was held with young people from existing PPAG youth networks and other youth organizations in Accra, Ghana. The young people elected a Youth Advisory Board (YAB) which advised PPAG on all aspects of the project.

PPAG and YAB then began to create other structures for more meaningful youth involvement. Four youth committees were formed to oversee different aspects of the project from planning and implementation to monitoring and evaluation. YAB and these committees worked to recruit part time youth staff and facilitators, trained and involved peer educators and developed a membership scheme to ensure more young people use the centres and participate in the planning of activities and delivery of services.

The majority of staff are young people but the rest of the YAB, youth sub committees and facilitators are all youth volunteers. This demonstrates that young people can be responsible for the entire decision making process and day to day running of a youth centre.

Its success is based on a well designed structure for youth involvement that creates many ways for young people to get involved, with varying levels of commitment. It means that young people choose how much time they want to give. Each position requires particular skills and attributes of youth volunteers, a job description and specific incentives such as payment of travel costs, bicycles for easy mobility and free computing and life skills training.

Young and Wise's success has led PPAG to develop policies that provide for the involvement of young people in all project planning teams in the organization.

Young people making policies in the Philippines

The Family Planning Organization of the Philippines (FPOP) has provided family planning and maternal and child health services for the past three decades through its chapters and community health care centres in more than 40 provinces across the country. Currently, one of its three core programmes is the Development and Family Life Education for Youth (DAFLEY) project which operates in three provinces.

Recently, FPOP engaged young people in updating its policies on youth. They worked with young people already involved in the DAFLEY project. Training in communication skills helped build young people's self esteem and confidence to be able to share their views with adults. The main challenges were logistical - finding ways of working together despite differences in schedules between adults and young people as well as the problems caused by the distances between project sites.

Together, they identified how best to put in place policies that will ensure the involvement of young people in decision making processes. They succeeded in passing a recommendation that youth representation be increased in all 26 FPOP chapter councils.

The work of the young people set new policy directions for FPOP and created new opportunities for young people's participation. Today, the FPOP National Youth Coordinator is a member of the Technical Committee for the State of the Philippines Population Report (SPPR 2) which will highlight initiatives and data on adolescent reproductive health in the Philippines. There are youth representatives in both the chapter and national councils with voting rights. The first National Youth Leaders' Assembly where young people will elect their representatives to the National Council of the FPOP is being planned.

'Fast tracking' in IPPF South Asia Region (SAR)

The IPPF/SAR in 1996 became the first region to include young people in the regional council. Since then youth volunteers have made a significant contribution to the work of the regional office and Member Associations (MA).

At national levels, youth members are either elected or selected to sit on the national executive committees. If elected from the branch they are full members and are entitled to vote. However, they lose this voting right if selected. This is mainly to encourage youth representatives elected by young people themselves.

Today, one youth member from each of the seven MAs sits in the regional council with equal voting rights as adult members. Six of the seven MAs now have young people on their national executive boards and four of the seven youth members are elected.

At national levels, sometimes selection processes have helped to 'fast track' young people onto boards to ensure participation at all levels avoiding the long bureaucratic procedures that discourage young people. This has been used to address the problem of young people having to serve on local boards for a long time before being elected to the national level.

An ideal system would be for young people to serve as members of youth groups from where they can be elected into Branch Youth Committees, then National Councils and National Executive Committees. This will serve as a clear route for the election of young people into the Regional Council. It will also provide support networks for young people and build a pool of young advocates and decision makers at all levels.

The region is currently working on the possibilities for regional council youth representatives to select and elect their representative to the Governing Council of IPPF.

New by-laws to support participation

..... IPPF Western Hemisphere Region (WHR)

Young people participate in the programs and activities of IPPF/WHR and its member association in different ways. In recent years, various resolutions have been put in place to encourage young people's participation in IPPF/WHR's decision-making bodies and to encourage the members associations to incorporate youth in their Board of Directors.

In 1998, IPPF/WHR adopted new by-laws to regulate the governing structure and the role of volunteers. The new structure requires that at least one young person – less than 25 years old be one of the nine members of the Board of Directors. Today the Board of Directors has two youth members; one young woman from Colombia and a young man from Chile.

In 2002, the Regional Council of the Western Hemisphere Region of IPPF approved a resolution which supported member associations to have 20% young people on their Board of Directors and to integrate young people as associates. To date, 13 of the 35 MAs reported of having youth in their Board of Directors and others have plans for incorporating youth in the near future. Seven MAs said they have young adults aged 25 to 33 years old in decision making bodies. This is very important for the continuous participation of young people as they move out of their 'young' age bracket.

Additionally, to support all these actions, the Strategic Plan for the Regional Office, approved in September 2003, contains a clear objective related to youth participation. This reads: "to increase youth participation at the regional office and member associations, at the decision-making level as well as in the design, implementation and evaluation of programs".

Determination and communication produces results in Kyrgyzstan

Reproductive Health Alliance of Kyrgyzstan (RHAK)

This IPPF Vision 2000 Fund project aims to develop the Reproductive Health Alliance of Kyrgyzstan. Its stakeholders are volunteers, board members, staff both at central and branch levels, and young people.

Young people are actively involved in the activities, planning and management. They make up 41% of the total RHAK membership. RHAK organized a National Youth Forum which was attended by representatives from all the branch youth committees to develop and approve the terms and conditions of the Youth Committee and its main strategic activities. In this meeting the branches presented their strategies, challenges and successes.

From the branch presentations, it appeared clear that the members of the Youth Committees played an important role in the project planning and implementation and contributed much to its progress. They organised local fundraising activities to run seven workshops for young people across the country. In addition, training was organized to inform young people of RHAK's mission, goals and objectives, while encouraging them to participate in activities as peer educators and promoters.

The chair of every branch youth committee sits in the national youth committee to ensure representation and a clear flow of information and decision making processes. To link the youth structure to the broader decision making structure of RHAK, the Chair of the Youth Committee was elected to RHAK's National Board. The young people created a youth policy and developed project proposals, two of which are currently being implemented.

The success of RHAK's approach is based on two key factors: young people's determination and the creation of an effective communication.

Targeting young decision-makers in Sweden

'Young politicians who are interested in sexuality issues will always fight for young people's rights'

This project, initiated by the Swedish Association for Sexuality Education (RFSU), targets young decision makers in youth NGOs and youth leagues of political parties in the Swedish parliament.

The aim is to enlist support and commitment among young parliamentarians and high-level policy makers for the promotion of sexual and reproductive health and rights (SRHR) for all. RFSU works with these young decision makers to advocate and lobby their parties and organizations to put SRHR issues on their national agenda. To help them, they are provided with an overview of both national and global SRHR information.

Networking strategies between RFSU and all stakeholders and the energy and political will of the young people all contributed to the project's success. Regular informal contact yielded the best results. For every targeted organization, a contact person is identified. They are supported to identify their needs ranging from technical information on SRHR to building networks.

There is an unavoidable problem of high turnover; they grow up and/or leave their organizations so it is important to have contact with not only one person from each organization but two or three. Young people are often involved in many different issues and balancing their work with their studies. Making the project well known in the organization is also key to keeping interest alive. For example the five youth who went for the study visit to meet with Zambian youth organizations wrote a joint article in the largest Swedish newspaper on the right to safe abortion.

Motivating these young decision makers to put SRHR issues on their political agenda is a challenge. Early indications show that young politicians who are interested in sexuality issues will always fight for young people's rights. So far the outcomes from the project are very positive. One organization has included HIV/AIDS and the right to safe abortion as high-profile issues in their national human rights campaign. Other organizations have integrated sexual and reproductive health and rights in their official agendas and have published on these topics.

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IPPF POLICIES

4 – SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

POLICY 4.7

RIGHT TO PARTICIPATE

9. IPPF encourages member MAs to support young people and ensure they receive practical skills and knowledge so they can participate to the best of their ability in society. IPPF and MAs are urged to take the following into account in their work with young people:

- i. When MA programmes and services are being designed, implemented and evaluated, every effort should be made to involve young people and ensure they have real decision making power.
- ii. MAs and Regions are strongly urged to attain at least twenty percent young people on their decision-making bodies in line with IPPF's Governing Council structure.
- iii. The participation of young people should be built around the equal partnership of young people and adults.
- iv. Young people need to be supported to participate in all of the above through the provision of resources (material and financial), information and training.
- v. MAs shall not discriminate on grounds of age, especially in approving applications for membership of the MA, providing information or services, in recruiting staff or in any other aspect of the Associations work, subject to local law. Indeed, MAs should make efforts to actively recruit young people as members of MAs.

As adopted by Central Council, November 1990

Last amended by Governing Council, May 2001