


Final Assignment

Youth Engagement and Consulation

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Final Assignment Template

This is going to be your final assignment. Keep in mind that tidiness will also be graded:

1. Choose your language (EN/FR/ES) and delete the rest
2. Follow the provided instructions to fill this form
3. Submit it as instructed in the virtual classroom

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1.3 Acknowledgements

It is with humility and gratitude that I acknowledge the depth of all those who helped me in this research.



I would like to express my special thanks of gratitude to my tutor **-Karin Michotte-** who gave me amazing orientation on how to conduct my study and to respect standard.

I would like to thank all staffs of Kalu Institute who gave me this opportunity to undertake this project.

I would like to express my gratitude to my colleague of Plan International, junior Chamber international and butterfly Cameroon who also helped me in doing a lot of Research and i came to know about so many new things. I am really thankful to them.

Any attempt at any level can 't be satisfactorily completed without the support and guidance of my parents and friends.

1.4 Dedication

I dedicate this research to **my grandmother** who keep given me advice and strength to move forward in live.

2 About this document

2.1 Categories

Countries	Document Type	Subject	Institutions	Language
Cameroon	Training Material	Youth Engagement and consultation	Plan international Junior Chamber International USAID FAO Save the Children Norway Community Catalyst UNESCO The Commonwealth	French

2.2 Author

(Your bio here. Get inspired by Dunant)



Yves Stephane NGALEU (01 July 1993) is an agriculture engineer who worked for the Cameroon government under the ministry of agriculture and rural development for 5 years. He is the founder of ENJEAL NYS AGRO, an organisation aims at developing agriculture through advisory service and Information and Communication Technology. In 2017, he was nominated the one of the one hundred most inspiring personalities in Cameroon. In 2018, he was celebrated the most outstanding Cameroonian using ICT to curb poverty.

Yves Stephane started his humanitarian journey with plan international in 2019, where he works in the Lac Chad Basin Region and currently, he is working with the International Federation of Red Cross and Red Crescent under Community engagement and accountability department in the Central Africa region cluster.

2.3 Executive Summary

This document presents a proposed strategy to systematically introduce and advance the engagement and consultation in programs and projects. It is developed to support the responds of the Youth Compact, which was signed by over 50 humanitarian actors to

ensure that the priorities of young people are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action.

Since then, many organisations are putting a high focus on youth engagement and effective participation in community development activities, evidence based advocacy and in decision making process concerning them. The Youth Engagement and Consultation (YEC) concept is being often confused with Youth Economic Empowerment (YEE) concept, which are two distinctive concept in the humanitarian and development context.

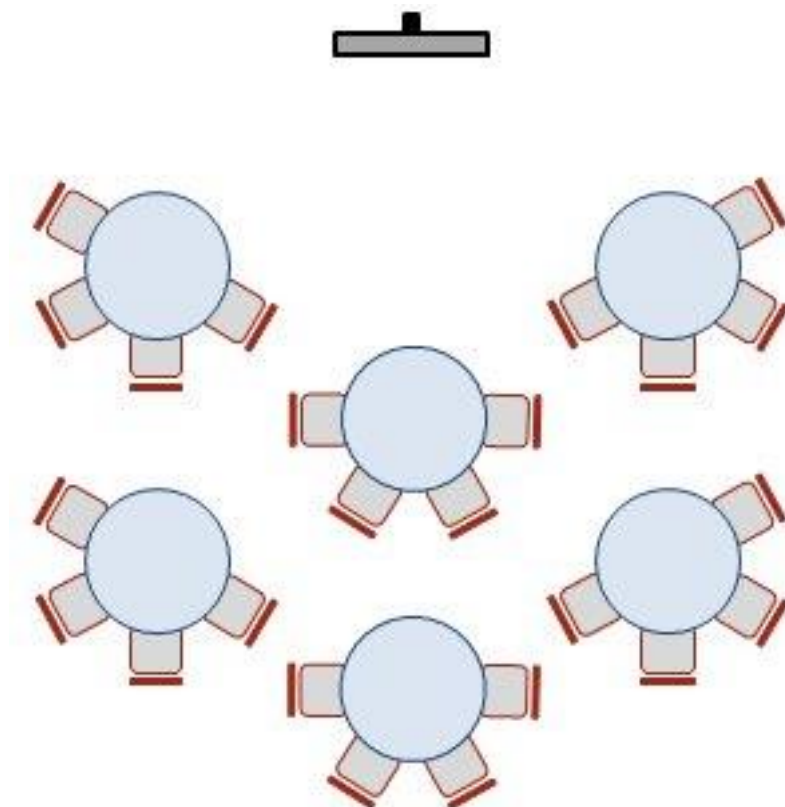
The model for youth engagement and consultation and the strategic pillars presented are based on secondary data from reports of international organizations, academia and practitioners. Training tools kits of facilitation and leadership associations was also used in the development of this training material.

This training material is divided into three parts. The first part presents the requirements to be taken into consideration to deliver this training with high quality standard everywhere. The second part is the presentation on how to use the power slides for an effective facilitation and a quality delivery of the training. In this part you will find the explanation of each slide, the activities, games and team building exercises that will be carry out during the facilitation of the workshop. And the last part, is the PowerPoint presentation that will be used alongside with the document to facilitate workshops on youth engagement and consultation. The power point presentation has two sessions, one on youth engagement and one on how to carryout youth consultation. Under youth engagement, participants will explore who is a YEC-er, under the difference between youth engagement and Youth economic empowerment (YEE) and understand the different pillars to consider for an effective youth engagement. Under Youth consultation, participants will explore the B.A.S.I.C.S for a consultation workshop and youth participation ladder.

Youth engagement facilitation guide

2.4 Room setup:

banquet style.



Number of Participants

This Youth Engagement and Consultation training is designed for practitioner, academia, professional, expert, etc. It is suggested that the training should be conducted with a minimum of 6 and a maximum of 30 participants. If more people are interested, it is suggested that another course be organized.

2.5 The Roll of the Trainer

The trainer/facilitator is responsible for overseeing the entire training and must ensure that the modules are delivered according to the Trainers Guide, that the training objectives are achieved and that participants receive the highest possible level of training. Here are the main responsibilities of the trainer:

1. Coordinate the program with the course organizer.

Check logistic arrangements and determine what the organizers will provide and what the trainer must bring.

2. Be responsible for overseeing all logistical factors.

At the course location, check the room and logistics the day before the course or a few hours before the starting time. This way if anything needs to be changed, you have plenty of time. When participants arrive, the course room should be ready for the course to start on time.

3. Be responsible for respecting the training standards and the overall objective of the course.

Of course, to do this you must know what the overall objectives of the course are, but the trainer/facilitator must also maintain the standards and ensure the course is delivered in the correct way and achieves the proposed objectives.

2.6 **The Trainers' Tools**

The trainer(s) should ensure that all materials requested, and the room arrangements are ready before participants arrive.

1. Trainer's notes: The instructions for the trainer are explained in detail, including instructions for activities, and the text for your lecture. In order to present a standardized training, the trainer's notes should be followed, and all exercises completed as suggested. The trainer can, however, use his or her own ideas, experience and background to improve the presentation.
 - a. The first page gives a list equipment needed for that module, the objectives of the module and the main points.
 - b. After that, the notes clearly explain the module and indicate which PowerPoint slide to use.
2. PowerPoint slides: A set of PowerPoint slides has been created to enhance and illustrate the presentation. The subjects for the slides have been carefully selected to highlight the key points and specific areas that call for reinforcement.


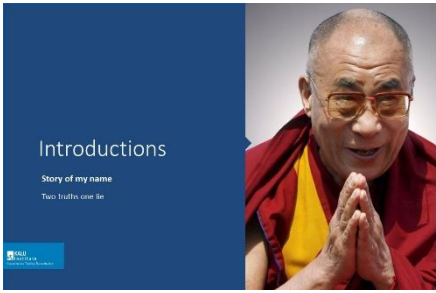
LOGISTICS: For the trainer's information and in case anyone asks

- a. Charts: Clarify rules for placing charts on walls. Ensure that the tape will not cause damage to the paint or the wall. Use a reusable adhesive (widely called Blu-Tack) or any other sort of non-damaging adhesive tape.
- b. Cell phones on silent: Turn off or put cell phones on silent.
- c. Emergency exits: In case you are in a large building, for safety reasons you must indicate the exit doors in case of an emergency. This is not necessary if you are in a small building where everyone can see exit doors or if this course



3 Youth engagement and consultation training.

Objective	<p>At the end of this course, participants will be able to:</p> <ul style="list-style-type: none">• Can explain who is a YEC-er• Can understand the difference between youth
Main points	<ol style="list-style-type: none">1. Introduction2. Setting expectations3. Approach for this workshop4. Discussion<ol style="list-style-type: none">a. What is a YEC-erb. Framework of YEC
Equipment	<p>LCD projector and screen</p> <p>Laptop computer</p> <p>Flip chart paper and markers</p>

	<h3>3.1 Opening of the training session:</h3> <p>Welcome all participants and introduce yourself and deliver a short welcome speech to inspire and urge people to participate, share knowledge and experience and have an open mind during the discussion of new ideas and experiences.</p>
	<p>Story of my name:</p> <p>Ask participants to sit and form a circle and each person will present himself in 30 seconds to one minute, they will give their names, the role they play in their organization and the meaning of their name in their culture and anything else that the instructor thinks might be interesting to listen to and connect the participants together.</p> <p>Two truths one lie</p> <ol style="list-style-type: none"> 1. Share with the group that: <p>‘We’re going to do a short fun activity which will help us to get to know each other better and improve our self-awareness.’</p> 2. Each participant should take a post-it note and write on it two things about themselves which are true and one thing which is a lie. It should not be easy to guess. Before inviting the participants to think of their two truths and one lie the facilitator should first model the activity by sharing three statements about themselves, for example: ‘I love driving’, ‘I recently ran a marathon’, ‘I live in a house with six other people’. ‘Which do you think is the lie?’ 3. Invite participants to stand up and speak to other participants, each time attempting to guess which statement is the lie – the other person can then confirm if they are right or wrong. <p>Allow at least 10 minutes for participants to circulate and guess.</p>

Debrief:

- Begin by asking the group 'who found that most people guessed wrongly about you?'

Invite one of these participants to share their statements as well as why they think other participants made the wrong assumption. After the participant has shared turn to the group to say 'okay so most people assumed... why do you think people assumed this?'

- Now repeat the process two or three times, asking: 'who else found that most people guessed wrongly about you?'. Each time conclude with the statement 'so most people assumed... why do you think they assumed this?'

- Share with the group I am using the word 'assume'. What do we understand by the term assumptions? What are other words that we associate with this term? i.e. stereo-type, guess, preconceived idea, judgement, association.

- What do we feel about assumptions are they helpful or unhelpful, good or bad?

After hearing a range of perspectives the facilitator should act out a short scenario to emphasise the key message of the activity:

The facilitator should hold a sheet with the word 'assumptions' on it and give one participant a sheet with the word 'new learning' written on it. Invite the participant to stand alongside you and briefly share with them what you want them to do. To the whole group now explain 'when I came to this workshop my assumption was that... (i.e. most of the group would not have much experience)', however when I arrived I had the opportunity for 'new learning'. At this point the participant should try to hand the facilitator the 'new learning' sheet and take the 'assumptions' sheet. In the first instance the facilitator should hold on tightly to the assumptions sheet creating tension. The facilitator should

then share 'if I hold my assumptions tightly I may create tension if I hold my assumptions lightly I have the opportunity for 'new learning'. At this point the facilitator can let go of the assumptions sheet and take the 'new learning' sheet.

Ask participants the following questions:

- Think of a time when someone has made an assumption about you? Or you have made an assumption about someone else that turned out to be wrong.

- How did you feel? How are assumptions about others shared in cultures and communities?

Can you give specific examples and their impact? (for example about faith groups)

- What would help us to questions and explore the assumptions we make or that others make about us?


- What do you think are some of the assumptions you might choose to hold which could help you have a positive impact in the community?

After hearing a range of perspectives share that assumptions are normal. We make assumptions all the time e.g. 'I came to the workshop this morning because I assumed you would be here', nevertheless, there are many occasions in our life when it's important to be:

- Aware of our assumptions – recognise that assumptions based on our particular experience, identity and culture and that they influence our perspective.

Hold our assumptions lightly – value the fact that through being open to letting go of or changing our assumptions we are able to learn and perceive things in a different way.

	<p>This is important, for example when we encounter different people or cultures or when we plan projects in the community.</p>
 <p>Session 1 Setting Expectations</p>	<ol style="list-style-type: none"> 1. Share with participants that we can use stories and metaphors to help groups to explore potentially complex ideas in a simple way. One metaphor we can use is the idea that we are travelling on a journey. A journey of hope or expectation. For some it may be a shorter journey to gather experience and tools for others it may be longer. 2. (optional) The facilitator may also wish to explore with the group, any traditions of moving or travelling that exist in the local culture (for example going to the well, nomadic groups) along with some of the things that enable people to travel well - local bags, baskets or sacks, the attitudes and experiences of the travellers, their relationships and what they take with them. <p>Note: in some cultures recalling journeys of the past may be emotionally charged – as this is an opening activity the facilitator should be careful not to open up deep conversation about the journeys of the past.</p> <ol style="list-style-type: none"> 3. Ask the participants as individuals to draw the outline of a bag, sack, basket or container they are taking on their journey and to place inside it post-it notes where they have written the... <p>The skills, attitudes, knowledge, and networks they are bringing with them (one colour post-it note)</p> <p>The immediate expectations they are holding – what do they want to achieve by the end of this workshop? (another colour post-it note)</p> <ol style="list-style-type: none"> 4. Once participants are ready invite them to find another participant and share what they are bringing. 5. Participants place their bags or baskets together on a wall or

	<p>on the floor and the group then take a look.</p> <p>Debrief:</p> <p>The facilitator or participants share a summary of key points they have identified from the post-it notes.</p> <p>The facilitator (with help from volunteers in the group) should make notes on the key themes in terms of the attitudes, skills and networks as well as the expectations. For example, there may be different kinds of attitude in the group, some which are softer 'patience, listening, openness' and some which are more action-oriented 'can-do attitude, clear and focused'.</p> <p>The facilitator should summarise and share these with the group acknowledging the value of diverse skills and attitudes.</p> <p>The facilitator should then summarise the expectations of the group and explain that sharing our expectations can support the group in deciding which is the best process for moving forward. Ideally, for workshops of two days or more there should be flexibility in the agenda to allow the group to inform this process.</p> <p>If there are expectations which do not fall within the objectives of the workshop you should enquire further and choose whether to adapt the agenda or clarify which expectations will not be met within this event and why.</p>
 <p>GROUND RULES AND AGENDA OF THE DAYS</p>	<p>Ask the group if there are any ground-rules (you may choose to call them 'principles', 'ways of working together', 'freedoms') which might help us to travel well as a group. If you wish to you can re-visit these everyday as part of a reflection process.</p> <p>Ask participants to write them on a flip chart on the wall, it should be visible and as we move on with the workshop, if a new rule is needed we can add.</p> <p>Present and discuss the agenda with the participants</p>

<p>Workshop objectives</p> <ul style="list-style-type: none"> Can explain the methodology use for the study Can describe the strategic framework and pillars for youth engagement Can understand how to carry out a youth consultation Can understand the level of youth participation 	<p>Read through the objectives of the workshop with participants.</p>
<p>Study methodology</p> <p>Research question: This study on youth engagement and consultation brings out element to build the capacity on effective youth participation of practitioners, academia, experts, researchers, etc.</p> <p>The research has interrogated the following questions:</p> <ul style="list-style-type: none"> What is the strategic framework and pillars for Youth engagement? How can we carry out an effective youth consultation ? What are the different levels of youth participation? <p>Methodology: Information was collected from:</p> <ul style="list-style-type: none"> Academia reports, international organization reports, and civil society organization reports; Training/facilitation institution and/or organization, and leadership organization tool kits. 	<p>Research question:</p> <p>This study on youth engagement and consultation brings out element to build the capacity of practitioner, academia, and expert on effective youth participation.</p> <p>The research has interrogated the following questions:</p> <ul style="list-style-type: none"> What is the strategic framework and pillars for Youth engagement? How can we carry out an effective youth consultation? What are the different levels of youth participation? <p>Methodology:</p> <p>This research utilized secondary data. Information was collected from academia reports, international organization reports, civil society organization reports, training/facilitation association and leadership organization tool kits.</p> <p>The study focuses on reports highlighting strategies for youth engagement and consultation, and youth effective participation. It also focuses on training tools kits especially trainers and/or facilitation guide.</p>
<h3>3.2 Youth engagement methods</h3>	
<p>METHODS FOR YOUTH ENGAGEMENT</p>	<p>We now going to see a good method for effective youth engagement.</p>

Session 2

Approach for YEC workshop



Micro - Iterative approach



Start with an activity call community maze see image below:

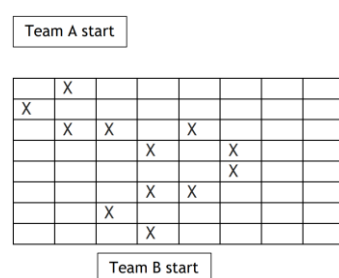
The Community Maze gives participants an experience of group learning, and what helps and hinders it. The value lies in making the rules clearly and following them closely

The facilitator will need a large space, strong tape to mark out a grid on the floor. Or something to mark the ground outside, two copies of the maze drawn onto A4 paper, something to make a noise with.

Start by marking out a grid on the ground of 8 squares by 8 squares, with each square large enough for someone to stand in.

Make 2 copies of the grid on paper and mark on a path.

For example:



It works best with 10 – 14 people. 5 - 7 If there are more you can split the group in half. For each maze you will need two facilitators or volunteers, one for each team / end of the maze.

Approach

1. Divide the group into two teams, but be clear that this is not a competition. You might tell a story that they are two teams

from the same organisation, or groups from two faiths coming together for a shared programme.

2. Explain the rules:

- The objective of this activity is to get both teams through the maze, but there is only one safe path from each end. And I have the map.
- The two teams will start from opposite ends of the grid. (Do not share that they are following the same path)
- You take one step at a time to a square next to the one you are on, either forward, backward, sideways or diagonally. You may not miss a square.
- If you step off the path (an unavoidable mistake) or miss a square the facilitator will make a loud noise like this “BZZZZZZ”, and you will need to return back THE WAY YOU CAME and join the end of the line.
- Only 1 member of each team is allowed on the maze at any time
- Decide in which order you will take turns, and stick to it
- You have 5 minutes to plan and 20 minutes to SILENTLY make your attempt

Is that clear so far?

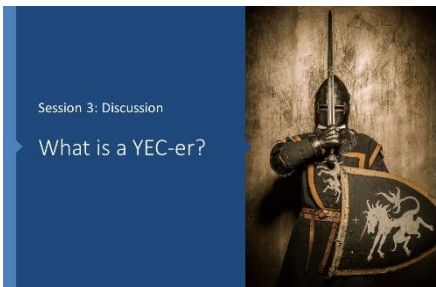
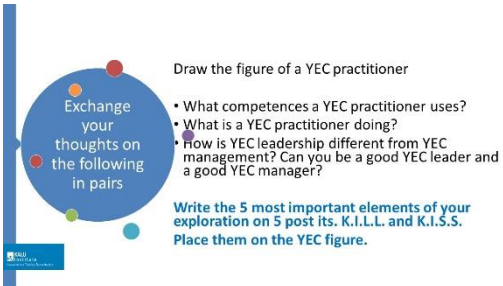
Each team has \$1000 as a budget, and each time the rules are broken, or you make an AVOIDABLE MISTAKE then \$100 will be taken away. (You can prepare this with paper or pretend money)

- An avoidable mistake is:
 - making an illegal move, i.e. not moving to a square next to the one you are on

- stepping off the path onto a square that has already been stepped on
 - not returning back the way you came after stepping off the path
- The team that gets all its members across first wins. However, the activity does not come to a close until both teams have crossed.
3. Make sure everyone is clear about the rules and give them 5 minutes to plan.
 4. After 5 minutes, line up the teams and set them going. Be vigilant about mistakes and forfeits and ensuring everyone is following the same order.
 5. If the groups have not completed the task, then stop it after 20 minutes.

Debrief

- What happened? (There may be a lot of different perspectives here so allow some time for people to share)
- How did you feel about making unavoidable mistakes – i.e. stepping off the path when you didn't know where to go next?
- How did you feel about avoidable mistakes – i.e. stepping off the path onto a square someone had already stepped on, or forgetting the way back?
- What were the barriers to learning – why were there so many avoidable mistakes?
- What would have helped performance?
- What would have been good to discuss with the team

	<p>before starting the activity.</p> <ul style="list-style-type: none"> How could we apply this learning when we are designing and delivering projects together? i.e. the issues we are working on in our community are complex and finding things that work might require - Many experiments, trying out small things and learning as we go - Discovering the hidden issues and challenges behind seemingly simple problems - Building a team that sees the potential learning in small failures, that can work through challenges and reflect on how to improve strategies moving forward.
	
	<p>In this session start by forming groups of 4 to 5 participants. Ask each group to draw the figure of a YEC practitioner (participants should use flip charts and draw a person). Then ask them to write the 5 most important elements of your exploration on 5 post its (use the question below to guide yourself). Place them on the YEC figure.</p> <ul style="list-style-type: none"> What competences a YEC practitioner uses? What is a YEC practitioner doing? How is YEC leadership different from YEC management? Can you be a good YEC leader and a good YEC manager? <p>When writing on the post its use the K.I.L.L. and K.I.S.S. method (KILL stands for Keep It Large, and Lisible and KISS stands for Keep It Short and Simple)</p> <p>Ask participants to present their YEC practitioner in plenary, after</p>

each presentation, select one of the figures and open a discussion with all the participants still base the above question, let participants use post it and complete the information on the figure.

YEC Leadership *versus* YEC Management

	Management	Leadership
Role	<ul style="list-style-type: none"> •Doing things right •Path following •Organising, administrating, controlling 	<ul style="list-style-type: none"> •Doing the right things •Path finding •Teaching, coaching, facilitating
Task	Planning, organising and conducting day to day tasks by keeping an eye on the outcome of the business' bottom line	Facilitating and leading change for future opportunities by creating new visions and developing new strategies
Attitude	<ul style="list-style-type: none"> •Orientation on present •Imitating •Controlling •Problem solving •Living within culture 	<ul style="list-style-type: none"> •Orientation on future •Innovating •Challenging •Motivating self learning •Creating culture

After the discussion, present this slide and discuss this table with participants.

It is important to spot out that YEC leadership and YEC management are complementary for a good YEC practitioner.

Framework of YEC



Do a presentation of the figure:



The Theory of Change distinguishes actions to be taken by actors and youth. The actions by youth are presented in a green circle, and the actions to be taken by actors are presented in a blue circle

Youth are illustrated by a boy and a girl (see left) and represent all different categories of youth, further depicted at the top of the visual.



Actors are illustrated by this image and always include the following actors: community leaders, parents, development & humanitarian actors and civil society.

The circles which are faint in colour refer to the conditions which directly relate to the economic participation of youth. While these conditions are of crucial importance, the focus of this strategy is on the other circles, which relate to social participation of youth.

The facilitator should explain the following:

According to plan international YEC strategy Youth want to have the freedom to choose their own future and have the ability to earn their own income.

For youth to derive a meaningful position in society there are several conditions, which need to be in place before this can happen. These are elaborated in the narrative that follows.

For development and humanitarian actors, the final condition to make the youth dream reality from the perspective of development interventions is the following: Actors enable youth to participate in decision making that matters to youth and their related community actors.

Actors enable initiatives that are relevant to youth engagement (F/M)

For youth to be engaged, they need to find the initiatives relevant. This means that the respective initiatives should be of interest to them and respond to a need they have. Besides the topic to be discussed, the format or channel of the initiatives should also be considered and in line with their preferences. In other words: Whether the initiatives take the shape of a platform, a forum, a cluster or a more informal meeting will need to be determined by the youth and their agencies. What is important to consider is that whatever form the initiatives take, it should not interfere with other commitments they have (work, school, family).

Youth (groups) are motivated to participate because there is a clear benefit

It is motivating for youth and youth groups if they recognise there are opportunities available for them that help them to meet a need or achieve a goal they have. These opportunities should respond to specific needs of specific youth (groups). For the

participation of youth and youth groups to be possible, the opportunities available should be various and tailored to different categories of youth and youth groups. As an example, opportunities that are attractive and relevant for a young girl (e.g. literacy education, opportunities to meet other young girls) differ from the opportunities that older girls may find attractive (e.g. financial literacy and skills training, opportunity to become a member of the local village meeting). It is important to consider the types of opportunities available and how youth would benefit from participating.

Youth (groups) have skills to participate

For youth and youth groups to be motivated to do something, exercise effort and persist, they require capacity. The capacities required are various and include broadly: The capacity to participate in social initiatives and/or decision making bodies (such as fora, clusters or platforms). This includes different capacities, including psychological abilities such as self-confidence, self-efficacy and emotional intelligence. More specifically in this context, it includes the capacity to follow, communicate one's own needs effectively, collaborate with others, self-organise, make decisions, and lead others. Most important in the end is that they understand the environment the adults are working in and the youth face on a daily basis.

Youth (groups) have knowledge of the resources and initiatives

For youth to take action, they need to know about the opportunities available to them and know what capacity they lack to seize upon the opportunities. They should know what their rights and responsibilities are; they should be aware of the scope of possibilities and limitations for youth to initiate and lead, and more generally they should know and understand what happens in their community, in the wider context (today, and in the future) and how they are affected by this. This likewise applies to youth

groups, who also need to understand what opportunities and limitations there are for a youth group.

Actors make resources available to youth (groups)

Since youth often do not have access to own assets, it impedes their autonomy to make decisions. Youth lack financial resources required to participate in any shape or form. Youth require financial resources to participate in initiatives (e.g. costs of transport) to develop their capacity. Likewise, youth groups require financial resources to develop their capacity and to be able to start their own initiatives.

Actors are willing to engage youth (F/M)

For youth to have access to or create initiatives and opportunities, someone needs to avail these. For that to be possible, actors need to first be willing to engage youth and youth groups, and recognise why it is important to engage youth and youth groups. In referring to actors, we assume all different actors which are connected to or can affect youth. These include state actors (national and local government), international actors (UN, NGOs, including Plan), national organisations (national NGOs) and the private sector, community leaders, parents and other family members, as well as civil society.

Actors are capable of providing tailored support to different groups

These actors should also have the capacity to engage youth, and specifically have the capacity to respond to different needs of youth. This means that actors should have the knowledge, skills and attitude that enable them to jointly design opportunities initiatives with youth that meet their needs, of different age groups and from different backgrounds (rural, urban, pastoralist, sedentary), including opportunities for (different categories of) youth groups. Besides, they should also have the capacity to collaborate with others on engaging youth effectively, because this cannot be achieved in isolation from one another.

Actors collaborate to provide relevant opportunities to youth

Even if actors are willing and able to engage youth and youth groups, they may not be ready or able to do this in collaboration with others. The consultation process exemplified the difficulties to get different actors together, practically or structurally. For the effective engagement of youth, comprehensive and collective action of actors is required, and it will be necessary for the relevant actors to share knowledge and experience as well as support one another to support youth effectively (e.g. instead of compete or duplicate).

Youth (groups) participate in the creation and implementation of initiatives

For youth to derive a meaningful position in society, passively participating in initiatives is not sufficient. They have to play an active role in creating and implementing the initiatives. This means youth need to have a say (participate) in regard to decision-making on what sort of initiatives they deem relevant for themselves and their communities/living context. They can play various roles: as advisors, as initiators, and as team members. In any case, youth collaborate closely with other actors.

A framework for youth engagement and participation

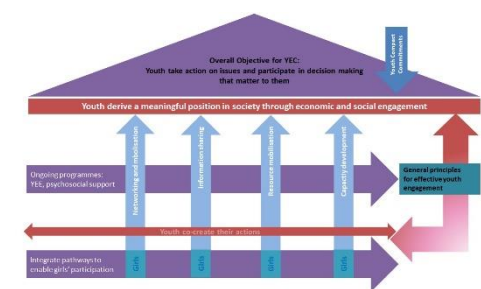
The strategic framework is visualised in the shape of a house. The various building blocks are described in this chapter.

The roof and chimney:

The roof represents the vision for youth to take action on issues and participate in decision-making that matter to them. This objective is pushed for by the Youth Compact commitments, which is represented by the chimney.

The ceiling:

The ceiling reflects the dream scenario formulated by youth in various research document. It is the pre-condition that



determines whether the overall objective can be achieved, and ensures that the implementation of this strategy remains youth-led.

The pillars:

The three main pillars are needed at least to ensure the house is steady and can jointly hold the ceiling. The pillars include Conducive Environment for Youth (focusing on the adult actors), Information Access, and Capacity of Youth to Participate (in an environment defined by adult systems).

Floors:


There are two main floors in the house. The ground floor forms an important basis and concerns the pathway for girl's engagement across the pillars, and what other steps can be taken to include this specific group. The first floor includes an alignment with existing or ongoing programmes of organisations (such as Plan International). These include the Youth Economic Empowerment (YEE), Protection, Sexual Reproductive Health and Rights (SRHR) as well as Education programmes. It is important to note that the pillars run through these programmes (parallel programmes should consider the pillars) and vice versa: the pillars should seek alignment with ongoing programmes.

Staircase:


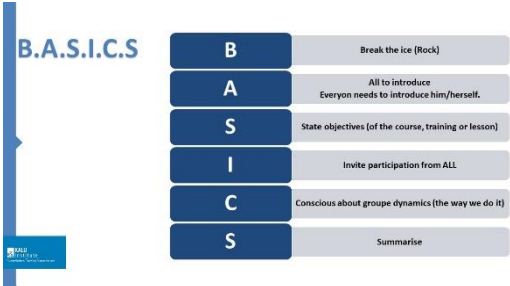
The staircase represents the elements which enable (or disable when not in place) reaching the top. They include general principles for youth engagement. If these are not considered carefully, it will be difficult to reach the ceiling. The staircase also serves as a feedback loop: you can go up and down the stairs, so new information is fed into the pillars along the way.

The wiring:

The house is wired in a specific way: namely, across all elements, youth play an active role. Across all pillars, this means youth co-create the actions. If you find that activities are

	organized without youth being involved in some shape or form, the wiring is broken and the house loses its value.
	

3.3 Youth Consultation Methods

	
	<p>Youth consultation is an important tool to involve youth in projects. For this to be effective the B.A.S.I.C.S methods should be applied.</p> <p>Discuss the slide with the participants.</p> <p>What is a youth consultation?</p> <p>In a youth consultation, you enable youth to express themselves and play a role in decision-making regarding matters that are important to them. In a youth consultation, you can make use of different methods but what is most important is that youth have the opportunity to actively participate and share their views. It is therefore important that youth consultations are organised with great care for the group make-up including the facilitators, the methods used and the topics discussed, in order to ensure that the youth feel comfortable and safe and recognise that participating in the consultation will benefit them.</p> <p>When to do a youth consultation?</p> <p>For effective engagement of youth, they should be consulted throughout the humanitarian action cycle. Five phases are</p>

distinguished (as presented below). During every phase, the YEC practitioner is invited to intervene in the process and organise a youth consultation. This can be done together with the involved organisations and other powerful actors. Timely consultation connected to the various phases of humanitarian action might enhance the positive effect of youth participation in humanitarian action.

Organizing a consultation

Good planning and careful organization of a youth consultation can help to ensure that the process is inclusive, and that the consultation is accessible and valuable for those youth who are targeted.

In organizing a youth consultation, you need to consider:

- The objectives and intended results of the consultation (in other words: what do you want to get out of it for whom?)
- The specific needs and interests of the targeted youth and what supporting elements should be in place to ensure the event is accessible and the format engaging.
 - a. Which youth have an interest or are affected by the topic or issue to be discussed?
 - b. Which youth would benefit from participating?
 - c. What logistical issues should you consider in terms of physical access, time, location and distance?
 - d. How should youth be invited or recruited to participate, for example through a mix of personal contact (through parallel programmes), reaching out to community leaders, formal advertising and the snowball method.
- Approval of caregivers and community leaders for youth to participate
 - a. This is closely linked to the process of inviting youth, as you may need to invite youth through their elders.

Facilitating a consultation

To facilitate a consultation effectively requires skills and



experience. The facilitator should be someone who can create a safe atmosphere and is trusted by the participants.

The role of the facilitator is to:

- When youth participate in consultation – youth and their parents each need to agree to participate
- Build trust in the group
- Make all youth feel welcome and included
- Make it a pleasant and fun experience where possible
- Treat information shared with care
- Communicate effectively and constructively
- Listen actively to the contributions of youth For an effective facilitation, it is important to:
 - Prepare the programme well
 - Keep focus on the objectives of the consultation
 - Use methods which encourage active participation
 - Speak less and allow youth to take the lead
 - Explain to participants how the results of the consultation will be used and what the follow-up process will consist of.

Evaluating a consultation

For learning purposes, it is important to reflect on the process and evaluate every consultation session carefully. Insights from this can feed into this methodology and improve the effectiveness of the youth consultations over time. Evaluation of a consultation can take place during the process (at the end of a session, to assess appreciation) or afterwards, to assess the effect of the consultation (which is what you are concerned about).

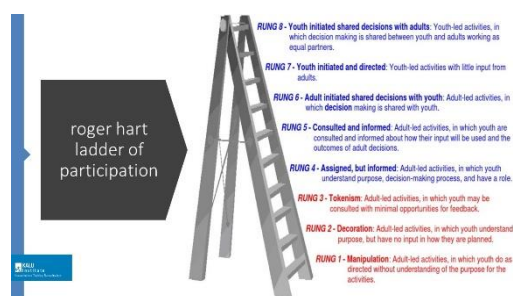
Follow-up

After the consultation session is done, it is important to keep the

dialogue with youth active. It is important to think about:

- What are possible follow-up steps to implement the inputs of youth?
- How you will communicate about the steps that were taken after the consultation, to respond to the inputs given?
- What youth can do themselves and what you can do to support them?

Possible follow-up activities may involve: capturing the inputs in a publication or presentation (with the help of youth), sharing the findings with other actors, identifying people or organisations that can help act upon the results, preparing concrete proposals to act upon the inputs, including budget allocations. And finally yet importantly, planning follow-up consultation sessions (with other youth, to avoid a biased sample).



8) Young people-initiated, shared decisions with adults. This happens when projects of programmes are initiated by young people and decision making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults.

7) Young people-initiated and directed. This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

6) Adult-initiated, share decisions with young people. Occurs when projects or programmes are initiated by adults but the decision making is shared with young people.

5) Consulted and informed. Happens when young people give advice on projects or programmes designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4) Assigned but informed. This is where young people are

	<p>assigned a specific role and informed about how and why they are being involved</p> <p>3) Tokenism Young People appear to be given a voice, but in fact have little or no choice about what they do or how they participate</p> <p>2) Decoration Young People are used to strengthen a cause, although adults do not pretend that the cause is young person led</p> <p>1) Manipulation Adults use young people to strengthen a cause and pretend that the cause is young person led</p>
<p>References</p> <ul style="list-style-type: none"> • Manual for Participatory Rural Appraisal, FAO (2006) • Save the Children Kit of Tools, Save the Children Norway (2008) • https://www.youthcompact.org • Meaningful youth engagement, Women deliver (2016) • Meaningful Youth Engagement, Community Catalyst (2017) • Meaningfully engaging with youth, UNESCO (2019) • Faith in the Commonwealth Training of Trainers Toolkit, The Commonwealth (2018) 	
