**Abstract:**
These guidelines have been developed to support Country Offices and their development partners in promoting and facilitating effective youth participation, youth engagement and youth mainstreaming through country and regional programmes.

The guidance is not intended to be comprehensive or prescriptive, and further guidance can be sourced by referencing the resources listed at the end of this document.

**ACKNOWLEDGEMENTS**

This Guidance is the result of a collaboration between the United Nations Population Fund (UNFPA) East and Southern Africa Regional Office (ESARO) and UNFPA South Africa Country Office.

The Guidance was developed by independent consultants Ms. Ellen Hagerman and Mr. Philip Browne, under the leadership of Ms. Maja Manzenski Hansen, Regional Adolescent and Youth Specialist at UNFPA ESARO, and Mr. Gilles Virgili, Adolescent and Youth Analyst at UNFPA South Africa.

Special thanks to Ms. Selamwit Mamo, African Youth Volunteer Corps intern, for drafting the first outline; Mr. Davide Piga and the UNFPA Innovation Fellows at UNFPA ESARO for organizing two innovation days; and Ms. Irem Tumer, Ms. Renata Tallarico, SYP Regional Coordinator Ms. Maria Bakaroudis, CSE Specialist at UNFPA ESARO and Mr. Bouwe-Jan Smeding for reviewing the Guidance. Appreciation also goes to the members of the Africa Youth and Adolescents Network on Population and Development, UNFPA youth focal points in Botswana, Democratic Republic of Congo, Namibia, Rwanda, Uganda, United Republic of Tanzania and Zimbabwe, who contributed to the draft Guidance, and to Ms. Mercedes Sayagues for editing the final Guidance. The design of the Guidance was done by GT Print.

We would like to acknowledge the financial support of UNFPA ESARO and UNFPA South Africa, and the contribution from the UNFPA Innovation Fund, funded by Denmark and Finland, to the innovation days and online consultations with UNFPA Country Offices. This Guidance is based on the recommendations from these processes.
Acknowledgements ................................................................................................................................... 1
Acronyms .................................................................................................................................................. 5
Introduction and Background .................................................................................................................... 6
Purpose and Objectives Of The Guidance Document .................................................................................. 7
Target Audience ......................................................................................................................................... 8
Document Structure .................................................................................................................................. 8

Section One: Rationale for Youth Participation ......................................................................................... 9
Why Engage Youth? .................................................................................................................................... 9
Positive Outcomes for Youth ....................................................................................................................... 10
Impacts of Youth Participation .................................................................................................................... 10

Section Two: Key Definitions, Principles and Strategies for Youth Participation ......................................... 11
Defining Youth .......................................................................................................................................... 11
Defining Youth Participation ....................................................................................................................... 11
UNFPA’s Approach to Youth Leadership and Participation ........................................................................ 12
Engaging with Different Models and Approaches of Youth Participation ................................................ 12
Principles for Youth Participation and Engagement .................................................................................. 14
Consider Diverse Approaches for Youth Participation .............................................................................. 16
Key Elements for Successful Youth Participation ..................................................................................... 17
Recognize the Diversity of Youth ............................................................................................................... 17

Section Three: Getting Practical About Youth Participation in Decision-Making .................................... 19
How Do We Get Started with a Youth Participation Strategy? ................................................................... 19
Review and Adjust the Organizational Culture and Staff Capacities ......................................................... 20
Conduct a Mapping of Youth-Led and Youth-Serving Organizations ....................................................... 21
Steps for the Mapping Exercise ................................................................................................................ 21
Identifying Viable and Credible Organizations ........................................................................................... 22
Conduct a Needs and Capacity Assessment ............................................................................................... 22
Identify Barriers to Youth Participation ..................................................................................................... 23
Take Stock of the Landscape and Situation ............................................................................................... 24
Mainstream Youth Participation into the Planning Phase ......................................................................... 25
Who do you want to work with? ................................................................................................................ 26
Initiating Partnerships with Different Types of Youth Structures ............................................................... 27
Youth-Led and Youth-Serving Organizations .......................................................................................... 28
Youth Advisory Panels .............................................................................................................................. 28
How do you want to work with them? ......................................................................................................... 30
What Can You Do to Support and Facilitate Youth Capacity Building? ................................................... 31
Guidance on Enhancing Youth Participation in East and Southern Africa

Section One: Introduction

Objectives

1. Develop the capacities of the individual
2. Strengthen Youth-Led and Youth-Serving Organizations
3. Engage Youth Consultants, Interns and Volunteers
4. Ensure a Positive and Inclusive Enabling Environment
5. Amplify the Voice of Youth
6. Support Youth-led Advocacy, Campaigning and Inclusion
7. Leverage Social Media for Youth-Led Advocacy
8. Work with Youth as Leaders and Implementers

Section Two: Increasing Youth/Led Advocacy

Overview

1. Potential Steps in Designing a Youth-Focused M&E Approach
2. Engaging Youth Evaluators
3. Conducting Baseline Surveys
4. Generating an Evidence Base
5. Generating Youth and Gender-Sensitive Indicators
6. Setting Objectives and Indicators
7. Developing a MERL Strategy

Section Three: The Enabling Environment

Overview

1. Potential Steps in Designing an Enabling Environment
2. Engaging Stakeholders
3. Conducting Baseline Surveys
4. Generating an Evidence Base
5. Generating Youth and Gender-Sensitive Indicators
6. Setting Objectives and Indicators
7. Developing a MERL Strategy

Section Four: Monitoring, Evaluation, Research and Learning

Overview

1. Potential Steps in Designing a Youth-Focused M&E Approach
2. Engaging Youth Evaluators
3. Conducting Baseline Surveys
4. Generating an Evidence Base
5. Generating Youth and Gender-Sensitive Indicators
6. Setting Objectives and Indicators
7. Developing a MERL Strategy

ANNEX 1: Sample Indicators for Measuring Youth Participation

ANNEX 2: Resources

Figures

Figure 1: Phased Approach to Strengthening Youth Participation
Figure 2: Different Impact Levels of Youth Participation
Figure 3: Ladder of Participation
Figure 4: The Three-Lens Approach to Youth Participation
Figure 5: Key Questions to Facilitate Phased Approach to Youth Participation
Figure 6: Core Elements in a Youth Participation Process
Figure 7: Understanding and Applying Youth Mainstreaming as a Strategic Approach
Figure 8: Types of Youth Structures
Figure 9: Process in Leveraging Social Media for Youth-Led Advocacy
Figure 10: UNFPA Indicators to Measure Youth Participation Outcomes
Figure 11: Mapping Global Youth-Related Indicators
Figure 12: Determining Result Areas for Youth Interventions
Tables

Table 1: Different Definitions of Youth.............................................................................................................11
Table 2: UNFPA’s Approach to Youth Leadership and Participation...............................................................12
Table 3: Principles for Youth Participation and Engagement..............................................................................14
Table 4: Diverse Approaches to Youth Participation........................................................................................16
Table 5: Working with the Diversity of Youth in ESA.......................................................................................17
Table 6: Identifying Barriers to Youth Participation..........................................................................................22
Table 7: Different Types of Organizations Engaged in Youth-Related Activities.............................................26
Table 8: Approaches to Working with Youth Advisory Panels.........................................................................29
Table 9: Levels of Programme Support for Capacity Development.................................................................31
Table 10: Approaches to Designing a Youth-Focused M&E Approach............................................................38
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AfriYAN</td>
<td>African Youth and Adolescents Network on Population and Development</td>
</tr>
<tr>
<td>ASRHR</td>
<td>Adolescent Sexual and Reproductive Health and Rights</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>CARMMA</td>
<td>Campaign on Accelerated Reduction of Maternal Mortality in Africa</td>
</tr>
<tr>
<td>CO</td>
<td>Country Office</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organization</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
</tr>
<tr>
<td>ESA</td>
<td>East and Southern Africa</td>
</tr>
<tr>
<td>ESARO</td>
<td>East and Southern Africa Regional Office</td>
</tr>
<tr>
<td>FBO</td>
<td>Faith-Based Organization</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MERL</td>
<td>Monitoring, Evaluation, Research and Learning</td>
</tr>
<tr>
<td>SADC</td>
<td>Southern Africa Development Community</td>
</tr>
<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SRHR</td>
<td>Sexual and Reproductive Health and Rights</td>
</tr>
<tr>
<td>SWAP</td>
<td>Sector Wide Action Plan</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
</tr>
<tr>
<td>UNGASS</td>
<td>United Nations General Assembly</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>WPAY</td>
<td>World Programme of Action for Youth</td>
</tr>
<tr>
<td>YALI</td>
<td>Young Africans Leadership Initiative</td>
</tr>
<tr>
<td>YAP</td>
<td>Youth Advisory Panels</td>
</tr>
<tr>
<td>Y4CARMMA</td>
<td>Youth for Campaign on Accelerated Reduction of Maternal Mortality in Africa</td>
</tr>
</tbody>
</table>
According to the Population Reference Bureau (PRB), there were 1.2 billion youth aged 15-24 years globally in 2017, representing one out of every six people worldwide. This number is expected to grow by 7 percent by 2030, which accounts for a growing focus on youth and adolescents in policies and programming worldwide. Human rights have already responded to this growing focus by encompassing a wide range of basic rights and fundamental freedoms enshrined in international, continental and regional human rights instruments for children, adolescents and youth. Goals 10 and 16 of the Sustainable Development Goals (SDGs) have set a pathway until 2030 for ensuring that adolescents and youth are provided with opportunities to participate in decision-making processes at all levels that have an impact on their lives and their well-being. Furthermore, every target of all 17 Goals will have a specific, age-related impact on youth.

In response to the significant growth in its youth population, the African Union (AU) approved the African Youth Charter in May 2006 and the AU Youth Decade 2009-2018 Plan of Action. The Charter and the Plan of Action serve the dual purpose of enabling youth to effectively assert their human rights and to fast-track the development and implementation of supportive policies and programmes for young people.

More recently, the AU Assembly established the theme for 2017 as “Harnessing the Demographic Dividend through Investments in Youth.” It recognizes the demographic dividend as central to the continent’s economic transformation in the context of the AU Agenda 2063: The Africa We Want. It also acknowledges that long-term investments in the health of adolescents and youth, including in their sexual and reproductive health, can help accelerate economic growth when combined with investments in education and economic planning.

To achieve the ambitious objectives articulated in these commitments, young people need opportunities and means to acquire education and skills. They also need to be involved in the development and implementation of policies and programmes that affect their lives. Agencies such as UNFPA that regularly work with youth and champion the concept of the demographic dividend need to identify opportunities to empower youth to participate in policy and programme development and in decision-making processes. To do so, efforts need to be targeted both to youth as individuals and, more importantly, to youth as a collective. This collective can manifest as formal organizations or more informally as networks, movements and platforms.

---

1 African Union, 2017, Harnessing the Demographic Dividend through Investments in Youth.
PURPOSE AND OBJECTIVES OF THE GUIDANCE DOCUMENT

The purpose of the Guidance Document is to assist users in identifying and applying effective strategies to ensure that young people effectively participate in activities that directly impact on their lives. The Guidance helps users to integrate youth considerations into their current work and to measure the results of these interventions. Finally, the Guidance encourages adults working with youth to reflect upon the most effective ways to interact with youth as partners. Taking their cue from the disability rights movement, youth are increasingly saying: “Nothing about us without us”.

The aims of this document are:

- To engage with young people as leaders and partners who can influence and contribute to policies and programming of relevance to UNFPA and its partners; and
- To empower youth to play a direct role in decision-making at all levels of society.
The key objectives are:

- To increase youth participation within UNFPA youth programmes and activities at country and regional level;
- To support country offices to implement the Youth Participation Strategy;
- To define the terms of engagement for working with young people; and
- To ensure that youth participation processes are tailored to the political, social, economic and cultural realities at country level.

TARGET AUDIENCE

While this Guidance Document is available for a general audience, it has been designed to guide UNFPA Country Offices and their partners in implementing quality youth participation.

DOCUMENT STRUCTURE

The document is divided into four sections.

1. **Rationale for Youth Participation**: The first section lists sound reasons for engaging youth at UNFPA and partners’s offices or in programme or policy initiatives that affect them.

2. **Key Definitions, Principles and Strategies**: This section unpacks key definitions for youth and youth participation, and explains where and when the terms are appropriately used. The section also introduces a set of principles, strategies and approaches is put forward to facilitate concrete action for youth participation.

3. **Operationalization of Youth Participation**: This section offers practical considerations and actions to facilitate youth participation within the workplace and externally.

4. **Measuring Results**: The final section presents tools for effective monitoring, measurement and evaluation of youth participation efforts and activities.
Why Engage Youth?
For many development stakeholders, the concept of youth participation seems a worthwhile ideal. In practice, however, it is often viewed as time-consuming, resource heavy and outside of their scope of work. There are many reasons for Country Offices and their partners to engage youth, some of which are listed below:

- **Addresses a core focus for UNFPA**: Young people in the 10 to 24-year-old age band are a core focus of many sexual and reproductive interventions and their cross-cutting issues of education, health, social protection and job creation.

- **Positions youth as agents of change**: Transforming young women and men from being development “objects” to being development “agents” and becoming ambassadors for change in their countries and communities.

- **Increases the likelihood of acceptance**: Involving youth as partners in making decisions that affect them increases the potential that decisions will be accepted, adopted, and become part of their lives.

- **Delivers more effective and targeted action**: The active engagement of youth and adolescents provides insights into their lives that can inform legislation, policies, budget allocations and services, and result in better outcomes across a range of areas, including health, education and family life.

- **Catalyses long-term change for everyone**: Advocating and planning for sound development outcomes for young people can lead to broad-based benefits such as democratic governance across society and across generations.

- **Achieves more positive outcomes**: Research shows a link between youth engagement and positive health and social outcomes. Young people who participate in civic affairs and are involved in community service are less likely to engage in risky behaviours.

- **Fosters active citizenship**: Through discussing matters that concern them, youth and adolescents can become active citizens and help build peaceful and democratic societies that respect human rights.

- **Reaches a diverse range of people within the population**: A commitment to reach the broad swath of youth expands the lens of diversity for programming and policymaking. It requires taking into account specific vulnerabilities faced by youth, such as sexual orientation, disabilities or living in humanitarian, migrant or peacebuilding situations. The diverse backgrounds of youth may require tailored interventions.

- **Builds youth skills and competencies**: Engaging youth in their own development builds their capacity and critical skills and contributes to the broader development agenda.

---

2 Centre for the Study of Social Policy, 2007, Engaging Youth in Community Decision Making.
Positive Outcomes for Youth

The following checklist highlights some of the benefits of involving youth. It can be used to assess the outcomes or impact of any planned youth participation initiative:

- A growing feeling of empowerment and self-awareness;
- A greater sense of control over their own lives;
- Increased comfort in interacting with people of different ages and backgrounds;
- Greater awareness of diversity and gender issues;
- Opportunities to exercise responsibility;
- Direct experience of the consequences of decisions and accountability for actions;
- Experimentation with other roles and identities;
- Time spent in activities that have social significance;
- Better understanding of political, socioeconomic and community issues and dynamics;
- Exposure to the world of work; and
- More compassion for others.

Impacts of Youth Participation

For Country Offices, programming for effective youth participation can bring positive outcomes for young people at three levels:

*Figure 1: Phased Approach to Strengthening Youth Participation*
SECTION TWO: KEY DEFINITIONS, PRINCIPLES AND STRATEGIES FOR YOUTH PARTICIPATION

Defining Youth

In its broadest sense, “youth” is best understood as a period of transition from the dependence of childhood to the period of adulthood when men and women are relatively independent. As a category, youth is a more fluid demographic population than other fixed age groups. Nevertheless, age is the easiest way to define this group, particularly in relation to education and employment.

UNFPA uses the definition that falls within the 10-24 age cohort as the basis for assessing the needs of young people and providing guidelines for youth development. As the table below shows, there are multiple definitions for youth linked to the assignment of age categories. The context and understanding of youth may vary depending upon the circumstances in which particular youth live as well as the mandate of particular agencies.

Figure 1: Phased Approach to Strengthening Youth Participation

<table>
<thead>
<tr>
<th>Entity / Instrument / Organization</th>
<th>Age</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>UN Secretariat / UNESCO / ILO</td>
<td>Youth: 15-24</td>
<td>UN Instruments, Statistics</td>
</tr>
<tr>
<td>UN Habitat (Youth Fund)</td>
<td>Youth: 15-32</td>
<td>Agenda 21</td>
</tr>
<tr>
<td>UNICEF / WHO / UNFPA</td>
<td>Adolescent: 10-19</td>
<td>UNFPA</td>
</tr>
<tr>
<td></td>
<td>Young People: 10-24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth: 15-24</td>
<td></td>
</tr>
<tr>
<td>UNICEF / The Convention on the</td>
<td>Child until 18</td>
<td>UNICEF</td>
</tr>
<tr>
<td>Rights of the Child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Defining Youth Participation

In the same vein, the definition and application of the concept of youth participation takes many forms and uses different terminologies that can sometimes be used interchangeably, can be seen as a process of evolution, or as a way of framing or reporting upon the outcomes of a particular intervention.

1 United Nations, Definition of Youth, file:///F:/UNFPA%20YOUTH/REFERENCE%20DOCS/youth-definition%20(1).pdf
The notion of youth participation is complex and is often oversimplified by those seeking to implement it. This document highlights some definitions that are relevant for UNFPA Country Offices and their partners.

**UNFPA’s Approach to Youth Leadership and Participation**

UNFPA, a leader and ground-breaker in engaging with youth, uses the terms youth participation and leadership somewhat interchangeably within the context of its work. Below is a summary of key points in UNFPA’s approach to youth leadership and participation that could serve as a basis for the operationalization of UNFPA’s Adolescent and Youth Strategy.

**Table 2: UNFPA’s Approach to Youth Leadership and Participation**

<table>
<thead>
<tr>
<th>Core Activities</th>
<th>Engaging</th>
<th>Prioritizing</th>
<th>Delivering</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consult youth; • Advocate for youth participation in fora that will affect their lives, and help youth gain access; • Skills training and other support for youth advocates; • Technical and financial support for youth organizing and advocacy.</td>
<td>• Local, national, regional and global youth leaders, especially for SRHR including HIV prevention, treatment and care; • NGOs; • Governments, the UN, and other stakeholders.</td>
<td>• Skills building; • Access and opportunities for youth.</td>
<td>• Gender-balanced and diverse groups of youth able to advocate effectively for their generation and the future, at community, national, regional and global levels.</td>
</tr>
</tbody>
</table>

Young people have the fundamental right to meaningfully participate in all stages of decision-making processes - development, implementation and evaluation - related to programmes or policies, however big or small, that affect their lives.
Engaging with Different Models and Approaches of Youth Participation

Youth participation takes many forms that develop as the practices and understanding of engaging with young people evolve. There are various models of youth participation that can be followed.  

The most suitable model or approach to participation to use depends on factors including:

- The needs of youth involved;
- The capacities, level of education and level of experience of youth;
- The nature and objectives of the programme or project; and
- The time, knowledge and funds available.

**Figure 3: Ladder of Participation**

One of the best-known participation models is the ‘ladder of participation’, which offers a starting point for thinking about the quality and extent of young people’s participation in projects, programmes and policy processes. Some key points about the ladder include:

- Participation can be viewed as a ladder, with different levels of youth involvement in projects, ranging from non-participation to full participation.
- The lower end of the ladder describes non-participation.
- The higher end of the ladder describes substantive partnerships between adults and young people.
- The ladder’s rungs do not imply that one level must lead onto the next since initiatives involving young people can have different objectives, beginnings and pathways.

---


5 [https://www.google.co.za/search?q=roger+hart+ladder+of+participation+reference&oq=roger+hart+ladder&aqs=chrome.2.69i57j0i5.7982j0j4&sourceid=chrome&ie=UTF-8](https://www.google.co.za/search?q=roger+hart+ladder+of+participation+reference&oq=roger+hart+ladder&aqs=chrome.2.69i57j0i5.7982j0j4&sourceid=chrome&ie=UTF-8)
The ‘three-lens approach’ to youth participation\(^6\) takes into account the following:

- Development assistance should work for the benefit of youth (as target beneficiaries), and be shaped by youth as partners, leaders and initiators;
- Its assets approach mobilizes individual or group talents and strengths, rather than focusing on deficits (needs), problems or threats;
- Young women and men are engaged as leaders, partners, and beneficiaries in policy, strategy and development initiatives designed to promote youth well-being; and
- To ensure this evolution from beneficiaries to leaders, investments are needed to build the capacity of young people by improving access to education, health and skills development.

---

**Figure 3: Ladder of Participation**

![Ladder of Participation](image)

---

**Principles for Youth Participation and Engagement**

Shared principles are the bedrock for effective youth participation. Before stepping into the concrete actions outlined in Section 3, it is critical to reflect upon the challenges and opportunities to facilitate youth participation from concept to impact.

---

### Table 3: Principles for Youth Participation and Engagement

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freedom of expression and access to relevant tools and information</strong></td>
<td>Young people should have access to information on rights, responsibilities and sources of support as well as the tools and environment to allow them to participate in processes in an equitable way. They should feel free to express their views without fear of judgment and with the expectation that their input will be given equal value.</td>
</tr>
<tr>
<td><strong>Valuing the creativity, wisdom, contribution and time of young people</strong></td>
<td>Young people possess knowledge and wisdom, creativity and perspectives that can add value to the development and implementation of policies and programmes that impact on them directly or indirectly. Young people's time and contribution to various aspects of engagement should be respected and valued.</td>
</tr>
<tr>
<td><strong>Enhancing the capacity and skills, and developing the talents of young people</strong></td>
<td>Young people can tap into their own capacities and abilities if they receive the necessary support. It is important to value the skills that young people already possess and facilitate processes that bring these skills to the forefront.</td>
</tr>
<tr>
<td><strong>Respecting the diverse backgrounds and experiences of young people</strong></td>
<td>Young people come from diverse sociocultural backgrounds, lived experiences and environments. We should celebrate young people's differences as well as their similarities. We should consider the fact that many young women and men are marginalized and rendered vulnerable as a result of social status, family circumstances, lack of education, unemployment, gender, disability, sexual orientation and conflict, war or migration.</td>
</tr>
<tr>
<td><strong>Involving knowledgeable and committed adults</strong></td>
<td>Adults can play a protecting and stimulating role. They should relate to youth on a level playing field and be open to their opinions. It is critical to engage adults who have the attitude and sensitivity to encourage and mentor youth.</td>
</tr>
<tr>
<td><strong>Providing viable and relevant opportunities</strong></td>
<td>Young people should be provided with an array of participation opportunities that promote optimal growth and development. Experiential learning, healthy risk-taking, and participation in everyday planning and decision-making activities will strengthen their ability to operate in social settings and build a positive identity and sense of self.</td>
</tr>
<tr>
<td><strong>Working in empowering and transformative ways</strong></td>
<td>Young people need to have the opportunity to develop relationships with leaders of institutions. They also need to be able to develop their voice and ability to have a positive influence on society. To do so, requires fostering their self-confidence as well as developing their ability to communicate and organize effectively.</td>
</tr>
</tbody>
</table>
**Consider Diverse Approaches for Youth Participation**

Table 4 compares ways in which youth participate in adult-dominated decision making. This will encourage reflection on how to ensure genuine youth participation and how to report on positive outcomes.

*Table 4 compares ways in which youth participate in adult-dominated decision making. This will encourage reflection on how to ensure genuine youth participation and how to report on positive outcomes.*

<table>
<thead>
<tr>
<th>The Process of Working Together</th>
<th>Typical Youth Participation</th>
<th>Approaches for Authentic Youth Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Involvement</strong></td>
<td>Youth may have token positions on decision-making bodies or serve in advisory positions only. When asked, they often report that they are token participants without real power.</td>
<td>Youth have equal positions and roles on decision-making bodies. They report that they are full partners with equal opportunities and capacity to influence decisions. They have both authority and responsibility.</td>
</tr>
<tr>
<td><strong>Adult-Youth Relationships</strong></td>
<td>Communication is often one-sided with adults doing much of the talking and planning. Trust and mutual understanding are lacking or not built. Age-based stereotypes are common. Participants may blame or sabotage each other.</td>
<td>Relationships are nurtured and trust is built from the beginning. Youth and adults listen to each other with respect. They encourage, challenge and learn from each other. Everyone takes responsibility for his/her own actions and shares credit for achievements.</td>
</tr>
<tr>
<td><strong>Length, Frequency of Youth Involvement</strong></td>
<td>Short-term or one-time involvement that is requested or included when adults decide.</td>
<td>Longer term, meaning that youth have a recurring role and determine how long they will be involved.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Often only a few dominant, well-organized perspectives are represented. Insufficient time and attention are invested in exploring diversity, which may be viewed as a “problem.”</td>
<td>The views and perspectives of all youth and community members are sought and honored. Diversity is viewed as a strength and vital to decision making.</td>
</tr>
<tr>
<td><strong>Ongoing Input and Feedback</strong></td>
<td>Input from participants is ignored, sporadic or inadequate. Youth views are not heard or adequately considered.</td>
<td>Youth and others have frequent opportunities to express their views about decision-making processes. Efforts continue until all perspectives are heard and recognized.</td>
</tr>
</tbody>
</table>
Key Elements for Successful Youth Participation

There are several elements to youth participation that Country Offices should consider to avoid the trap of engaging in “typical” youth participation:

• Purposeful Relationships. Youth participation is a relationship in which adults and young people work together to achieve specific agreed outcomes;
• Valued Roles. It is an active process where participants choose freely to do so and take roles where their contribution will be valued;
• Relevant Projects. People work most passionately and effectively on projects that affect them directly; and
• Meaningful Outcomes. All role players must see that the process will make a developmental difference in the lives of young people.

Recognize the Diversity of Youth

It is important to find common ground for action that takes into account that both adults and youth come from diverse backgrounds. The table below provides a checklist for assessing diversity across a broad range of issues and suggests areas with the greatest potential to foster inclusiveness. Considering diversity within the youth population is best done at the preliminary stage through, for example, a baseline study for a programme, a secondary literature review to understand the context in which youth live, or simply talking to different constituencies to better understand their sources, drivers, impacts and needs.

Table 5: Working with the Diversity of Youth in ESA

<table>
<thead>
<tr>
<th>Diverse populations of youth</th>
<th>Areas for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Age group</td>
<td>• Youth with different levels of education including no formal education</td>
</tr>
<tr>
<td>• Level of education</td>
<td>• In-school/out-of-school youth</td>
</tr>
<tr>
<td>• Gender</td>
<td>• Unmarried/married/divorced youth</td>
</tr>
<tr>
<td>• Marital status</td>
<td>• Youth in prisons/places of safety</td>
</tr>
<tr>
<td>• Socio-economic background</td>
<td>• Youth through religious structures/institutions /faith-based Organizations (FBOs)</td>
</tr>
<tr>
<td>• Geographic background or location</td>
<td>• Youth in sports and cultural settings</td>
</tr>
<tr>
<td>• Sexual orientation</td>
<td>• Youth in refugee camps or humanitarian settings</td>
</tr>
<tr>
<td>• Religious affiliation</td>
<td>• Youth from marginalized groups, e.g. LGBTI, sex workers or the disabled</td>
</tr>
<tr>
<td>• Cultural / linguistic background</td>
<td>• Youth from remote areas</td>
</tr>
<tr>
<td>• Level of employment</td>
<td>• Youth affected by conflict and humanitarian situations</td>
</tr>
<tr>
<td>• Involvement in illegal activities</td>
<td>• Youth from diverse cultural backgrounds</td>
</tr>
<tr>
<td>• Migrants or refugees</td>
<td>• Youth with HIV/AIDS or other health issues</td>
</tr>
<tr>
<td>• In prison or in conflict with the law</td>
<td></td>
</tr>
<tr>
<td>• Disability</td>
<td></td>
</tr>
<tr>
<td>• Health status</td>
<td></td>
</tr>
</tbody>
</table>
The following box suggests ways to identify different types of marginalized youth and recognize their specific needs:

TIP: Identifying Marginalized Youth
The following are six categories to use when identifying marginalization within young people:

1. **Social Equality**: Includes marginalization pertaining to education, literacy, housing, disability, women, minorities, etc.
2. **Cultural Marginalization**: Includes marginalization pertaining to creative expression, religion, ethnicity, language, etc.
3. **Sexual Marginalization**: Includes marginalization due to sexual orientation such as being lesbian, gay, bi-sexual, transgender or intersex.
4. **Economic Marginalization**: Includes marginalization due to unemployment, low income, inequitable income for commensurate work, lack of voice in the workplace, etc.
5. **Political Marginalization**: Includes lack of ability to express opinions on, and influence decisions that affect young people and society – including in political party spaces, in global, national and local governance, in the family, and other personal and public spaces such as communities, schools, universities, workplaces, etc.
6. **Geographic Marginalization**: Includes remoteness and influence on quality of life because of environmental effects, either human-made or natural environmental crises such as global warming, landslides, infertile soil, drought, etc.

*Adapted by the Commonwealth Secretariat in its publication Youth Mainstreaming in Development Planning: Transforming Young Lives from Concerned for Working Children (CWC), a rights-based organization in Bangalore, India.*
SECTION THREE: GETTING PRACTICAL ABOUT YOUTH PARTICIPATION IN DECISION-MAKING

The opportunities for youth participation are created through a range of formal and informal mechanisms and strategies. This section outlines concrete approaches and steps to facilitate effective youth participation.

These different mechanisms and modalities have been organized into sections as follows:

1. How Do You Get Started?
2. Who Do You Want to Work with?
3. Where Do You Want to Work?
4. How Do You Want to Work with Them?
5. What is Needed for This to Happen?

Figure 5: Key Questions to Facilitate a Phased Approach to Youth Participation

How Do We Get Started with a Youth Participation Strategy?
Before launching into a programme or activity to achieve youth participation, there are some critical preliminary steps to undertake, as listed below:

a. Review and Adjust the Organizational Culture and Staff Capacities
b. Conduct a Mapping Exercise of Youth-Led and Youth-Serving Organizations
c. Conduct a Needs and Capacity Assessment
d. Identify the Barriers to Youth Participation
e. Take Stock of the Landscape
f. Mainstream Youth Participation into the Planning Phase
Review and Adjust the Organizational Culture and Staff Capacities

Recognizing that organizational change does not happen overnight, transforming the organizational culture and staff capacities is often the first step to build a youth-friendly environment. A transformation of mindsets and social norms is needed for staff to afford power and voice to young people in development planning and implementation across sectors. While identifying a Youth Focal Point can be useful, too often issues are assigned to the Focal Point rather than made a mandate and commitment of all staff. In the same vein, interventions need to be cross-cutting and championed by senior management. Strengthening capacity and awareness must take place at all levels and sectors of an organization.

Youth Focal Points should have the capacity to drive “youth-adult partnerships” based on the understanding that such partnerships:

1. Integrate youth’s realistic perspectives and skills with professional adults’ experience and wisdom;
2. Offer each party the opportunity to make suggestions and decisions;
3. Recognize and value the contributions of each; and Allow youth and adults to work in full partnership developing, implementing, and evaluating programmes.

TIP: Fostering Organizational Change for a Youth-Friendly Working Culture

- Build staff capacity in two key elements: technical expertise and personal values and behavior.
- Develop organizational policies that ensure youth participation at all levels;
- Foster organizational valuing of young people’s knowledge and experience;
- Develop organizational guidelines for minimum standards in youth participation;
- Formalize youth participation structures in institutional decision-making processes to ensure systemic rather than random participation;
- Identify a diversity of areas for promotion of youth participation. This can include recruitment, selection, supervision and assessment of staff in terms of their commitment to fostering youth participation;
- Secure senior management buy-in and leadership. It should involve more than one staff person at the senior level to ensure long-term sustainability; and
- Create a reflection space where staff can share their own learning, including both their positive and negative experiences in working on youth participation.
Conduct a Mapping of Youth-Led and Youth-Serving Organizations

The mapping exercise will develop a database of youth-led initiatives and analyze the characteristics of youth-led and youth-serving organizations in each country to determine:

- Which organizations do you want to engage with?
- What are their thematic areas of focus?
- What are their capacities and their limitations?
- What are the ways to foster collaborative engagement on the part of a collection of youth-led and youth-serving organizations?

Steps for the Mapping Exercise

The following steps should be part of any mapping exercise:

- Undertake a broad mapping to identify all youth-led, youth-focused and youth-serving organizations;
- Assess the strengths and weaknesses of each organization, e.g. capacity in critical areas such as financial management and good governance;
- Map out where the organizations are found by country and by region;
- Note specific thematic areas of focus, e.g. HIV/AIDS, GBV, girls empowerment, child marriage, etc., and
- Disaggregate the mapping to identify the diverse range of young people, specific needs and challenges.

What do we mean by the term Focal Points?

Mainstreaming mechanisms may designate individuals as ‘focal points’ to coordinate and assess progress within each department or agency. Some aspects to consider:

- The focal point role could be given to senior, rather than middle management, to maintain the profile of youth engagement in participating agencies;
- Focal points play a substantive coordination role, continuously advocating, brokering and catalysing strategic actions;
- The role of the focal point must be underpinned by the commitment of the entire institution so that youth mainstreaming can gain traction with adequate resources and processes; and
- Acting as a mainstreaming focal point means that relevant managers meet regularly to update one another and achieve second-order coordination.
To ensure that the mapping exercise captures viable and credible youth organizations, the organizations surveyed should meet the following basic criteria:

» Adherence to the principles of youth-led development, namely:
  • Youth define their own development goals and objectives;
  • Youth have a social and physical space to participate in development and to be regularly consulted;
  • Adult mentorship and peer-to-peer mentorship are encouraged;
  • Youth act as role models to help other youth engage in development; and
  • Youth are integrated into all local and national development programmes and frameworks.

» Relevance to focal areas of the Country Office or other development agency;

» Organizational capacity and potential for scaling up;

» Evidence of past achievement of results;

» Opportunities for adding value; and

» Potential for documentation of tangible results.

**TIP: Strategies for Conducting Cost-Effective Mapping Exercises**

Mapping exercises need not be resource intensive. They may be done collaboratively with other agencies to reduce the cost and workload. Mapping exercises can be conducted via a desk study using the following methods of gathering data:

- A questionnaire sent to selected youth-led organizations;
- Internet research;
- Consultation by phone or skype with youth networks and other stakeholders that are familiar with youth development work.

**Identifying Viable and Credible Organizations**

Understanding the actual needs and capacities of young people and their organizations, as articulated by young people themselves, is another key step. It is also important to ensure that the capacity building and institutional strengthening meets their specific needs. Possible mechanisms to undertake the assessment process, which should ideally involve youth, include:

- Conduct site visits to programmes and request their feedback;
- Develop blogging spaces, youth advisory councils/panels (YAC/YAPs), and organization-sponsored youth surveys;
- Seek the opinion of programme beneficiaries; and
- Conduct youth consultations on specific topics.
Identify Barriers to Youth Participation

Participation is not a straightforward process. Young people may face a range of obstacles that impede their ability to participate in policy or programmatic processes. The table below presents barriers that Country Offices and other stakeholders need to identify when planning youth participation processes:

Table 6: Identifying Barriers to Youth Participation

<table>
<thead>
<tr>
<th>Category</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Barriers</td>
<td>• Geographical location&lt;br&gt;• Access to/support for opportunities in rural areas&lt;br&gt;• Transportation and access&lt;br&gt;• Lack of information and knowledge regarding the programmes</td>
</tr>
<tr>
<td>Social Barriers</td>
<td>• Adult stereotypes about youth&lt;br&gt;• Stigma&lt;br&gt;• Feelings of being unwanted&lt;br&gt;• Class/social status</td>
</tr>
<tr>
<td>Cultural Barriers</td>
<td>• Cultural concerns over mixed-gender activities&lt;br&gt;• Family obligations&lt;br&gt;• Notions of community and vision&lt;br&gt;• Cultural norms and environment</td>
</tr>
<tr>
<td>Political Barriers</td>
<td>• Nature of local decision-making&lt;br&gt;• Political decision about access to funding&lt;br&gt;• Access and support for encouraging opportunity in urban areas&lt;br&gt;• Conflict and social disorder</td>
</tr>
</tbody>
</table>

In the preparatory process, stakeholders should map out the barriers (disablers) and entry points (enablers) that exist in a specific context. This assessment can then be matched with the conditions required to achieve youth participation. It can also guide planning in relation to financial and human resources needs. While a range of conditions may be sufficient for some form of youth participation, specific conditions may be necessary for substantive participation. Figure 6 below may be used as a tool to conceptualize and develop specific youth participation processes. Tools such as these are not “rules” or strict guidelines, but rather frameworks that can stimulate interactions between planners, implementers and youth.

---


Take Stock of the Landscape and Situation

Conceptualizing and putting into action modes of engagement with Country Offices and their development partners must take into consideration the following:

- Available resources;
- Prevailing youth sector dynamics; and
- The sociopolitical context of the country.

Such considerations would include an assessment of:

- The youth sector;
- Levels of representation in networks of young people; and
- Political support for the network from government, the private sector and non-state actors.
Mainstream Youth Participation into the Planning Phase

Youth mainstreaming connects the dots between legislation and policy, finance and political commitment, and organizations and programmes, within the context of a comprehensive socio-demographic lens in all planning. Figure 7 below illustrates areas where processes and practices can be developed together with young women and men to ensure that a youth lens is applied to all areas of a programme or activity. This approach can facilitate the movement of youth from the margins where they experience exclusion into the mainstream where they can participate in decision-making processes. These strategies can be adapted to a specific country context.

Figure 7: Understanding and Applying Youth Mainstreaming as a Strategic Approach
Who do you want to work with?
The mapping exercise and its accompanying activities will provide a useful database for knowing who is working on youth participation and what are their strengths and weaknesses. The next step is to decide with whom you want to work. This exercise should not necessarily be about selecting some organizations and crossing out others. It is about considering which organization is best for the programme or activity you are planning while taking into account the context. Table 7 provides guidance on different types of organizations engaged in youth-related activities:

Table 7: Different Types of Organizations Engaged in Youth-Related Activities

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Mandate / Focus of Youth-Related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government ministry/department for youth at the national and local levels</td>
<td>Generally, the state policy arm for youth.</td>
</tr>
<tr>
<td>Government youth service implementing bodies</td>
<td>These implement youth ministry/department policies for youth services and other related matters, including collaboration with other sectors.</td>
</tr>
<tr>
<td>Youth-led organizations</td>
<td>Often independent and sometimes served by umbrella bodies, youth-led organizations deliver youth programmes and advocacy driven strongly by youth interests.</td>
</tr>
<tr>
<td>Youth movements, including students’ unions</td>
<td>These differ from youth-led organizations in being relatively more independent of institutional affiliations and more informal in structure. They tend to be issue-focused.</td>
</tr>
</tbody>
</table>

TIP: Planning and Expertise Considerations for Youth Mainstreaming

- A full understanding of the implications for youth in planning, including their developmental rights.
- Systematic youth participation structures for decisions across the programme cycle, incorporating the skills and expertise of youth in building youth empowerment strategies.
- Ensuring an evidence base and data disaggregation to measure: a) youth cohort involvement, b) outputs, and c) outcomes for youth, including for youth age and social subgroups.
- Integrating youth safeguarding spaces within programme planning and implementation processes.

10 Adapted from the Commonwealth Secretariat’s *Youth Mainstreaming in Development Planning: Transforming Young Lives.*
<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Mandate / Focus of Youth-Related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth-serving non-governmental and voluntary bodies</td>
<td>These deliver youth programmes in many different sectors.</td>
</tr>
<tr>
<td>Youth studies and youth-work studies delivery departments in universities, colleges and training bodies</td>
<td>These deliver training and education for youth empowerment and youth work.</td>
</tr>
<tr>
<td>Youth research institutes</td>
<td>Such bodies may coordinate with the youth ministry and other youth sector bodies for research relating to youth development.</td>
</tr>
<tr>
<td>Youth workers’ associations and other professional bodies in the youth sector</td>
<td>These are the guardians of quality and integrity in the youth sector. They often regulate youth work practice and youth sector management.</td>
</tr>
</tbody>
</table>

**Initiating Partnerships with Different Types of Youth Structures**

Comprising multiple players and stakeholders, the youth sector plays a central role in advocating for youth empowerment and for provision of technical support to all sectors. The more the sector forms a unified and collaborative identity among all players within it and articulates a coordinated vision, the stronger its influence will be. Efforts should be made to facilitate coordinating activities and mechanisms to avoid duplication and to strengthen activities. Figure 8 provides working definitions of key representative youth groupings:

*Figure 8: Types of Youth Structures*

- **Youth-led Organizations**: Led and managed by young people these organizations deliver youth programmes and advocacy driven strongly by youth interests. They are generally independent and sometimes served by umbrella bodies.

- **Youth-serving Organizations**: Led and managed by adults, for youth, these organizations deliver a wide range of youth programmes.

- **Youth Platforms**: These represent a broad range of issues-based youth participation activities that work to sensitize, educate and mobilize youth around issues that have an impact on their lives.

- **Youth Networks**: Generally led by youth themselves, these are formalized structures at global, regional or national level and mandated by their membership to develop youth policies and coordinate youth programmes.
Youth-Led and Youth-Serving Organizations

Country Offices and other partners can support youth-led and youth-serving organizations by engaging them strategically at policy and practice levels. Generally, the most effective approach is to engage with organizations that have a national presence as well as a mandate to work with young people. There are, however, a growing number of youth-led and youth-serving organizations emerging at the sub-regional and continental level. If programming is seeking to have a local impact, then identifying organizations at the local or community level may be the best avenue, while noting that local organizations often need more support.

Youth Advisory Panels

The following are aims of a Youth Advisory Panel (YAP):

• Guide priority-setting in the core areas of its mandate, specifically where there is a direct impact on youth;
• Empower young people and youth-serving organizations to advocate for and participate in the design of youth-friendly policies and programmes; and
• Educate young people on sexual and reproductive health and rights issues.

TIP: Recognizing differences between AfriYAN and YAPs

The mandate and structure of AfriYAN and the YAPs remain significantly different as follows:

• YAPs are exclusively attached to the advisory needs of UNFPA and the partners it works with.
• AfriYAN is an autonomous network that works in partnership with development agencies to advance broader youth engagement in development issues in the ESA region.

There is a direct value-add for Country Offices in building strong working relationships with these constituencies and in ensuring that they participate actively in policy and programming processes. Table 8 outlines possible approaches that Country Offices and partners can take to support effective YAPs.
### Table 8: Approaches to Working with Youth Advisory Panels

<table>
<thead>
<tr>
<th>Youth-Focused Actions</th>
<th>Capacity-Focused Actions</th>
<th>Adult-Focused Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize that involving youth is a mutually beneficial process through which youth and adults must work to make the relationship effective and meaningful</td>
<td>Work to engage a critical mass of youth in programmatic work to ensure adequate representation and legitimacy.</td>
<td>Identify staff members who will be responsible for interfacing with the YAP and who will have sufficient time to contact young people regularly, coordinate logistics, represent the interests and opinions of the young people in day-to-day work and advocate internally and externally with other stakeholders for increased involvement of the YAP.</td>
</tr>
<tr>
<td>Ask youth to fill out applications to become youth advisory council members</td>
<td>Through mapping exercises, define categories of youth expertise that can be leveraged for youth participation in programming, e.g. expertise in social media.</td>
<td>Make certain that the kind of youth participation that the Country Office facilitates is aligned with country programme priorities and the specific needs of marginalized youth.</td>
</tr>
<tr>
<td>Foster young women and men’s leadership capacities</td>
<td>Provide youth with training, mentorship and support to build confidence in their areas of expertise and to work collaboratively with adults in different settings, e.g. UNFPA, government, business and CSOs.</td>
<td>Work closely with national, local or state agencies to nominate young people for inclusion on the YAP and connect to other organizations working to improve young people’s capacities.</td>
</tr>
<tr>
<td>Provide young people with stipends to recognize, professionalize and incentivize their efforts</td>
<td>Provide young people with professional development opportunities, e.g. going to conferences.</td>
<td>Provide adult staff with the training they need to work effectively with youth.</td>
</tr>
<tr>
<td>Recognize that timing may be an issue and organize meetings and other events when young people are available – giving special attention to the constraints young women face</td>
<td></td>
<td>Clearly define and express expectations for young people’s participation, and share these expectations with relevant youth structures and with adult staff.</td>
</tr>
<tr>
<td>Provide youth with regular and substantive feedback and clearly demonstrate the impact of their efforts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

29 | Guidance on Enhancing Youth Participation in East and Southern Africa
TIP: Key Questions to Ask When Considering Possible Youth Organizations

- What importance do these organizations have in national development structures?
- How strong is the leadership?
- Is the mandate clear and accountable?
- Are their policy positions strong and clear?
- How well is the organization linked to other civil society organizations? To the government?
- How strong is its commitment to youth participation and rights?

How do you want to work with them?

Strategies such as establishing and working with youth networks, youth advisory panels and technical working groups have proven to increase youth participation and to improve the design, implementation and evaluation of programmes. Some good examples include the creation of networks such as Y-PEER, African Youth and Adolescents Network on Population and Development (AfriYAN) and the UNFPA Youth Advisory Panels at regional and national levels. There is recognition that no one sector or organization can do all that is needed to support and represent young people. Only by working together across sectors, with other UN Agencies and with young leaders can Country Offices facilitate successful transition for young people into adulthood and remove barriers to their progress.

The following recommendations are derived from engagement with successful youth structures and from countries that have or are in the process of establishing AfriYAN, YAPs or other forms of youth structures and networks:

- **Involve Youth at All Stages:** At every stage of engagement – from conceptualization to implementation – ensure that youth are substantively involved.
- **Identify Different Entry Points:** Where there is a strategic added value for youth policy or programme outcomes, strengthen and leverage linkages between national and regional processes. Work with Youth Networks: Work strategically with national youth networks to advocate for the institutionalization of accountable governance structures, transparent and pro-poor budgets and youth-responsive development strategy and action plans. This may involve training, mentorship and shadowing for youth engagement with national and subnational policy and governance processes.
- **Create Feedback Platforms:** Identify realistic, cost-effective mechanisms to ensure structured feedback platforms for young people to share their experiences and expectations of country-specific SRHR programming for adolescents and young people.
- **Facilitate Access:** Facilitate youth access to UN entities and national or regional decision-making bodies through panel presentations and participation in events, with funding and technical support provided as appropriate. Country Offices and development partners should avoid reinforcing youth elites by broadening participation beyond structures such as AfriYAN.
• Provide Capacity Building Opportunities: In consultation with young people and based on capacity and needs assessments, provide, as appropriate, opportunities for capacity building and training of youth-led and youth-serving groups to better fulfill their sector mandates. Based on identified needs, work with young people to design and implement capacity building programmes in areas such as SRHR and other youth-related issues.

• Consider Sustainability: In supporting the establishment of youth networks at country level, Country Offices must assess issues of sustainability. This should include assessments of capacity, structures and good governance, including international accountability structures and transparent processes for recruitment and selection of youth.

• Establish Youth-Friendly Mechanisms: Consider establishing youth-friendly mechanisms for youth organizations or networks to engage with UNFPA activities, including annual review and planning meetings, field visits, midterm review and end of programme evaluations.

• Facilitate M&E: Provide technical support to the M&E of outcomes and impact of the activities of youth networks at country level in advocacy, policy dialogue and programme implementation. This could include internships for young people in a Country Office or other development partner M&E units.

What Can You Do to Support and Facilitate Youth Capacity Building?

Developing the capacities of the individual
A starting point is to ensure that youth have the capacities and skills needed to undertake the identified activities. Young people themselves often have the best understanding of their challenges, strengths and opportunities. However, young people may have little work experience and may need assistance in developing some basic skills of working in an organization. At the same time, it is important to recognize that they bring capacities that may be lacking in the organization, which can be enhanced through proper coaching, mentorship or participation in an in-house or external training programme. Because learning styles vary, it is important to assess capacity needs and together determine the best way to support their learning experience. Capacity building and institutional strengthening do not need to fall solely on the shoulders of Country Office staff. Look at ways to work in partnership with other development partners or organizations.

Strengthening Youth-Led and Youth-Serving Organizations
Part of this process requires the identification of key entry points for capacity support in youth organizations. The capacity needs may relate to:

• Strengthening the skills and competencies of individuals within the organization in areas such as leadership, good governance and financial management;
• Fostering a culture of youth engagement; and
• Facilitating the long-term sustainability of the organization through building the capacity to write proposals and identify funding opportunities.

Table 9 outlines some areas and considerations for capacity support:
Table 9: Levels of Programme Support for Capacity Development

| Help youth-led organizations fund their core costs                                                                 | Funders must acknowledge that core funding for staff turnover, annual meetings, marketing and communications, recruitment, internal training, strategic planning, staff salaries and other organizational costs are essential. Sustainable youth leadership requires having young people in paid roles as coordinators, directors and leaders of organizations, projects and initiatives. |
| Provide longer-term sustainable funding                                                                         | Funders should make an effort to develop relationships with youth-led organizations. Designing, implementing and evaluating youth programmes takes time. Longer-term funding would facilitate more strategic, sustainable programming as opposed to short-term or one-time events. |
| Support institutional capacity strengthening of youth-led organizations, including fundraising skills          | Youth-led initiatives often lack the expertise, staff experience and long-term relationship that facilitate fundraising. Capacity building in fundraising is necessary for youth-led organizations to function effectively. |
| Fund organizational development projects, including incorporation processes.                                      | Many youth-led organizations start off as projects of larger, more established organizations and over time gain autonomy as separate entities. An important step for the growth of a youth-led organization is to apply for incorporated status as an independent organization from the appropriate governing authorities. However, independence processes can be costly, since they usually involve legal counsel, and may require financial support. |

Sustainable strategies for resource mobilization for young people can be designed and tailored for each country and youth network or platform according to identified needs and gaps.
Engage Youth Consultants, Interns and Volunteers

Strategic, structured and managed work placements provide opportunities for significant capacity development and work experience. It also enables UNFPA staff members to provide coaching and mentoring and to track progress being made. Country Offices can learn from the experience in work placements of partnerships such as the African Union Volunteer Corps, United Nations Volunteers and Interns programme, and Young African Leaders Initiative (YALI) network. In the case of external placements, the Youth Focal Point or responsible staff members could explore opportunities in other agencies and agree on how remuneration will be organized.

Ensure a Positive and Inclusive Enabling Environment

There are challenges involved in bringing young people into work placement. It is easier to draw on already educated and skilled young people as they will require less supervision. The risk is that this will perpetuate the marginalization of excluded and vulnerable young people. When planning work placements, Country Offices and their development partners should consider the following questions:

- Will young women and men be provided with equitable opportunities for placements, and is there a need to actively promote young women?
- Is there a commitment to youth participation and is it being championed by senior management?
- Is there the necessary support structure in place to accommodate youth in the workplace?
- Are the necessary financial and human resources available?
- Is the Country Office environment (or within other workplaces) accessible to young people with disabilities? Is it open to diversity such as LGBTI? What about other vulnerabilities?

TIP: Resource Mobilization and Financing Strategies

The following are examples of resource mobilization strategies that can be supported by Country Offices and development partners:

- Work with youth groups and organizations to develop joint action plans and pool funds and other resources together for activities within a youth network;
- In consultation with relevant youth organizations, facilitate the participation of young people across all age bands in resource mobilization meetings between UNFPA or other development partners where potential funding or grant making will be discussed;
- Use social media platforms such as CrowdFunding or GoFundMe to fundraise for specific activities;
- Facilitate capacity support for youth organizations and networks to develop good quality proposals, including theories of change, M&E frameworks and detailed budgets; and
- Provide guidance to youth organizations and networks on how to map the funding landscape to identify potential in-country and external funders.
Amplify the Voice of Youth

The principle of youth voice is central to youth participation. The focus of Country Offices and partner agencies should be to connect youth and communities to national and subnational government activities and strategies so that the voice of youth can be amplified. This could include:

- Creating opportunities for youth to speak and be heard, e.g. incorporating them into existing programmes or conferences or creating separate opportunities for youth to present their own ideas, issues or programmes;
- Requiring that youth are actively involved in all stages of programming; and
- Creating opportunities for peer and adult mentoring and for community involvement.

Creating a safe space is key, particularly with at-risk youth. Adults can help by building respectful relationships, advocating for greater space for youth voice, and instituting safeguarding policies and practices to protect youth.

Ensure a Positive and Inclusive Enabling Environment

Given their strategic status as representatives of a UN agency, Country Offices are well placed to connect youth activists to decision makers and decision-making processes. This could include:

- Provide skills to develop and implement advocacy campaigns or link the youth with other partners who can provide such capacity building;
- Engage with other development partners to facilitate youth participation in decision-making forums such as technical working groups, strategic planning sessions and policy deliberations;
- Provide technical support to enhance young people’s leadership of campaigns on issues that affect them;
- Support youth-led initiatives to track and measure their impact on decision-making processes;
- Promote an enabling multisectoral environment for young people’s participation in a broad range of processes and areas. This could include electoral and parliamentary processes, public administration, and peacebuilding environments at local and national levels;
- Advocate for the participation of young women in political office and other decision-making bodies at all levels; and
- Strengthen the capacity of young people and youth-led organizations to advocate for solutions for SRHR as well as humanitarian and peacebuilding initiatives.
Leverage Social Media for Youth-Led Advocacy

Generally speaking, youth have demonstrated an ability to leverage a variety of tools to advocate for their participation in decision-making processes and social change. Ever-expanding social media platforms can provide innovative tools for mobilizing populations in advocacy efforts.

Social media tools can enhance young people’s advocacy efforts, as reflected in the figure below:

![Figure 9: Process in Leveraging Social Media for Youth-Led Advocacy](image)

**TIP: How to Support Youth Social Media Campaigns**

Young people may have mastered the use of social media as a mechanism but not necessarily as a tool to promote social change. Country Offices and other partners can:

- Work with young people in shaping social media agendas as effective advocacy tools;
- Offer examples of successful campaigns and highlight elements that led to their success;
- Provide links to list serves and other tools and tips on how to organize a successful social media campaign;
- Leverage technology expertise to support youth-led strategic planning and the definition of advocacy goals; and
- Facilitate reflection processes within youth organizations to consider the goals of their social media campaign and match appropriate tools to meet those goals.

*Figure 9: Process in Leveraging Social Media for Youth-Led Advocacy*
Work with Youth as Leaders and Implementers

Youth leadership can be defined as ‘young people empowered to inspire and mobilize themselves and others towards a common purpose, in response to personal and/or social issues and challenges, to effect positive change.’ Investing in youth leadership means:

• Giving young people the opportunity to develop the knowledge, skills, qualities, values and experience needed to effect positive change;
• Assessing the wide range of youth leadership programme models currently practised;
• Identifying critical entry points and encouraging staff in the office to foster youth leadership; and
• Facilitating critical reflection and dialogue to ensure that the youth leadership approach reaches a broad audience of youth and does not foster elitism by benefiting only a small number of participants.

TIP: How to Avoid Youth Elitism

All young people’s voices need to influence policy and practice. Representation, particularly of the most economically, socially, culturally and geographically marginalized, and of actual service users, is critical to ensure participation for all and to foster a diverse cadre of leaders. Some tips to avoid youth elitism include:

• Create safe spaces for young people to question the legitimacy of youth leaders that represent them and to advocate for change when such leaders fail to represent them adequately;
• Request that youth leaders play a mentorship and coaching role to new youth as part of their engagement as youth leaders;
• Build in ‘exit strategies’ for youth representatives to transition out of their roles at the appropriate time;
• Foster solidarity among privileged youth/adult groups and marginalized youth groups in advocacy campaigns and in the development of programmes and policies; and
• Target a diversity of age groups while noting that younger groups may require more support.
Overview

Monitoring, evaluation, research and learning (MERL) are core components of planning, programming and implementation by Country Offices, governments and civil society organizations. Monitoring and Evaluation (M&E) frameworks include the indicators necessary to measure outputs, outcomes and impact for any programmatic intervention. M&E should also be an integral part of youth participation strategies. Outcomes and indicators are critical tools for strategic positioning, organizational learning and for sound management of youth participation interventions.

Ideally every youth participation intervention should involve young people in MERL activities, with two focus areas:

• Partner support and advocacy around international youth development indicators and targets; and
• Direct engagement with young researchers and evaluators in monitoring and assessing interventions.

TIP: Ways to Engage Youth in M&E

Young people can be engaged in M&E activities in a variety of ways including:

• Designing youth-responsive indicators and data collection methodologies;
• Data collection (both primary and secondary);
• Data analysis and report writing; Participating in data review processes.

For UNFPA Country Offices, the Strategic Plan 2018-2021 provides clear outcome level indicators for measuring progress on youth participation. These should guide Country Offices in identifying indicators to measure country-level progress on youth participation. Depending on the specific country level programme, Country Offices can design youth participation outputs and indicators that feed into these higher level UNFPA global measures.

11 UNFPA Strategic Plan, 2018-2021 Annex 1. Integrated results and resources framework
Potential Steps in Designing a Youth-Focused M&E Approach

Measuring the impact of a programme is as important as understanding how and why changes occurred, especially from a youth perspective. Using participatory methods will provide meaningful insights and involving youth in data collection will ensure the validity of the data collected. Table 10 outlines how youth involvement in M&E can increase their accountability, agency and engagement.

<table>
<thead>
<tr>
<th>Step</th>
<th>Youth-Focused M&amp;E Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the youth participation programme and objectives to be monitored and evaluated</td>
</tr>
<tr>
<td>2</td>
<td>Build support and buy-in from agency staff and from targeted youth participants</td>
</tr>
<tr>
<td>3</td>
<td>Establish an M&amp;E core group that includes youth who will be the beneficiaries of participation</td>
</tr>
<tr>
<td>4</td>
<td>Build the capacity of the monitoring and evaluation core group</td>
</tr>
<tr>
<td>5</td>
<td>Develop an M&amp;E plan or integrate into an existing M&amp;E plan</td>
</tr>
<tr>
<td>6</td>
<td>Introduce monitoring and evaluation of youth participation to the stakeholders</td>
</tr>
</tbody>
</table>
Collect baseline data on specific issues that will be the focus of youth participation

Use youth and gender sensitive tools to gather information, to reflect on and to analyse the scope, quality and outcomes of youth participation

Document and report the process and findings

Draw up an action plan on findings and feedback to key stakeholders

Engaging Youth Evaluators
In designing and implementing M&E systems and processes, Country Offices should consider how they can include youth. Here are some initial questions to consider before engaging with young evaluators:

• Is it appropriate for young people to evaluate youth participation programmes, processes or interventions?
• How can Country Offices make contact with or identify young evaluators?
• How can Country Offices integrate young evaluators into their M&E processes?
• Who should young evaluators work within the Country Office M&E team and/or Ministry responsible for youth?
• Do they need any training on working with young people?
• Are you collecting evidence on the benefits of youth participation?

Conducting Baseline Surveys
Baseline surveys are critical to any MERL process as they establish the starting point for measuring change and transformation. Baseline data, typically sourced at the inception phase, will inform the indicators and ensure a robust M&E process. Country Offices, in consultation with relevant government agencies, CSOs and youth networks, may agree to work collaboratively on the development of a baseline survey on youth participation.

TIP: Gathering data that reflects diversity

• Take stock of different characteristics of diversity, e.g. sexual orientation or education level, to ensure that data gathering targets a diversity of youth populations.
• Ensure that data is disaggregated, including youth age groups, geographic differences and specific attributes of marginalization.
• Gather and analyze both quantitative and qualitative data to capture behavioral and attitudinal issues connected to youth participation.
Generating an Evidence Base
In order for Country Offices and other development partners to understand what works and what does not work for young people, a reliable, officially endorsed and up-to-date evidence base is essential. There are specific types of data that can constitute an evidence base and can inform the development of youth programmes and accompanying indicators:

- Data to measure youth cohort involvement in a sector in relation to other cohorts;
- Data to measure access for youth to resources, including for subgroups; and
- Data to measure equality and equity for youth, including for subgroups.

Generating Youth and Gender-Sensitive Indicators
Depending on the nature of youth participation activities, Country Offices can work with youth organizations to develop outcomes and indicators that will measure progress in achieving programmed outcomes. These indicators can be a mix of indicators that measure both quantitative and qualitative outputs and outcomes. Many strong indicators are already available within the development sector. For example, of the 169 indicators of the Global Sustainable Development Framework, 68 provide information relevant to youth development. Figure 11 gives an idea of the global emphasis on measuring progress made around youth participation:

If youth participation is to be meaningful, it needs to translate into long-term developmental gains for young people. Working with young people, Country Offices need to identify the kinds of changes that such interventions will bring and develop a results framework that reflects the desired outcomes. A results framework explains how the development objective of an intervention is to be achieved.
Annex 1 provides sample indicators that can guide the development of intervention-specific indicators. A challenge for Country Offices will be to move beyond measuring outputs to measuring the longer-term changes that the intervention is generating. To be more than just output measurements indicators, they need to be disaggregated by sex, age, and other indicators of exclusion where appropriate.

### Setting Objectives and Indicators

Setting objectives and defining indicators for youth participation results in better understanding of young people. Understanding what change young people strive to realize, and how a Country Office and their development partner staff can help them achieve it, places a special emphasis on the kind of M&E processes and methods to be used. Participatory approaches can increase dialogue between project implementers and youth stakeholders.

**TIP: Some useful ideas for setting youth-sensitive indicators**

- **Set appropriate indicators:** Develop the types of indicators that are appropriate to your programmes, through appropriate processes, and link them to your programme objectives.
- **Get good input from stakeholders:** Indicators should be developed with a wide range of stakeholders, using participatory processes that encourage discussion.
- **Keep indicators manageable:** It is more useful to work with a small number of meaningful indicators, which can be looked at regularly, than a long and complicated list.
- **Enable analysis of differences:** Indicators should reflect the need for gender-disaggregated data, or data on other important differences such as age.
- **Remember their limitations:** Indicators cannot capture complex realities and relationships. They are good ways of measuring change but not of capturing the reasons behind such change. They can show progress towards defined objectives but cannot explain why, or what this means to people’s lives.
- **Consider using alternatives:** In some cases, alternatives to indicators, such as Most Significant Change stories and verifying assumptions, may be better at monitoring unanticipated or negative impacts associated with long-term goals.

### Developing a MERL Strategy

The concept of Monitoring, Evaluation, Research and Learning expands the conventional notion of M&E, providing a more comprehensive understanding of progress on youth participation. Key activities in the MERL process could include:
• Research to identify strengths and weaknesses in youth participation practices;
• Development of assessment tools and guidelines to improve MERL practices;
• Development of action plans to address weaknesses and build on strengths; and
• Reporting and dissemination activities.

The challenge for Country Offices and other partners is to find ways of integrating youth issues and youth into MERL activities.

**Monitoring, Planning, Research and Learning at Project/Programme Level**

The evaluation of youth participation in programmes, initiatives and events provides a method of reflection and critical thinking by youth and adults. The MERL approach involves a comprehensive set of measures and tools to assess intervention progress against pre-set goals. This could include things like skills development, young women’s empowerment, and facilitation of dialogue. Key points to consider include:

• Country Offices may find it easier to evaluate educational projects rather than youth advocacy projects so look at ways to design indicators to measure the effectiveness of advocacy interventions;
• Many different evaluation methods are used to gather information on project outputs and the level of participants’ satisfaction. This can be extended to youth participation initiatives;
• Country Offices may evaluate their programmes and youth participation initiatives using participants’ self-assessment tools and evaluator observations; and
• While M&E is part of routine programme procedures, generating learning from evaluation results remains a challenge.
ANNEX 1: Sample Indicators for Measuring Youth Participation
Annex 1 includes potential areas of measurement that can reflect progress towards substantive participation in decision-making. Not all the measures are youth-specific, but with appropriate disaggregation, some indicators can measure the benefits accruing to young people. The proposed measurements will help Country Offices and other stakeholders to develop stronger, alternative indicators.

Youth Indicators by Thematic Area and Results Level

<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Output</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth participation in policy-making</td>
<td>• Number of advocacy initiatives led or supported for the creation of a national / regional youth policy&lt;br&gt;• Number of youth representatives in governmental consultative and working groups&lt;br&gt;• Number of policies including youth participation indicator(s)&lt;br&gt;• % of young women participating in policy-making processes</td>
<td>• Extent to which Policy X has responded to youth-led advocacy initiatives&lt;br&gt;• Degree to which Policy X responds to the SRHR needs of adolescent girls</td>
<td>Unemployment rate for young women and men in age group 20-24&lt;br&gt;More accessible SRHR services are available for adolescent girls and boys</td>
</tr>
<tr>
<td>Governance, voice and accountability</td>
<td>• Budget amount allocated to national youth council&lt;br&gt;• Number of seats for youth on decision-making bodies (such as committees and councils)&lt;br&gt;• Number of formal youth-led organizations in country / region</td>
<td>• Youth voter registration and participation in the electoral process&lt;br&gt;• Existence of youth focal points within thematic ministries and departments&lt;br&gt;• Existence of structured advisory bodies for ministries and departments, disaggregated by sector of population, and existence of adequate resources for these bodies</td>
<td>• Diversity and representativeness of youth council/parliament membership&lt;br&gt;• Improved accountability mechanisms (internal and external) such as complaints mechanisms and feedback on how ideas have been used</td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Output</td>
<td>Outcome</td>
<td>Impact</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Responsiveness to youth</td>
<td>• Proportion of young people who report they feel successful in influencing decision making   • Proportion of young people who report that decision-making bodies take into account the feedback and input of young people   • Percentage of youth who believe their government serves their interests and that of their countries / communities, disaggregated by sex</td>
<td>• Degree to which the government has implemented the World Programme of Action for Youth • Public bodies publish and make freely available the results and outcomes of consultation with citizens and other stakeholders, disaggregated for youth (gender and age)</td>
<td>• Degree of young people’s trust in government, disaggregated by sex.</td>
</tr>
<tr>
<td>Effective access</td>
<td>• Existence of mechanisms to complain and critique public services                               • Proportion of young people who report poor services, disaggregated by sex                                                     • Proportion of young people who feel comfortable expressing opinions about public services or reporting poor services, disaggregated by sex and population group</td>
<td>• Degree of young people’s satisfaction with public services – for instance, education, health, transportation, public safety and justice – disaggregated by sex, race, ethnicity, marital status, geographic location and income • Perception of access to mechanisms to complain and critique public services without fear of recrimination • Degree to which young men and women are satisfied with educational opportunities for secondary education; • Degree to which young men and women are satisfied with educational opportunities for tertiary education</td>
<td>• Youth not in school or employment</td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Output</td>
<td>Outcome</td>
<td>Impact</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Inclusivity</td>
<td>• Gender ratio of membership in youth organizations;</td>
<td>• Degree to which marginalized and vulnerable youth population - including young women, migrant and refugee youth, youth from ethnic and language minority groups, youth from indigenous groups, and youth with disabilities - are supported to participate in public consultations on policy-making and decision-making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gender ratio of leaders in youth organizations</td>
<td>• Degree to which marginalized and vulnerable youth populations - including young women, migrant and refugee youth, youth from ethnic and language minority groups, youth from indigenous groups, young LGBTI individuals, and youth with disabilities - are engaged and supported to participate in regional and global follow-up and review mechanisms;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ratio of young women to men in leadership positions in youth-led organizations</td>
<td>• Degree of agreement with the statement “Young women should have opportunities to participate in governance of their communities”;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Level of accessibility to youth and gender-sensitive curricula specifically addressing issues important to young women</td>
<td></td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Output</td>
<td>Outcome</td>
<td>Impact</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Post-conflict transition and livelihoods | • Number of youth aged 10-24 displaced by conflict (disaggregated by age and gender)  
  • Type and number of examples of non-violent conflict solutions involving young women and men  
  • Proportion of young people who have completed programmes enabling them to re-enter into basic education and acquire life skills (disaggregated by age and gender)  
  • Number of young people involved in youth participation initiatives that monitor peace-building processes  
  • Number of young people aged 10-19 orphaned by conflict  
  • % youth employed in targeted areas  
  • % change in incomes from constructive employment  
  • % youth perceiving more optimistic view of future (economic, self-image, effectiveness)  
  • % of conflict affected youth receiving key health services | • Level of youth involvement in post-conflict activities (e.g. reconciliation, peace-building)  
  • Improved skills, income, employment / self-employment (including socially excluded groups);  
  • Improvements in the sustainability of new or existing economic activities;  
  • Improved health (including decreases in sexually transmitted infections and substance abuse);  
  • Enhanced civil society engagement (including reduced crime and violence or a decrease in extremism);  
  • Improved social and economic opportunities for young women (which is linked to later marriages and increased personal agency);  
  • Increased investments in continuing education by young people and their families.  
  • Increased prevention of unwanted youth pregnancies  
  • Increased awareness about HIV/AIDS among sexually active young people | • Proportion of youth aged 10-24 in the population (disaggregated by age and gender)  
  • Civic/political participation of youth increased  
  • Economic opportunities for youth increased  
  • Improved response to needs of conflict-affected youth and communities |
<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Output</th>
<th>Outcome</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual and reproductive health and rights</td>
<td>• Proportion of schools that serve students in the age range of 12–17</td>
<td>• Organizational capacity to design and implement ASRH programmes</td>
<td>Maternal mortality and reproductive health, combating HIV/AIDS, malaria and other diseases, key indicators include:</td>
</tr>
<tr>
<td></td>
<td>years in which comprehensive sexuality education is available</td>
<td>• Existence of laws and policies supportive of ASRH rights (asset base)</td>
<td>• Reduction in the maternal mortality ratio and a decrease in adolescent birth rates;</td>
</tr>
<tr>
<td></td>
<td>• Proportion of health facilities that provide care to adolescent girls</td>
<td>• Extent of inter-organizational collaboration on specific ASRH issues</td>
<td>• HIV prevalence among pregnant women aged 15 to 24 decreased;</td>
</tr>
<tr>
<td></td>
<td>and young women for complications related to unsafe abortion or,</td>
<td>(inter-organizational connections)</td>
<td>• Condom use rate of the contraceptive prevalence rate increased;</td>
</tr>
<tr>
<td></td>
<td>where it is not against the law, that provide safe abortion</td>
<td>• Extent of gender equity in youth club participation (social networks)</td>
<td>• Percentage of population aged 15 to 24 with comprehensive correct knowledge of HIV/AIDS increased</td>
</tr>
<tr>
<td></td>
<td>• Proportion of family planning demand met with modern contraception</td>
<td>• Health services have institutionalized ASRH-friendly services</td>
<td>• Contraceptive prevalence rate increased</td>
</tr>
<tr>
<td></td>
<td>(disaggregated by age and gender)</td>
<td>(effective systems functioning)</td>
<td>• Health services and citizens/youth have governance systems in place (effective systems functioning)</td>
</tr>
<tr>
<td></td>
<td>• Proportion of young men and women aged 15–24 with basic knowledge</td>
<td>• MOH has an institutional commitment to ensuring that all eligible</td>
<td></td>
</tr>
<tr>
<td></td>
<td>about SRHR</td>
<td>adolescents are served by health facilities (collective efficacy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increased resources for ASRH-related activities in an organizations’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>health programme (resource access)</td>
<td></td>
</tr>
<tr>
<td>Thematic Area</td>
<td>Output</td>
<td>Outcome</td>
<td>Impact</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| **Access to information** | • Frequency of refusals to requests by young people for information, as a percentage of total requests;  
• Number of requests for information submitted in a variety of formats (disaggregated for person, via mail, online, via telephone/fax, via mobile technology etc.)  
• % of public information made available to youth in a timely manner and in youth-friendly formats and language | • Existence of publicly available, inter-ministerial reporting mechanisms on youth issues  
• Extent to which citizens, including youth, are informed of government policymaking  
• Level of access to information and education by youth about public service obligations and individual’s rights  
• Knowledge of individual rights and responsibilities, and government’s obligations and responsibilities;  
• Capacity of young people to engage constructively in political discussions;  
• Extent to which young people possess the information and knowledge to evaluate government policymaking adequately;  
• Capacity of young people and youth organizations to use and access data | • Constitutional and/or statutory guarantees of public access to public-sector information  
• Affordable, effective Internet access: moving to universality  
• Press freedom and protection of journalists (can be disaggregated by age to reflect young journalists)  
• Equitable inclusion of youth participation and governance in quality civic education as part of primary and secondary education |
ANNEX 2: Resources


UNFPA. 2013. UNFPA Strategy on Adolescents and Youth: Towards realizing the full potential of adolescents and youth. New York. UNFPA.


