

# YCA

## TOOLKIT

The YCA Toolkit serves to improve the confidence and capacity of young people and adults to implement, improve and expand youth participation and a youth-centred approach in IPPF EN Member Associations



# TOOLKIT

The YCA Toolkit serves to improve the confidence and capacity of young people and adults to implement, improve and expand youth participation and a youth-centred approach in IPPF EN Member Associations



# TABLE OF CONTENTS

Introduction: What is this YCA Toolkit?	6
<b>Module 1</b> Young people as agents of social change in your organisation	12
<b>Module 2</b> Conceptual Framework of Youth Participation and Youth-Centred Approach in IPPF	24
<b>Module 3</b> Self-organising youth group in the MA	33
<b>Module 4</b> The roles of young volunteers/youth group in the MA	45
<b>Module 5</b> Introducing and improving youth participation and YCA in your MA	59
<b>Module 6</b> Moving forwards; MA to MA coaching and collaborative learning	84

## Annexes

<b>Annex 1</b> Terms of Reference: example from the MA to MA peer coaching project 2019	100
<b>Annex 2</b> Proposed steps in coaching process and agenda for first online meeting	103
<b>Annex 3</b> Examples logbooks	105
<b>Annex 4</b> Extra tips for coaching	113
<b>Annex 5</b> Example of face to face visit agenda and follow up	115
<b>Annex 6</b> YSAFE Rules and Regulations	116



## Acknowledgments

This toolkit was developed by Doortje Braeken with the contribution from Drashko Kostovski, Catherine Bailey Gluckman and Anamaria Suciú from the International Planned Parenthood Federation European Network Regional Office; Maria Epaminonda and Panayiotis Elia from the member association (MA) in Cyprus (Κυπριακός Σύνδεσμος Οικογενειακού Προγραμματισμού); Eva Rebholz and Veronika Levintov-Levitan from the MA in Germany (profamilia); Aizada Ormonova and Erika Imankulova from the MA in Kyrgyzstan (Альянс по репродуктивному здоровью); Andi Rabiáj, Juna Mali and Xhorxhina Gjoni from the MA in Albania (Qendra Shqiptare për Popullsinë dhe Zhvillimin) and Muna Shukurovaa and Maryna Honcharova from YSAFE - Youth Sexual Awareness For Europe.

Young volunteers and staff members from the IPPF EN member associations in Bosnia and Herzegovina (Asocijacija XY), France (Mouvement Français pour le Planning Familial), Ireland (Irish Family Planning Association), Latvia (Papardes zieds), Portugal (Associação Para o Planeamento da Família), Romania (Societatea de Educatie Contraceptiva si Sexuala), Spain (Federación de Planificación Familiar de España), Tajikistan (Таджикская Ассоциация Планирования Семьи) and Ukraine (Здоров'я жінки і планування сім'ї) participated in the pilot phase and provided valuable feedback for improving the toolkit.

Graphic design:mazout.nu

## Who we are

IPPF EN cares. We work with Member Associations and Partners in over 40 countries across Europe and Central Asia so that all women, men and young people can lead safe and dignified sexual and reproductive lives, free from harm and discrimination. Championing access to dignified abortion care for all women is central to our work.

Published in November 2019

International Planned Parenthood Federation European Network  
Rue Royale 55, 1000 Brussels, Belgium

web: [www.ippfen.org](http://www.ippfen.org)  
email: [info@ippfen.org](mailto:info@ippfen.org)



# FOREWORD

Our work with young people in ensuring that they have access to youth-friendly services and sexuality education has seen an incremental success in the past few decades. It has enabled us to move on with our goals from guaranteeing youth participation to placing young people at the centre of our work and recognizing them as diverse and autonomous rights-holders. But still there is much to be accomplished, especially in ensuring the IPPF membership standard of having at least 20% of young people on the Board is fulfilled across the network. The MAs in the European Network are diverse and operating in many different contexts. Their size and capacity vary. More importantly, young people are not a homogenous group and they face diverse challenges in their legal, political, social and health environments. That is why our approach cannot be universal and should be tailored to the local context and based on the experience and needs of the MAs.

IPPF defines a youth-centred organization as one that systematically places young people at the centre of its work. It endorses the right of young people in the organization to contribute, relate to other young people and adults, openly communicate and express themselves. A youth-centred approach gives young people the freedom to experience, think, explore, question, and search for answers. It values young people's work and input. The organization's role is to provide an enabling environment in which it can nurture young people's talent, maximize their potential and enable them to thrive.

A Member Association with more active youth members could perform better in improving SRHR. It is more likely to have a strong supporter base, be able to provide CSE, have expertise in the latest social media trends and tools, and be well linked with other youth human rights movements. Above all, its activities will always fit the current needs of young beneficiaries if they are developed and implemented by young people. Also, young advocates can advance on some of the most sensitive and tough SRHR issues.

This is well underlined across the IPPF Strategic Framework 2018-2022. As SRHR advocates, CSE educators, volunteers, activists and beneficiaries, young people are among the main drivers of achieving the outcomes. Therefore, to achieve the strategy objectives, each IPPF MA should strive to become youth centred.

In order to meet the needs of the MAs, the EN Regional Office decided to introduce the YCA initiative which aimed to provide a platform for MA-to-MA coaching. 15 Member associations took part in the initiative in the period of 2018-19, both as coach and coachees. This toolkit is the main product from the MA exchange and is incorporating their different realities and needs regarding youth engagement.

This is why we think that in this toolkit there is something for each different MA in the region. The different tools might improve what the MAs already have or to establish a new space which will be build by the young activists for sexual rights.

# YCA TOOLKIT

The YCA Toolkit serves to improve the confidence and capacity of young people and adults to implement, improve and expand youth participation and a youth-centred approach in IPPF EN Member Associations

## What is this YCA Toolkit?

This YCA toolkit is designed to support the implementation, improvement and expansion of youth participation and a youth-centred approach (YCA) in the Member Associations (MAs) and the Secretariat of the European Network (EN).

The guidance and advice proposed in this YCA Toolkit acknowledges that MAs vary considerably in their reach, structure, focus and capacity across different settings and other context-specific factors. It also acknowledges that youth participation and a YCA do not exist in isolation. Both aspects form part of MAs, teams and youth groups which have their own dynamics, culture, power dynamics and established ways of working (e.g. policies). The YCA Toolkit aims to accommodate for this diversity by giving recommendations that apply to all organisations, regardless of their degree of complexity, as well as offering tailored tools for the different actors that may adopt the YCA and aim to boost youth participation.

## Why publish this YCA Toolkit now?

IPPF has made youth participation one of its most pressing priorities, and places the organisation at the forefront of advocacy and programmes for young people's sexual and reproductive health and rights (SRHR). IPPF was one of the first organisations in the SRHR field to adopt a framework for sexual rights for young people, was the first to engage young people in governance at a global level and was instrumental in defining and promoting a program approach that included meaningful youth engagement. IPPF has established accreditation standards and developed several reference documents to ensure youth participation and a youth-centred approach in the Federation.

Although much has been achieved in the EN, there are still ways in which some of the MAs can better integrate the YCA. For example, the DHIS 2018 report shows on Federation level that only 16.5% of the board members are young people. This means that there are MAs which still do not comply with the standard of having at least 20% young people as board members. Moreover, other challenges persist, be it maintaining a systematic and sustainable implementation of the YCA or upholding well-functioning youth groups.

This YCA Toolkit provides guidance on how to overcome some of these challenges with practical advice for staff and young volunteers.

## Who is this YCA Toolkit for?

This YCA Toolkit is for anyone in the organisation who wishes to establish, improve, or expand effective and sustainable youth participation; regardless of the size and structure of the Member Association, its (Board of) Directors, staff, management and adult volunteers, as well as young volunteers, youth groups etc.

## How was the YCA Toolkit developed?

This YCA Toolkit draws on an assessment of how structural youth participation and the YCA is implemented in the EN Region. Representatives from the MAs in Germany, Albania, Kyrgyzstan, Cyprus, members of YSAFE and IPPF EN Regional Office pooled their expertise and experiences in a dedicated workshop in order to contribute to the content of this document.

## What can you expect from this YCA Toolkit?

This Toolkit will provide you with ready-to-use modules that aim to support you in implementing and delivering high-quality, sustainable, rights-based youth participation. It builds upon existing manuals and documents produced by IPPF and others on Youth Participation and a Youth-Centred Approach. As a staff member, young volunteer or member of a youth group in an MA, you should feel empowered to use this Toolkit as a tool to reflect on and improve your contribution to youth participation and the YCA in the MA.

This Toolkit is about participation; it is about what a youth-centred approach is, and how to contextualize, introduce, apply and sustain it in the longer term.

**It is not a tool to advise you on Adolescent SRHR or the content of the programmes of the MA.**

### Goal and Objectives of the YCA Toolkit

**Goal:** to increase the confidence and capacity of MAs to initiate, improve and expand effective and sustainable youth participation and a YCA within the organization

#### Objectives:

- To improve MAs, staff, Boards of Directors, adult volunteers and young people's knowledge and skills in order to implement, improve and expand youth participation and a youth-centred approach within the organization
- To give guidance on how to adapt youth participation and YCA to your own context and address challenges and opportunities for both the organization and the youth group in the organization
- To give guidance to MAs on how to support other MAs on their journey towards youth participation and the YCA

## How to use the YCA Toolkit

The YCA Toolkit comprises 6 modules. Four modules are designed for both staff and young volunteers/youth groups of the MA, while each of the final two modules are dedicated to young volunteers and youth groups, and MA staff respectively. Finally, it gives information and guidance how MAs can give and receive support to and from each other to improve youth participation and the implementation of the YCA in the Region.

### MODULE 1

#### **Recognising young people's agency and building youth-adult partnerships: for staff and young volunteers**

This module will guide you through the approach to young people's agency, autonomy and rights to participate. It will allow you to deepen your understanding of issues related to youth-adult partnership, youth-to-youth and inter-generational power-dynamics, and explores the challenges both young people and staff may face when introducing, mainstreaming and expanding youth participation in the organisation.

### MODULE 2

#### **What is youth participation and youth-centredness in IPPF? Standards & checklists: for staff and young volunteers**

This module introduces the current approach, conceptual framework, principles and status of youth participation in IPPF. It provides both staff and young volunteers with guidance and tips on how to adapt the YCA to the context and the role of the MA, while holding on to IPPF and IPPF EN's fundamental principles and experiences of youth participation.

### MODULE 3

#### **Starting, expanding and maintaining a youth group: for young volunteers/youth groups in the MA**

This module is designed for young volunteers in the youth group of the MA. It will give guidance how to organise yourselves, create and/or expand the group of young volunteers; how to manage the group, how to make action plans for their activities, how to work with the MA and how to address the "ageing-out" of young volunteers.

### MODULE 4

#### **Roles and activities of young volunteers in the MA**

This module will give an overview of the potential role young volunteers can play in the MA. This includes appointing young people as board members, peer educators, peer providers and advocates etc.

### MODULE 5

#### **A step-by-step approach to mainstream youth participation and introducing a YCA in the MA: for staff**

This module is designed for the staff (and board) of the MA. It will guide them step by step through the stages of ensuring effective, sustainable youth participation in the organisation, and implementing a YCA that is welcomed by all staff and (adult) volunteers. How to create a supportive environment; what policies and other condition need to be in place for an effective YCA; what resources you need; an introduction to the MA; how to work with young volunteers; capacity building; monitoring and evaluation of the YCA in the MA. The module will go beyond the MA and look at the wider setting of your school and community. There is advice on how to involve and manage relations with parents, partner organisations and other relevant stakeholders.

### MODULE 6

#### **MA to MA: Peer support to improve and expand youth participation and the YCA in the Region**

This module is for staff, boards and young volunteers of MAs in the Europe Region: it gives guidance on how to give and receive peer support; how to organise peer support and how to implement it

## A brief note on terminology

Throughout this YCA Toolkit you will come across some terms again and again. To make sure we are on the same page, we have developed this short glossary for you:

**Adolescents/young people/youth/children:** IPPF uses the following definitions, based on WHO's recommendations:

- youth are aged 15–24
- adolescents are aged 10–19
- young people are aged 10–24
- children are under 18 (a legal definition according to the Convention on the Rights of the Child).

**Empowerment:** Empowerment is based on the idea that giving people the knowledge, skills, authority and opportunity, as well holding them responsible and accountable for the outcomes of their actions, will help them become more motivated and better equipped to take control of their lives.

**Peers:** a peer is a person who belongs to the same social group as another person or group. The social group may be based on age, gender, sexual orientation, occupation, socio-economic or health status, as well as other factors. Although it is almost impossible to find "perfect peers", the literature reviewed suggests that "the more homogeneous the peers are, the more likely it is that the support will lead to understanding, empathy and mutual help."

**Sexual and reproductive health and rights:** This term refers to the human right to sexual and reproductive health, and to have access to health services and information (covering physical, mental and social well-being in relation to sexuality), including contraception. For women, men, transgender and intersex people, it includes the freedom to have, choose and exercise control over sexual relationships. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so (UNFPA).

**Sexuality:** Sexuality is an integral part of being human. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is shaped by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors (WHO). IPPF recognises that young people are sexual beings, whether or not they have sexual feelings or are sexually active. We also recognise that all young people - regardless of age - need to be protected from inappropriate, unwanted or harmful sexual contact or relationships.

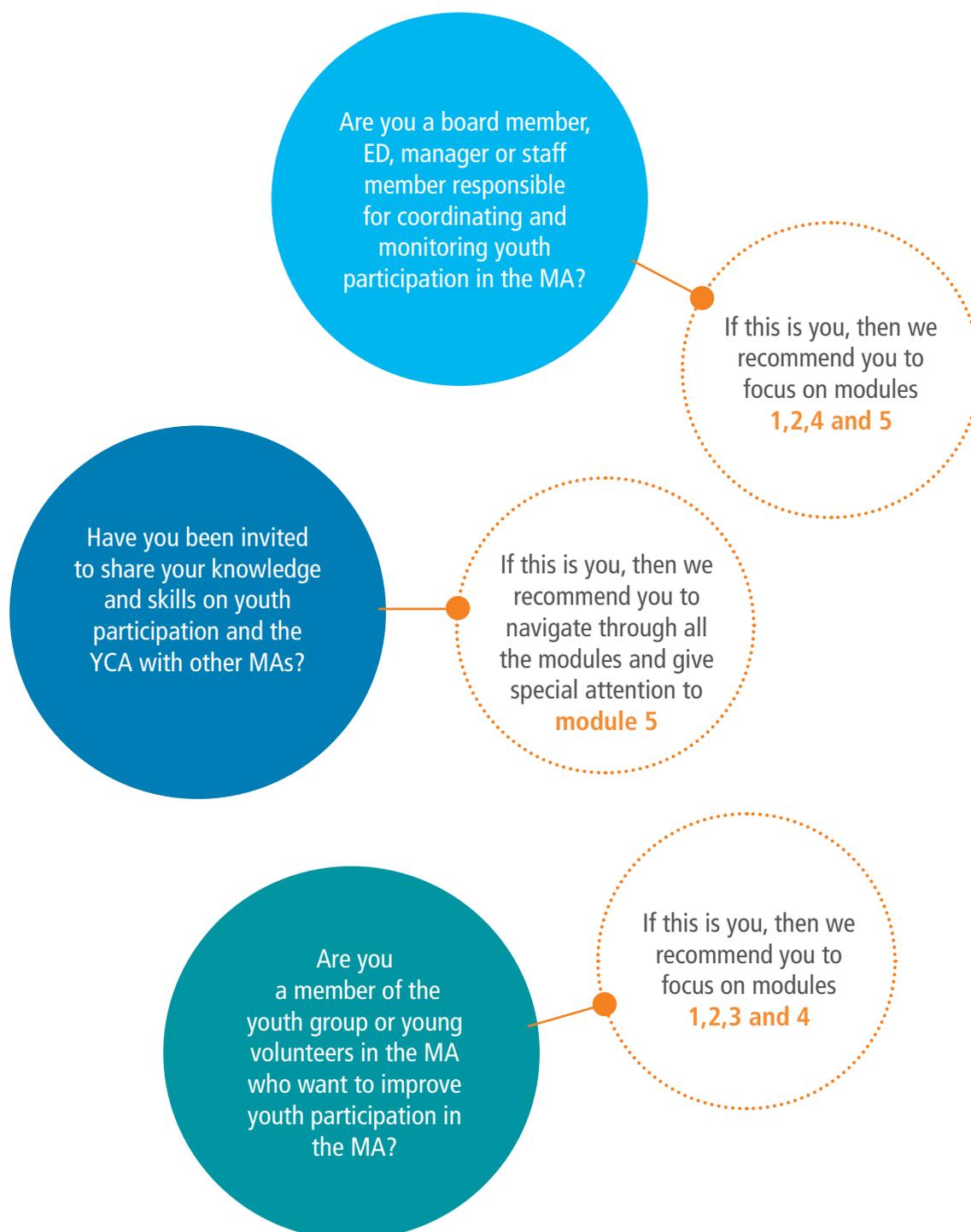
**Youth-centred:** A youth-centred organisation systematically places young people at the centre and recognises them as diverse and autonomous rights-holders. It endorses the right of young people in the organisation to contribute, relate to other young people and adults, communicate openly and express themselves. A youth-centred approach gives young people the freedom to experience, think, explore, question and search for answers. It values young people's work and input. The organisation's role is to provide an environment in which it can support young people's talent, maximise their potential and enable them to thrive.

**Youth participation:** IPPF uses a model of youth participation whereby young people can critically explore policies and programs, identify possibilities for change and exert genuine influence.

## How to navigate this YCA Toolkit

While all readers are invited to explore the full content to get a full understanding of how youth participation and the youth-centred approach work in an organisation, the reader will find some sections more or less relevant depending on their role within the organisation and your expected role in the program e.g. acting as staff or as a young volunteer.

You can consult the diagram below to get a better understanding on how to navigate this YCA Toolkit :



Each section in this Toolkit has different elements. We use icons to help you navigate through the module:



**Background information:** accurate, evidence-based information on the issue. This will help you to gain more in-depth knowledge on the issues introduced.



**Points and questions for reflection:** this will help you engage in critical thinking and further self-reflection, which will help you to become more confident as a staff member or young volunteer.



**Tips** for practical implementation and interaction.



**Examples of assessment sheets, logbooks etc.:** some sections will give you an example of a logbook that you can use or take as inspiration for how to document and monitor youth participation and YCA.

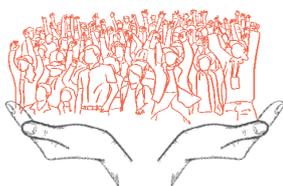


**References:** at the end of each section, you will find an overview of the literature that has been used to develop the section. Most references have links



**Case studies or examples** of youth participation or YCA

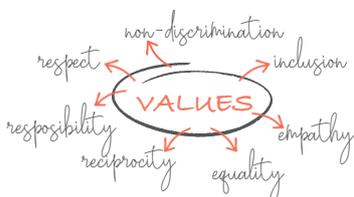
The YCA Toolkit module is based on the following principles:



The United Nations Convention of the Rights of the Child (CRC) states that all young people have the right to complete and evidence-based information, to participation and protection. CSE needs to take the needs and rights of all young people seriously, it needs to ensure that they know their rights and that they are actively involved and empowered to make informed decisions.



IPPF has a positive view of young people's development including their sexuality. IPPF believes in empowering young people to enjoy and take control over their sexuality and sexual life. To achieve this, young people need to be involved in policy-making and programmes in a safe, trustworthy environment where they feel involved, listened to, comfortable, without any fear of being laughed at, especially when taking the risk of sharing new or controversial ideas.



Other values for IPPF include respect, inclusion, non-discrimination, equality, empathy, responsibility and reciprocity.



# MODULE 1

## Young people as agents of social change in your organisation

This module is for EDs, board members staff, managers, adult volunteers, young volunteers and anyone who is involved in (the coordination of) implementing a YCA in the organisation.

### Introduction

IPPF recognises the importance of engaging young people in life-changing projects. We believe in young people as agents for social change both inside and outside the Federation. To ensure young people can be agents of social change in your own organisation, equal partnerships between young people and adults must underpin any form of systematic youth participation. So, before embarking on our journey of youth participation and achieving a successful YCA in your organisation, we recommend that you explore how you view young people's agency and the dynamics that will challenge and promote equal partnership between adults and young people in the organisation.

Elements of the module include:

1. Young people as agents of change
2. Youth-adult partnership
3. Inter-generational power dynamics
4. How to create equal partnerships
5. The dos and don'ts of youth-adult partnerships

### 1. Young people as agents for change



IPPF believes in a rights-based approach to young people's sexual and reproductive health and rights (SRHR). A rights-based approach means that young people in your organisation, whether they are clients or volunteers, know their rights and feel that their rights are taken seriously. For your programmes to be effective, they must be grounded in the local context, give relevant information and services and promote critical thinking and self-determination. A rights-based approach also encourages tolerance and solidarity with those whose rights are violated. The IPPF rights-based approach also encourages acceptance as far more meaningful than tolerance

### 2. Youth-adult partnership

We believe in a 'partnership' approach between young people and adults that recognises young people's potential to influence their surroundings.

- Equal partnership between adults and young people has benefits for individual young people as well as their communities and broader society. The young people involved can benefit from the position they hold, the training and support they receive and the support and feedback they get in making decisions and organising activities. A youth-adult partnership offers them the opportunity to learn collaborative and problem-solving skills, to express their needs and concerns, to become aware of differences in attitudes and lifestyles, and to promote acceptance and respect.
- Young people in the Region are not a single homogenous group. There is a huge diversity of cultural and religious beliefs and practices in local communities throughout the region. These elements will influence how adults and young people interact with adults and each other. It also has an impact on how confident young people are to be able to talk openly about sex and sexuality and to make autonomous decisions about their emotional and sexual lives.

## Important Elements of Effective Youth-Adult Partnerships

It can be challenging to build effective, sustainable, genuinely collaborative youth-adult partnerships. Successful partnerships have some important elements in common.

### Effective partnerships:

- **establish clear goals for the partnership.** Both the young people and the adults must understand what their roles and responsibilities will be to help achieve the goals.
- **involve sharing power to make decisions.** If young people have no power to make decisions, their participation is not one of partnership.
- **succeed in getting the highest levels of the organisation** to commit fully to youth participation in the organisation's work.
- **ensure that each adult and young person enters the partnership** with a clear understanding of everyone's roles and responsibilities.
- **are selective.** Young people vary widely in their development and in their readiness and willingness to assume responsibility. Being clear about the goals of the partnership and the roles that youth will play will help identify young people who are committed, reliable and effective. At the same time, effective partnerships are selective about adult participants. The adults must believe that young people are assets and be willing and able to advocate on behalf of youth when stereotyping or negative assumptions about teens arise.
- **provide capacity building and training.** Effective partnerships don't set young people up for failure by throwing them into situations for which they are not prepared. Young people may need training in communication, leadership, assertiveness skills, interviewing, etc., as well as in specific areas of expertise such as HIV prevention education. The same is true for adults, who, like young people, may also need training in communication, collaborative work, interviewing or working with young people, as well as in specific areas of expertise such as HIV prevention education.
- **understand that different styles of communication** do not imply disrespect, disinterest or different goals and expectations. Youth and adults say that the best way to resolve conflicts that arise out of different communication styles is to ask questions when one does not understand what is being said or why it is being said. Keeping the common goal in mind can also help resolve conflicts arising out of different communication styles.
- **value the participation and contribution of young people.** Effective partnerships maintain high expectations of participating young people and are not afraid of holding them accountable for their responsibilities.
- **value adults' participation and contribution.** Adults can frequently offer the partnership knowledge, experience and access to resources. Effective partnerships guard against discounting potential adult allies, assuming that all adults hold negative stereotypes about young people, or believing that adults will have nothing of value to contribute to a program intended for youth.
- **make room for growth—next steps.** Where can youth and adults go next? For example, peer education programs are often great vehicles for empowering young people and helping them develop important skills. However, these programs seldom include opportunities for advancement or for peer educators to assume more responsibility over time. Effective programs ensure that young people and the adults who work with them have opportunities for advancement. Both youth and adults will have valuable experience and insights to bring to more senior positions in the organisation.
- **respect the fact that young people have other interests and priorities.** Too often, adults will enthusiastically enlist the participation of a particularly effective and articulate young person in an overwhelming number of obligations and commitments. Check in often with the young person to ensure that they are taking on only as much as they can manage without neglecting other important aspects of their lives, such as family, friends, and education. Try to assist young people in recognising when to say no, and support their decisions.

### 3. Intergenerational power dynamics

Intergenerational power dynamics is a term that describes a wide range of patterns of interaction among individuals from different generations of a family, in a school or in an organisation: for example, between those in older generations, such as parents and grandparents, relatives, teachers, service providers and those in younger generations, such as children and grandchildren, young people, students, clients, workers etc.

Below we list the different elements that influence power dynamics between young and older people

#### **Respect**

In most societies, adults expect respect from the younger generation. During the adolescent and early adult years, younger people may not be aware of the respect they have for their elders. They may minimise the relevance of the older generations' perspectives because the younger generation feels more contemporary.

#### **Responsibility**

Adult and young people should feel responsible for each other. While adults feel fully responsible for younger children, this shifts as the children grow older. On reaching a certain aged, children are expected to be more responsible and to provide some support to adults. This shift in responsibility impacts on the decisions that young people have to make: what and where they will study, where they will live, how they will earn a living etc. Often young people make extraordinary sacrifices to support older relatives because they feel responsible for providing them with care. Responsibility may be grounded in a feeling of obligation or "pay back" for what the older generation had done for the younger generation previously. Feelings of intergenerational responsibility are translated into action in the case of many families in the EN Region.

#### **Reciprocity**

For the majority of a lifespan, intergenerational relationships are characterised by reciprocity. Younger generations support older people, while adults assist younger people. In short, as we grow up, intergenerational relationships generally become more of a two-way street.

#### **Trust**

Trust between young people and adults is essential for a YCA. Adults may find it difficult to give young people autonomy as part of their evolving capacity to make their own decisions. It is essential that each MA treat all its members with equal respect and provide equal opportunities. If adults lack trust in young people's abilities, their visions and their willingness to participate, it will have a negative impact on youth participation in the MA.

#### **Willingness to change**

Both adults and young people need to be willing to change the way they communicate and work with each other. This can mean that certain adult structures or ways of working can be changed. For example, time and place for board meetings. They are often not very convenient for young people. It doesn't help when adults say, 'we have always done it like this and it has always worked!' The aim should not be to force young people to fit into the organisation, but rather to find ways for both adults and young people to feel that they belong there.



### Power dynamics and culture in the organization



Introducing YCA can demand a lot from an organisation, especially in cases where the organisation is well established and/or not used to fostering youth participation or youth-adult partnership.

In such cases, it is helpful to start by assessing the readiness of the organisation to make the changes required. This checklist will help to evaluate how the organization is committed to work in equal partnership with young people and integrate youth participation at all levels of the organization.

Criteria	Yes	No	Comments
1. Is there an explicit commitment from the organisation to strengthen its approach to youth-centeredness?			
2. Is there an explicit commitment from the organisation to promote a culture of team work, democracy and equality between adults and young people?			
3. Is there an explicit commitment from the organisation to invest in the development of its young volunteers?			
4. Have participatory quality assurance activities identified areas of improvement within the Youth Friendly Services			
5. Have quality improvement plans identified that staff members have knowledge/skills gaps (i.e. areas of improvement not only refer to institutional factors such as a lack of policies or infrastructure)?			
6. Does the organization believe in the necessity of working with young people as agents of change?			
7. Is the organisation committed to addressing challenges that prevent equal partnership between young people and adults?			
8. Is the organisation willing to invest time and human resources, to the extent possible, to ensure effective youth participation and YCA?			
9. Does the organisation have the buy-in of senior staff and adults?			
<p><i>Score: If you replied "Yes" to most of questions, then you are ready to implement YCA. If you have scored very few questions with Yes, it may be best to implement the YCA by organising some internal discussions about the willingness within the organisation to work with young people as equal partners. Also see the checklist on page 13 (link). This material may help support such internal discussions.</i></p>			

If the organisation has a hierarchical structure, where only a few people make the decisions, the YCA could be the first step towards changing the organisational culture.

## Implications for Practice

Tips for dealing with power dynamics between adults and young people in our MA:



### **For adults:**

Your status (and the way it is perceived) in the clinic or organisation can have a negative influence on interactions with younger people. The young person may feel intimidated or worried that the hierarchical between the two of you could impact your judgement and therefore also your decisions and actions.

*Ask yourself the following questions:*

- Am I aware of my own power and relationship needs?
- Am I aware of situations where younger people perceive me as intimidating, are fearful that they may be judged, or may not dare to approach me?
- What are my needs in terms of power and control?
- Am I aware of my motivation for seeking an equal partnership with the young person?
- How would I characterise the power dynamic in my interaction with young people? Dominant/aggressive/accommodating/encouraging and empowering/detached?
- Can I identify and practise well balanced power relations with young people?

### **For adults and young people**



Anyone who works with others will know just how sensitive people can be to the way in which we communicate with them and each other. An unhealthy atmosphere can arise in the team when staff members and/or managers only ever consider negatives and address things that go wrong. Young people will leave an organisation if they are unable to access information, receive positive feedback or a kind word or gesture from others.

- Giving positive feedback to each other may sometimes be seen as too “soft”, especially if there is a strict hierarchy in the organisation. Sometimes managers or colleagues are reluctant to give compliments to one staff member, because they are afraid that other colleagues will be jealous.
- Giving positive feedback never has negative effects; it is crucial in any organisation that people feel appreciated and accepted, and feel that they belong.
- Giving positive feedback is something entirely different from flattery. Flattery is not sincere and is given because the “flatterer” is trying to gain something for themselves.
- Giving positive feedback, on the other hand, is focused on the other person. It is rooted in respect and acknowledging the other. You should not be critical if you are not able to give positive feedback.

*Tips on giving positive feedback:*

- Be authentic when you give feedback. Your feedback should be based on evidence, facts and real-life situations.
- Positive feedback does not need to be complicated. It can be given for small examples of success: always being on time; giving clear/new information in a team meeting etc.
- Try not to exaggerate or go over the top - just keep it simple;
- Remember that positive feedback is never useless; it always has a positive effect.

### For young people

The adults in your organisation may seem intimidating because of their higher status, the way they are perceived as an authority figure, expert, provider or facilitator of solutions. It is important that, from the outset, both you and the adults ensure that your relationship is based on equality. If you feel pressurised by an adult staff member or volunteer this can have a negative effect on your work with the organisation. The power relationship should be collaborative - and this responsibility lies both with you and the adult in question. If there is some form of hierarchy, it should be transparent and not prevent any open communication between you and the adults.

#### When you get feedback:



- be open to feedback and try to understand it; look at it as an opportunity to learn
- Listen carefully and ask for clarification if you need it
- Try not to get defensive or see feedback as an attack
- Feedback can be positive, be happy to receive a compliment
- Thank the adult staff for his/her feedback

#### How to ensure you get the best out of your relationship with the adult staff member/volunteer



- Ask questions if they give you feedback that you don't understand
- Accept responsibility for your mistakes
- Always ask for and accept feedback
- Share success stories with the adults you work with. The focus should not be entirely on problems/mistakes
- Make notes
- Ensure that your relationship with the adult is two-way
- Attend meetings, if you agreed to participate always to participate
- Show that you care about being a member of the organisation

## 4. How to create equal partnerships

How can you create equal partnerships between adults and young people in your MA? Adults must realise that young people accessing the services as clients or as young volunteers carry with them the sum of their life experiences — both good and bad — gifts, talents, struggles, needs, family strengths and issues, culture, economic status and their experiences regarding sexuality. In order for an equal partnership to be emotionally and academically successful, adult staff members and volunteers have to know and value who young people are and what they experience in their lives.

Valuing each learner's authentic life experiences is important in developing a caring and supportive environment where young people can be at their best. As a staff member or adult volunteer, it is your job to support young people's growth and personal empowerment. This cannot be achieved through a top-down or authoritarian approach. From experience and research, we know that young people thrive best when adults facilitate their interests and playfulness, and allows them to interact freely with each other and the adult staff members.

As a staff member you need a toolkit of knowledge, attitudes and skills to be an equal partner with young people in your organisation.

What are your competencies as staff member/adult volunteer working in equal partnership with young people in your MA?



If you are thinking of promoting youth participation, you can use the following checklist to see what whether attitudes, knowledge and skills are well suited to equal partnership with young people. Tick the competencies that you already have and those you want to develop more during your interaction with your young volunteers

Category	I have	I need to develop 1. need to develop but is not urgent 2. development not perceived as needed 3. significant development is required			Comments
----------	--------	---	--	--	----------

Attitudes		1	2	3	
Willingness and motivation to work with young people					
Willingness to focus on the potential and experiences of young people					
Commitment to working in partnership with young people in line from an equal perspective					
Willingness to learn from young people					
Conviction that equal partnerships have a positive impact on the sexual wellbeing of young people.					
Willingness to challenge individual opinions, norms and feelings related to the sexuality of young people, to cultural and religious backgrounds and to gender identities and sexual orientation					
Awareness that one's own experiences, attitudes and behaviour influence the way you interact with young people					
Commitment to combatting discrimination and/or stigmatisation and promoting inclusiveness for all young people					
Zero tolerance of sexual and gender-based violence and discrimination, and willingness to protect young people from it					
Positive attitude towards the sexual development of children and young people, relative to their age and developmental level					
Openness to diverse backgrounds, gender identities and sexual orientation					

Confidence in your ability to defend/promote your interactions with young people with other members of your family, community or profession					
Understanding and respect for the many different perspectives relating to sexual choices, behaviour, and expressions					
Willingness to explore and accept personal/professional deficits in your interaction with young people "from an equal position					
Willingness to ask for help/accept advice					
Other:					

<i>Skills</i>		1	2	3	
Ability to search for and assess existing materials, methods and evidence-based information and research with regard to youth participation and the YCA					
Ability to use appropriate, unbiased language, understood by young people, that accounts for the diverse backgrounds, abilities, identities, and orientations of young people					
Ability to create and maintain a safe, confidential, inclusive and enabling environment for all young people					
Interpersonal /communication skills: the ability to listen to young people as equal partners, motivate, collaborate with them					
Ability to refrain from imposing personal views, assumptions and beliefs on young people					
Ability to respond appropriately to provocative and challenging questions and situations					
Ability to make connections between sexual behaviour, the wellbeing of young people and the choice to prevent against unwanted pregnancy, HIV and other STIs					
Ability to collect relevant data, regarding SRHR of young people in your context					
Ability to work as part of a multidisciplinary, diverse and intergenerational team					
Other:					

Knowledge		1	2	3	
Key SRH facts and most pressing needs of young people in your geographical area					
Sexuality in general (aspects related to sexuality)					
Relationships and different lifestyles of young people in your community					
Healthy aspects of sexuality					
Sexuality and rights					
Diversity in sexual feelings, gender identity and sexual orientation					
SRHR of young people and their evolving capacity to make decisions					
Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)					
Determinants of sexual behaviour of young people in your context					
Online and offline information sources about sexuality, to be used by young people					
Child protection policy in the organization					
Useful and up to date materials, methods, and sources for youth participation and YCA					
Other					

Before and during your interaction with young people in the MA, it is important to regularly address and discuss this checklist with your team or manager in the MA.

As a young person, you also need a toolkit of knowledge, attitudes and skills to be able to interact equally with adults in the MA

Before and during your interaction with adults in the MA is important to regularly address and discuss this checklist with your peers and with someone you trust in the MA.





## Tips on how to improve equal partnerships in the MA

### For both adults and young people:

- Creation of a safe space for interaction between adults and young people
- Consideration of intersecting social drivers for young people and adults (e.g. gender norms, ethnicity, social economic status)
- Seeing failure as a part of the learning process. When you both agree that the interaction can fail, it creates an atmosphere of safety. You will both know you can try and try again.
- Creating clear goal orientation together. Know where you want to go together; set goals together and monitor your journey towards achieving those goals together
- Receiving and giving timely, specific feedback to each other is key.
- Language is important. How adults talk to young people and vice versa plays a crucial role in striking a healthy partnership, so try to find a common language that respects both young people and adults.

What are your competencies as a young volunteer who works in equal partnership with adult staff and volunteers in the MA?



If you are giving YOUTH FRIENDLY SERVICES or planning to do so, you can use the following checklist. Tick the competencies which you already have and those you want to develop more during your interaction with the adult staff member/volunteer

Category	I have	I need to develop			Comments
		1. need to develop but is not urgent	2. development not perceived as needed	3. significant development is required	
Attitudes		1	2	3	
Willingness and motivation to contribute to the MA					
Willingness and motivation to learn and grow					
Feeling of belonging to the organisation/ clinic					
Conviction that working in partnership with adults will have a positive impact on the work of the MA.					
Willingness to challenge individual opinions, norms and feelings related to sexuality, to cultural and religious backgrounds, and to gender identities and sexual orientation					

Awareness that one's own experiences, attitudes and behaviour influence the way you interact with adults					
Commitment to combatting discrimination and/or stigmatisation and promoting inclusiveness for all young people					
Zero tolerance of sexual and gender-based violence and discrimination and willingness to protect young people from it					
Openness to diverse backgrounds, gender identities and sexual orientation					
Confidence in your ability to defend/promote your interactions with young people with other members of your family, community or profession					
Understanding and respect for the many different perspectives relating to sexual choices, behaviour and expressions					
Willingness to ask for help and accept advice					
Other:					

<i>Skills</i>		1	2	3	
Ability to listen to adults as equal partner					
Ability to use appropriate, unbiased language, understood by adults, that accounts for the diverse backgrounds, abilities, identities and orientations of young people					
Ability to create and maintain a safe, confidential, inclusive and enabling environment for your peers					
Ability to refrain from imposing personal views, assumptions and beliefs on adults or peers					
Ability to respond to provocative and challenging questions and situations					
Ability to work as part of a multidisciplinary, diverse and intergenerational team (e.g. with community providers, peer providers, doctors, nurses, etc.)					
Ability to translate feedback from peers, young people and other stakeholders in your community into action					
Other:					

Knowledge		1	2	3	
Your organization's mission, vision, main policies, programmes and processes					
Key SRH facts and most pressing needs of young people in your geographical area					
Sexuality and rights					
Diversity in sexual feelings, gender identity and sexual orientation					
SRHR of young people and their evolving capacity to make decisions					
Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)					
Determinants of sexual behavior of young people in your community					
Accurate terminology in SRHR					
Online and offline information sources about sexuality, to be used by your peers					
Child protection policy in the organization					
Other					



## References

### IPPF:

- [Young at heart, 2014](#)
- [Young People at the centre, 2017](#)

### Other:

- [Nova Scotia Health Promotion and Protection \(2009\) On Being - youth-Centred: A Guideline for Individuals and Organizations.](#)
- Tebbets, C. and Dee Redwine (2013) Beyond the clinic walls: Empowering young people through Youth Peer Provider programmes in Ecuador and Nicaragua. *Reproductive Health Matters*. 21 (41), pp. 143-53.
- [World Health Organization \(2013\) Ensuring Youth's Right to Participation and Promotion of Youth Leadership in Development of Sexual and Reproductive Health Policies and Programs. WHO](#)
- Jane Foster & Kumi Naido (2001) *Young people at the centre*, Commonwealth Secretariat.
- Annette Fitzsimmons, Max Hope, Charlie Cooper, Keith Russel (2011) *Empowerment and participation in youth work*, Learning Matters LTD.
- [Advocates for Youth; youth adult partnerships](#)
- [Innovation Centre: Creating youth Adult Part](#)



## MODULE 2

### Conceptual Framework of Youth Participation and Youth-Centred Approach in IPPF

This module is for EDs, board members, staff, managers, adult volunteers, young volunteers and anyone who is involved in (the coordination of) YCA in the organisation

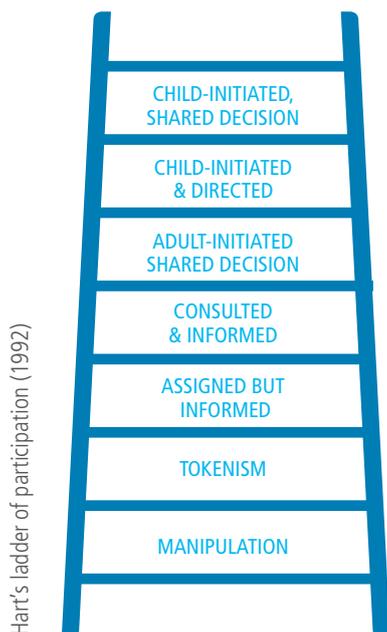
The new strategic plan has mainstreamed IPPF's focus on young people across all its outcomes, including youth leadership, comprehensive sexuality education (CSE), youth-friendly services and volunteering.

To guarantee that our youth programming remains strong and effective while successfully achieving the desired strategic outcomes, we need to systematically embrace young people as equal partners and key agents for change in all our work, as well as making young people central to the functioning of the organisation. This approach will be beneficial at different levels.

You are probably already familiar with IPPF's ideas and concepts on youth participation and a youth-centred approach. Regardless of how much you know and how much experience you have with the concepts, it is important to have a shared understanding of youth participation and YCA, to ensure everyone is on the same page and get to the maximum benefit from this approach.

This module is a bit different from the others. Because of its descriptive nature, it will not use the icons used in other modules.

For your ease, this module is organised in a Q & A format



#### Q1. What is youth participation?

UNICEF started the discussion what youth participation is in 1992 with John Hart's [Children's Participation - From Tokenism to Citizenship](#). It highlights two important characteristics about true youth participation. Firstly, participation is not an either/or phenomenon. Simply having a young person present does not in itself result in participation. Young people must have a certain level of empowerment, responsibility and decision-making power to participate meaningfully. Secondly, the quality and type of the equal partnership between youth and adults is important.

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

**CHOICE for Youth and Sexuality and YouAct** have developed the concept of Meaningful Youth Participation (MYP), which means that young people can participate on equal terms with adults, or work independently, in organizations and in all stages of programming and policy-making, from design, to implementation, to monitoring and evaluation. But for this to happen, mechanisms must be in place to allow young people to have an active role and have their voice heard and respected. Where participation of young people is truly meaningful, it benefits the young people, the program, policy or organisation and society.: **Flower of Participation**

## Q2. Why is youth participation important?

Before we can understand the concept of youth participation more deeply, we need to understand *why* we need youth participation. Although we would like to think at IPPF that we no longer have to make the case for youth participation, this is sadly not the reality. Many, even within IPPF, need to be convinced of the merits of youth participation and the reasoning often has to be framed in the terms most acceptable to the specific audience – i.e. economics, health outcomes, educational outcomes, human rights, youth development, etc. So, here are a few of the lines of argumentation that can be pursued.

### 1. Human rights perspective:

- The right to participate is part of the Convention of the Rights of the Child (CRC); articles 5 & 12
- This right is important for the implementation of other rights of CRC
- Participation is part of 'Sexual rights' and the IPPF Declaration

### 2. Developmental perspective

- Participation = learning
- YP has a positive influence on health outcomes

### 3. Programmatic perspective

- Enhances relevance and acceptance of youth programmes
- Improves effectiveness and delivery

### 4. Social good perspective

- Builds self-confidence and self-esteem
- Promotes active citizenship

## Q3 What are the obstacles to youth participation?

### At a personal level:

- lack the self-confidence and competence to speak up among young people
- the attitudes of adults are often not conducive to youth participation

### At a structural, institutional level:

- Overly bureaucratic and hierarchical structures and processes in an organisation
- A lack of willingness to adapt to the needs and wants of young people
- adult use of internal jargon that young people do not understand

**At a social/cultural level:**

- cultural expectations related to respect/age hierarchies; the expectation that young people should not contradict adults or should only speak when spoken to
- gendered hierarchies; girls and young LGBTI people are not respected or not seen as full members of the organisation



### Case study

When IPPF introduced 25 % youth participation at Governing council (the global board), we invested a lot in the capacity building for the young board members. They held workshops on how to speak in public; gave workshops on important issues in SRHR, and prepared each board meeting with them. After two years the new structure of the Governing Council was evaluated. The adult members all responded very positively to the change. They felt that much more open discussions were happening and were happy that the young people had put issues like sexual diversity, abortion and sexual rights of young people on the agenda. The young board members had a very different view, they felt that they were not really listened to, that they were sometimes caught up in the politics and the hierarchical structure of Governing Council.

One thing became clear, we had invested in young people to speak up, but not in adult board members to listen and to respect young people.

#### Q 4. What is a youth-centred approach?

- Instead of referring to participation, some organisations refer to working with a 'Youth-Centred Approach' (YCA). A youth-centred approach is the policy of adopting Youth Participation by structurally integrating it at all levels of decision-making, and across all phases of programs and services. IPPF defines a youth-centred approach as a youth-centred organization systematically placing young people at the centre and recognising them as diverse and autonomous rights-holders. A YCA endorses the right of young people to contribute within the organisation, to relate to other young people and adults, to communicate openly and to express themselves. A youth-centred approach gives young people the freedom to experience, think, explore, question and search for answers. It values young people's work and input. The organisation's role is to provide an enabling environment in which it can nurture young people's talent, maximize their potential and enable them to thrive.
- A youth-centred approach requires democratic organisation that aims at implementing processes where all parties are involved, regardless of their position in the organisational structure. Young people participate in proposing solutions and mechanisms to better achieve the institutional mission and objectives. A democratic organisation provides opportunities for participation, open dialogue, self-assessment, team work and consensus-building. Flexible mechanisms are put in place to incorporate young people's ideas and recommendations.

#### Q 5. What is Youth Participation and a Youth-Centred Approach in the IPPF?

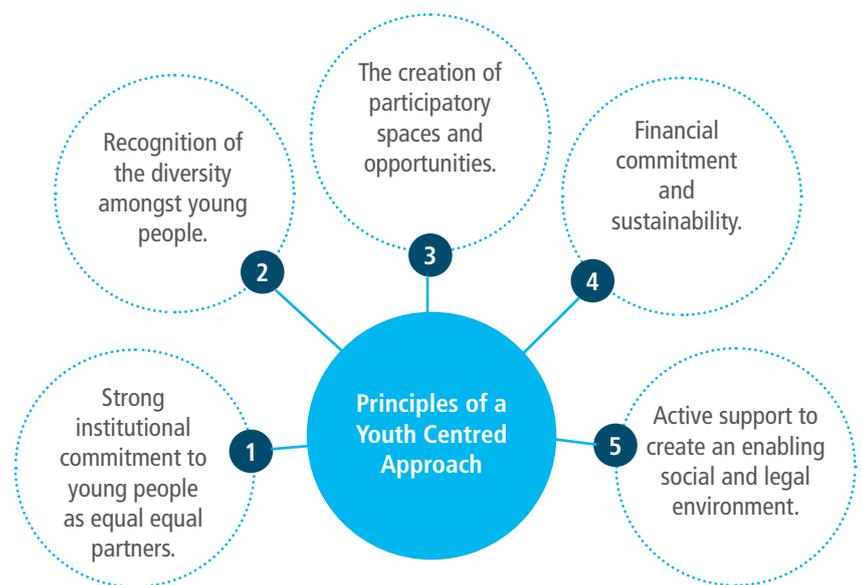
IPPF is currently working across a continuum of approaches to promote youth participation in programmes. For some staff, young people are still primarily seen as clients and targets, while, for others, young people are decision-makers and advocates. Among the many benefits that IPPF stands to gain from a more structured and Federation-wide commitment to young people's participation is increased cohesion and strengthening of our programmes as well as ability to deliver on our goals and targets.

Based on the lessons learned from the past, we believe that the best way to move forward is to see young people as equal partners, whether they are our clients, beneficiaries, volunteers, youth group members, board members or young staff members. To achieve this, IPPF has built on its progress, advancing from a youth-friendly organisation with a strong focus on youth participation to become a **youth-centred organisation**.

IPPF defines a youth-centred approach as:

*An organisation that meaningfully places young people at the centre and recognises them as diverse and autonomous rights-holders. A youth-centred approach puts young people and rights at the centre of its theory of change, and continuously considers how and where to engage young people and staff as leaders and experts to drive forward access to rights for all young people. Youth-centred organisations ensure that all members, staff and volunteers have an equal and respected voice in making decisions and taking action.*

IPPF's youth-centred approach systematically places young people at the centre of our programming and recognises them as diverse and autonomous rights-holders. We endorse the right of the young people in the organisation, at all levels, to contribute, make connections and to openly communicate and express themselves. We afford young people the freedom to experience, think, explore, question and search for answers. We value young people's work and input, and we see our role as nurturing young people's talent to maximize their potential and to enable them to develop and grow. We seek to work with youth, rather than for youth; to ensure young people hold decision-making positions in the organisation, and to integrate youth issues into our organisation's business model.



## Support for Youth Leadership

IPPF has a longstanding commitment to young people and is a global champion for young people's sexual rights. Young people increasingly account for the bulk of services delivered by IPPF MAs, and we work with and for young people globally through programs focusing on education and social change. For IPPF, youth leadership includes both developing leadership programmes with young people, reviewing our existing work and identifying how it can promote youth leadership more effectively. To support greater youth leadership, IPPF commits to:

**Creating youth leaders inside the Federation:** We invest in new youth leaders within IPPF by establishing systems and processes that identify and attract youth leaders in the field of SRHR, and provide them with opportunities for engagement, including specific approaches to engaging and building the capacity of young people.

**Supporting existing young staff to grow:** We will support young staff as they gain professional experience to map out a career pathway for themselves in the Federation or in the movement.

**Strengthening youth groups and youth networks:** We support self-organising youth groups and their connections to youth networks. Moreover, we commit to ensuring personnel are in place to coordinate the youth networks - identifying key people in each network to coordinate communication - and to establishing efficiency in getting feedback and spreading awareness of opportunities, projects and resources.

## Q 6. What is the difference between a youth-friendly and a youth-centred approach

Youth friendly	Youth centred
<p>Young people are seen as risk takers (behavioural change approach)</p> <p>Project approach, where young people's sexual and reproductive health rights are addressed mainly in the scope of a specific, time-limited project</p> <p>A youth focus is not strongly reflected in the Member Association's core priorities or strategic and annual plans.</p> <p>Youth programmes are financed through specific project-based funding rather than core funding.</p> <p>Communication is one-way from the Member Association to young people, without systems for youth-adult dialogue. Messaging is oversimplified and looks mainly at biomedical aspects of young people's sexual and reproductive health.</p> <p>The motivation to participate and advance projects is based mainly on the capacity of the Member Association to pay young people and youth programme staff and often relies on individual charismatic leaders rather than institutionalised leadership for youth programmes.</p> <p>Health services for young people are delivered in a disease- or service-specific manner (ex: HIV testing and treatment or specific contraceptive methods). The range of services offered to young people is limited and is not tailored to specific needs of diverse groups of young clients.</p> <p>Service provision is focused on bio-medical aspects of reproductive health and family planning, which may include bias against very young clients or clients who are not married or who are not heterosexual.</p> <p>Tokenistic or ad hoc youth participation in decision-making, without formal systems and structures for meaningful youth participation and decision-making power beyond the lifespan of a given project</p> <p>Youth-friendly services and information and/or comprehensive sexuality education are viewed as separate add-ons to the member association's core business, rather than an integral part of their organisational identity, plans and ways of working</p>	<p>Young people are seen as the agents of change</p> <p>Young people are seen as sexual beings</p> <p>Youth centred branding/logo</p> <p>Young people (of all genders and representative of their diversity) participate in strategic and annual planning exercises, including budgeting, and participate in project and programme designs.</p> <p>Strategic and annual plans feature youth issues as priorities; appropriate programme resources and budgets are allocated to youth programmes.</p> <p>Young people (of all genders and representative of their diversity) hold decision-making positions and staff positions in the organisation and these positions are institutionalised in the organisation.</p> <p>Health services are integrated, affordable and accessible to young people, so they can access a full range of sexual and reproductive health services, including psychological and emotional support, as well as bio-medical services, without stigma or discrimination based on sex, age, sexual orientation, type of work, income, religion, ethnicity or disability, etc.</p> <p>Youth issues are prioritised and meaningful youth participation is introduced as standard in all programming.</p> <p>Youth-centred approaches are not tied to specific donor support and are integrated into the organisation's business model, which includes social objectives.</p> <p>Staff are trained and have youth-friendly and non-discriminatory attitudes. Regular supportive supervision is available for staff and volunteers.</p> <p>Programmes look at the drivers of change in the community</p>

## Q7. What are the benefits of youth participation?

**For our young volunteers:** it contributes to the overall development of young people, opening them up to new experiences, transforming their perspectives and empowering them to make decisions, including decisions about their sexual and reproductive health

Research shows that youth participation improves young people's:

- Social competences, including responsiveness, flexibility, empathy and caring, communication skills, a sense of humour and other social behaviours
- Problem-solving skills, including the ability to think abstractly, reflectively and flexibly, as well as the ability to arrive at alternative solutions to cognitive and social problems
- Autonomy, including a sense of identity, an ability to act independently and to exert control over one's environment
- Sense of purpose and future, including having healthy expectations, goals, an orientation toward success, motivation to achieve, educational aspirations, hopefulness, hardiness and a sense of coherence. Blum Healthy Youth Development as a Model for Youth Health Promotion [https://www.goodfellowunit.org/sites/default/files/HEeADSSS/Blum\\_1998.pdf](https://www.goodfellowunit.org/sites/default/files/HEeADSSS/Blum_1998.pdf)

**For the Member Associations:** it will support them to design and implement effective and relevant programmes and interventions, increase their credibility in the eyes of young people, but also among policy makers and donors, as well as ensuring that the MA meets the diversity of needs and wants of young people, and remains flexible to the changing needs of young people

**For the community and society, we work in as MA:** the approach supports the development of young people to become active citizens who take action for social justice. Providing the opportunity for young people to develop their leadership skills can pave the way for a life-long interest and commitment to sexual and reproductive rights. Finally, a more structured and Federation-wide commitment to young people's participation helps boost cohesion and strengthen our programmes.

## Q8. How does an MA become more youth-centred?

To support the transition to a more youth-centred approach, we have identified five guiding principles, which we believe underpin the approach:

1. Strong institutional commitment to young people as equal partners
  2. Recognition of the diversity of young people
  3. The creation of accessible and inclusive participatory spaces and opportunities
  4. Financial commitment and sustainability
  5. Active support to create an enabling social and legal environment
- Module 4. The roles of young volunteers/youth group in the MA



### Conditions for a successful youth-centred approach

- Young people can contribute best when they are allowed to construct their own understanding of information and material by critically engaging with personal experiences and information.
- Use of a collaborative approach: all parties involved are aware that the success of the process requires common goals, sharing and regular communication to achieve the desired results. Working in isolation, avoiding exposure to others' views or insisting on imposing one-sided solutions to complex real-life situations will lead to failure in a coaching relationship.
- Accountability: All adult staff, volunteers and young people commit to specific activities or practices for which they agree to be accountable to each other.
- A commitment to provide safety and to do no harm: a youth-centred approach cannot work if any of the parties involved fear negative repercussions from the process e.g. after sharing information about their areas of improvement or challenges. Ensuring smooth horizontal communication between the MA and young people will support the creation of a safe space conducive to comprehensive youth participation. Furthermore, safety also requires that adults and young people in the organisation set and maintain clear, appropriate and culturally sensitive boundaries with regard to physical and virtual interactions.
- Consent: nobody can be forced to participate in a youth-centred organisation. All involved need to understand and explore the benefits of this process before committing to it.

Like any significant cultural shift, a youth-centred organisation does not spring up overnight, rather it needs to be nurtured over time. There is no one-size-fits-all method of introducing and maintaining a youth-centred approach. Any YCA needs to be adapted to the context of the MA and the goals and objectives of the organisation

### Q9. What are the core principles of youth participation/youth centredness?



**Democracy-** for youth participation to succeed, an MA must have regulatory frameworks of democracy and equality that support young people to participate. The culture of the organisation must allow young people not to have to fit into the organisation, but rather to belong to the organisation and be able to make changes. As this is not always the case, MAs need to invest in training and raising awareness among staff and volunteers. (See module 1)

**Social inclusion;** all groups of young people within a society should feel valued and important and have the possibility to participate.

**Gender equality** -young people of all genders and identities enjoy the same rights and opportunities across all sectors of society, including decision-making in all aspects of programming and different sexual behaviours, aspirations and needs of all people are equally valued and favoured

**Voluntarism-** young volunteers work to make a meaningful contribution to a better and more effective organization and other young people in their community

**Passion-** young and adult people in the MA believe in the importance of youth participation and in the right of young people to be involved in the programme/organization

**Accountability;** MAs have the obligation to account for working in partnership with young people and accept responsibility for them.

## Q10. What are the key elements of youth centredness

What is needed to go on the journey towards an MA that is youth-centred? There are at least ten essential elements that will help to make successfully embed a YCA and youth participation in an MA:

**a. Leadership buy-in:** commitment from decision-making bodies and senior staff at an organisation is essential to ensure a sustainable YCA. This commitment helps to promote a YCA at all levels, and guarantees that human and financial resources are allocated to support effective and sustainable implementation.

**b. The right institutional culture:** institutional culture refers to conventional ideas, values, practices and standards that permeate the everyday lives of an MA's members, as well as the institutional frameworks, policies and leadership supporting it. A good institutional culture acknowledges the agency of young people and encourages youth participation and youth centredness.

**c. Policies in place** The MA should have robust policies in place to support and regulate youth participation, including IPPF youth policies; e.g. 20% of staff members should be under 25, child protection policies, policies and regulation on (youth) volunteering; roles and responsibilities.

**e. A positive attitude towards learning and being open** to a different approach whereby young people are an equal partner – integrated into the organisation's work to transform it and ensure more impact is achieved.

**f. Resilience** – the ability to anticipate, prepare for, respond to, recover from and adapt to internal and external changes (incremental or sudden), ensuring that the organisation's mission remains at the heart of all its work.

**g. Promotion of teamwork and transparent communication:** embracing a youth-centred approach requires the participation of many actors. An organisation that promotes collaboration and horizontal communication among its members will be more likely to have a strong commitment to youth participation and motivated staff.

**i. Human and financial resources systems and processes:** A youth-centred approach requires trained and committed managers, (support) staff and volunteers. Having in place human and financial resource systems and processes ensures adequate training and capacity building, support and recruitment, as well as comprehensive employee and volunteer orientation.

**g. Work with equal partners and other community stakeholders:** engaging partner organisations and community members at different stages ensures that young people have an extensive support network and reduces barriers to becoming a volunteer for the organisation. Some organisations have positive experiences working with community and religious leaders or influencers (traditional or social media) to create support for youth participation as they play a critical role in the dissemination of messages and often serve as role models.

**Understanding power dynamics:** Many MAs are not new to power dynamics within their organisation, especially between young people and staff and between young people and adult volunteers and the board and senior management. Acknowledging power relationships will be crucial to developing successful youth participation and youth-centredness program! ( for more information go to **Power dynamics and culture in the organization**)

**Self-reflection:** The MA must be able to identify where it stands and where it needs to improve with its youth participation and members. Developing a solid yet a flexible plan on how to work and give young people equal opportunities is essential. **What are your competencies as staff member/adult volunteer working in equal partnership with young people in your MA?**



## References

### IPPF:

- [Participate: The voice of young people in programmes and policies, 2008](#)
- [Young at heart , 2017](#)
- [Love, sex and young people; how to be youth centred, 2013](#)
- Annette Fitzsimmons, Max Hope, Charlie Cooper, Keith Russel (2011) Empowerment and participation in youth work, Learning Matters LTD.
- [DFID \(2010\) Youth Participation in Development](#)
- [Rutgers \(2016\) Essential package of youth programming](#)
- [Nova Scotia Health Promotion and Protection \(2009\) On Being - youth-Centred: A Guideline for Individuals and Organizations](#)



# MODULE 3



## Self-organising youth group in the MA

This module is for Young volunteers of the organization and staff or volunteers responsible for contact with the youth group

### Introduction

For young people to be structurally involved at all levels of decision-making and implementation in the MA, they need to be well organised. This will support the democratic process of youth participation and prevent ad hoc participation by individuals.

This module is developed for young volunteers and youth groups in the MAs in EN. It will help you to improve the self-organisation of young volunteers and the youth group in the MA.

It includes the following sections:

1. Self-organisation by young volunteers in youth group in the MA in 10 steps
2. Challenges and opportunities
3. Team building in the youth group
4. Roles of young volunteers
5. Interactions with young volunteers: dos and don'ts

### 1. Self-organisation by young volunteers in youth groups in 10 steps

Being a member of the MA requires an understanding that organising a youth group can have different approaches. As such, you need to consider that you are autonomous but at the same time affiliated with the MA, and that you are working on the same cause – improving sexual and reproductive health and sexual rights in your community. One positive to bear in mind is that you are not starting from scratch. Young people have already started the movement, established your MA and have achieved some results in advancing SRHR. This means that the MA could share the experience and give your support and resources to organise yourselves. The young people should take actions to build upon what was already achieved and to push the MA to take measures that are appropriate to the current context and the needs of young people. On the other hand, you may feel this autonomy is lessened because you need to synchronise your vision, mission and strategies with the current frameworks of the MA. It should be made clear from the start how much autonomy you have within the MA. For IPPF, the age bracket of young volunteers is between 15-24 years.

There are many ways to organise a youth group. It is a process, it will not always be easy, and not everything needs to be perfect from the outset. But there are some core elements that need to be in place:

- Good collaboration between young people and between young people and the adults in the MA
- Setting achievable goals: Everyone should know where there is still work to do and how to keep on track
- Have regular meetings, face to face and online
- Enough resources: financial, physical and human resources
- Having someone in the organization that will be there for support

Once you have decided to organise, you can consider the following steps:  
Note that the sequence of the steps can vary according to the context.

## STEP 1. Recruit members/ call for young volunteers



More young people than ever before wanting to volunteer in their communities, in many different capacities. The greater diversity of young volunteers, the better, as they can have very different roles (see module 4) –There may already be a group of enthusiastic young volunteers, but the likelihood is that you will need new ones for different roles, too. So your next step is to get the word out about what you are doing. How you will do this will depend on how open and inclusive you are to all young people. For example, you need to ensure to remove barriers to disabled young people joining. Finding new members can be as simple as making an announcement in school, university or youth club meeting, or as complicated as running a campaign with radio public service announcements or a website linked to mobile messaging facilities and interactive digital TV platforms may help. There may also be national volunteering platforms you can use.

- If you have to start from scratch, start looking around and ask your young relatives, and among adult staff of the MA or children of close family friends.
- With all these possibilities, however, it's important that you don't forget the power of word of mouth. Getting your peer volunteers to promote the youth group is the best way to ensure that you have the members you want and need. This is often especially true when dealing with "at-risk" youth, who may not even attend school regularly.
- Any young person you approach, has her/his own motivations. It is important you start from the enthusiasm of young people and help them to find a place and opportunity in the youth group/ organization that addresses their motivation.
- While many young people have positive views of volunteering – such as the opportunity to help people out, be a good citizen and a way to gain skills and experience, unfortunately some still regard volunteering as limited to menial jobs in charity shops or hospitals, or as boring or uncool. At the same time, many young people already give time in their community but do not regard their efforts, in sports coaching or other fields, as volunteering. Overwhelmingly, young people are willing to volunteer if fulfilling and interesting roles are provided. More positive experiences of voluntary activity will be the best way to combat negative stereotypes of volunteering. Young people in focus groups say that volunteering opportunities need to present themselves as progressive, respected, relevant and beneficial both to themselves and to the community. These are all things to bear in mind when promoting voluntary opportunities. More young people could get involved if they had a greater awareness of: The potential benefits of volunteering. What they can gain from the experience. What is available. How to get involved. Young people say they would be motivated to volunteer by being told more about what they can gain from it themselves. So it is advisable to explicitly spell out in any advertisements or promotional material, the benefits to them as well as the benefits to the community. Highlighted benefits could be skills development, work experience, a reference, accreditation or something to put on a CV.
- Age of new volunteers: According to IPPF's policy, you are a young volunteer up to the age of 24.
- The MA can also take the initiative to invite young people to start a group





### Case study: Care Home project in the UK

Two students were recruited by referral from a college and joined the Volunteering in Care Homes pilot project in the UK.

They were recruited and volunteered as a pair. This pairing off turned out to be successful and all new volunteers were paired with one other, sometimes more experienced, young volunteer

Volunteering in pairs, especially during the first period, proved beneficial because:

- volunteers could help, support and reassure each other
- volunteering in a pair enabled the volunteers to engage with more than one activity and reduced reliance and pressure on single volunteers
- each volunteer could cover for the other during any times of sickness, holiday or absence, giving volunteers a break without letting down residents.
- it helps develop and shares skills and knowledge;
- it enables sharing of resources and transport;
- it enables volunteers to develop friendships and supportive relationships;
- and it increases resilience, commitment, motivation and thus also retention.



### Case Study: Mobilizing and retaining young volunteers

pro familia Germany was established in 1952. Today the organisation functions in 16 independent regional divisions. Since May 2017, a Youth Coordinator has been in post and around 50 young volunteers make up the young network pia – pro familia in action, which is active in different local structures and on national level.

#### **From issue to mission**

As pro familia is a well-established and a highly professionalised organisation in a big country, it was important to find a way to attract young volunteers to build youth participation in a participatory process. As financial and human resources are always an issue, and since the independent divisions of pro familia have different structures and different areas they are most active in, they wanted to find a way to get people to engage within the pre-existing structures to learn how structures could be changed to make them more welcoming and inclusive for young volunteers, and thereby improve retention without the need for significant financial investment.

#### **Keep it smart and simple: Use existing events and build new spaces**

pro familia began by organising a side-event for young people at the annual meeting of the national organisation where every division of pro familia can send young delegates to participate. This led to the formation of a small group which was to take a first communication "action" on a specific topic. After the annual event in 2017, they organised monthly Skype calls to plan the topic of the month for social media activity. The discussion also considered other events inside the structure of pro familia where young people could be included and how to build sustainable youth participation in the organisation. A resource was developed and sent out to the counselling centres. Divisions that had some resources to spare started by organising kick-off events. More and more opportunities were made available for young volunteers to participate in events organised on national and regional

level. Staff and members of the organisation were increasingly encouraged to think about how to build sustainable youth involvement, and young volunteers were invited to present the growing youth network. The impetus for our online connection was to bring together young people willing to engage in fostering structural change within pro familia in order to include young volunteers. This foundation of young volunteers would in turn be able to build more and more local groups organising events locally and staying connected nationally to exchange ideas and connect for bigger nationwide events. The MA provided some how-to guidelines:

- 1) a group can be created either by people from the same city that happen to all be in contact with the youth coordinator OR if there is one person that wants to create a group, they can organise a kick-off event to attract more people
- 2) there needs to be a regular event (monthly or every second week for example) or at least one future event young volunteers can participate in that you can already announce at the kick-off
- 3) the youth coordinator is there to answer any questions and give advice
- 4) youth participation has a dedicated section in every edition of the pro familia magazine (4 times a year)
- 5) youth participation is a regular part of the pro familia newsletter

At least one person should stay part of the national structure in order to exchange ideas and give support to the developing youth groups. In order to maintain the connection between staff and volunteers, all directors of regional divisions are informed about the topic of the month in the youth network and they can include their own topics and themes in the network – like an interactive organisation process.

Pia pro familia would recommend this process to other MAs because it uses financial and personal resources very efficiently and relies on the ability of young people to think critically and develop ideas that can be transformed into action. It creates a strong sense of belonging to the MA.

**The biggest challenge is to accept that this mechanism allows things to develop organically.**

You cannot predict the exact result at the beginning, as the mechanism depends heavily on the people involved in the process. For this mechanism to work, young people need to feel welcome to express their ideas. People need to listen to them. You need to be prepared to buffer some of the most critical voices and challenges via the Youth Coordinator and board members. You need to choose your words wisely when you are looking for new volunteers.

## STEP 2. *Finding a safe space to meet*

You need to have a location where you can meet. If the location isn't absolutely clear, you might want to discuss with your MA what makes most sense for the group.

Think about the following:

- Would we and young people we want to recruit feel comfortable going there?
- Would there be any financial costs to our group?
- Would this venue be willing to help us out with resources, including using their computers, furniture or kitchen etc.?
- How difficult would it be for young people to get to this place?
- Is it going to be accessible after working hours or at times when young people are available to come

Discussing these questions (and others that members of your group might think of), will give you more clarity on how and where the youth group can meet and work

Meetings can also happen online.

### STEP 3. *Coordination, rules and regulations part of the agreement of the MA*

Once you have established that you specifically want to volunteer for the issue of SRHR, you have an agreement with the MA, and secured a safe space it is time to organise things internally. To do so, the group should agree on some basic rules and regulations. These will have to prescribe what it means to be a member of the group, what the roles and responsibilities of the different members are, how decisions will be made, what behaviour will not be tolerated, how to elect a youth representative to the board or to conference etc. These rules can be revisited from time to time, and amended depending on the needs and the size of the group. For more tips, please take a look at [Annex 5 YSAFE Rules and Regulations](#)

Before developing your own rules and regulations, ask to read the MA's Constitution and policies. You can ask for help from the MA board to present the documents. In this process you will learn about governance, begin to understand how to organise the work of your group and be aligned with the MA. Don't forget to ask for the safeguarding policies and procedures. See more on this under 2.

Challenges and opportunities: What to do when there is a conflict or a case of harassment/abuse.

To ensure consistency and progress, it is helpful to appoint one or two people to coordinate the young volunteers or youth group of the MA. These people should be democratically chosen by young volunteers. Young volunteers should be encouraged to stand for this position, to try themselves (even if they haven't been in any leadership positions before) The tasks of the coordinator include:

- holding regular meetings with young volunteers and the MA
- ensuring the development of work plans
- coordinating and supporting the activities of young volunteers/youth group
- acting as a spokesperson for the young volunteers in the MA

### STEP 4. *Define clear goals with group members*

Each youth group needs to define their identity. Before they establish their objectives, youth group members need to sit and discuss the following questions that will help them define: who they are; why they have decided to be SRHR activists; what they want to be and achieve; how they view themselves; what they can do within the limitations of the MA and what they want to change.

In other words, at the beginning you should agree on the purpose of the youth group. This will lead you to define your goals and objectives. You should focus on an achievable objective that will improve the sexual and reproductive health and improve the sexual rights of young people in your community. You might want to focus on an issue that is related to the needs of young people and which has not been addressed, or not addressed adequately.

As the youth group is part of the MA, the objectives need to be in line with the vision and mission of the MA.

- The better organised you are, the more likely it is your group will succeed.
- How should we go about doing that? Gather information and think about, what has been done before, what is still missing and what hasn't been tried before?
- Develop a plan (see annex) and share and discuss it with the MA

For more advice see <http://youthworkinit.com/tag/goal-setting/>

## STEP 5. *Make agreements for collaboration with your Member Association*

Agreement with MA on whether there is a need for a more organised approach to youth participation in the organisation e.g. regular meetings with adult staff, preparation of board meetings etc. It is important to make some agreements together about how you will work together; what the human and financial support will be and how you will communicate with each other. You also need to get a clear understanding of and commitment to the policies, including the child protection policies of the MA. Depending on the strategic plan of the MA, you can agree on your roles and responsibilities in the MA.

One of the issues that need to be addressed is ensuring that young people are appointed as board members (20 %) of the MA in a transparent and democratic process. But this is not where youth participation should end. A youth group can achieve many more important goals. Furthermore, when young board members are appointed, it is important they maintain good relations by interacting with the rest of the youth group. See more in **Module 4: Young volunteers in governance.**

## STEP 6. *Find out what resources are available to your group*

- Since your youth group and/or your volunteers are members of the MA, there should be resources available to help you. Find out what they are, and how you can access them.
- In addition to the MA, there may be other sources willing to support a youth organisation. Grants or mini-grants might be available from the (local) government, private sources or local coalitions; other organisations with similar goals might be willing to help you out. This support can come in many different forms, from money to a meeting place to free advertising. Ask around; see which resources similar organisations in your local area have managed to access, and ask how they got them. The United Way might be able to point you to some resources as well.
- Think about what you need and who might be able to help you get it most easily. Call the local radio station and ask what their policy is for producing and airing public service announcements (PSAs). And so on.

## STEP 7. *Obtain and use those resources*

- Once you've found out what is possible, go for it! And don't forget to send a thank you note to whoever helps you out.
- It can be hard (and sometimes daunting) to ask for money or help from other people or organisations. This can be especially true for young people, who might find the idea of approaching a bank manager particularly overwhelming. Remember, though, that you're not asking for help for yourself, you're asking them to support a cause you believe in. So muster your courage and give it a try. One thing is sure: if you don't ask, you won't get the help your organisation needs. Set up a financial system, in collaboration with the MA, to monitor your expenses.

## STEP 8. *Orient, train and meet youth group members*

- The SRHR knowledge of current and new young volunteers needs to be refreshed regularly. Depending on the roles and responsibilities of the youth group/young volunteers, a plan for capacity-building should be made. An induction programme for new members is a crucial component to be sure of their commitment. This should include information about the MA, rules and regulations, projects and programmes. "Aged out" youth group members can be particularly helpful in this. EN has developed a useful manual for this: A Volunteer can do anything (you can request a copy of the Manual from ENRO)

- Training sessions, seminars or workshops should not be limited to the SRHR field, but also cover different topics to attract a large number of young people who don't know about SRHR. This will also allow you to be competitive with other youth NGOs.
- It's important to have regular meetings with youth group members or young volunteers to ensure everyone is included and knows what is happening in the MA, as well as what the latest plans are and what kind of activities young volunteers can be involved in. A member of the MA staff should regularly attend this meeting
- According to the needs of members, the MA should be able to provide training and support to the youth group

### Get to work!

- Now that you've decided what you want to do, get to it! With the hard work of planning behind you (at least for the moment), it's time take a deep breath and get stuck in!

## STEP 9. Regularly and systematically have meetings and discussions with the MA

- Ensure that the MA assigns young volunteers real responsibilities and real work. If this done, and coupled with real support, there is a good chance that it will lead to real accomplishments. This often means starting small, and then as they young people become more adept and experienced, you can slowly make their responsibilities more challenging. In this way, competence should grow alongside confidence. Ensure that young volunteers are not used as free labour.
- Make sure that roles and rules are clearly defined: which decisions can be taken jointly, which can be taken by young people and which by the MA staff. Some decisions are out of the MA's hands as you need to be informed about that, too. All involved need to be straightforward and transparent. If not, you can quickly and easily lose the respect of young people.
- The MA should invite you to take part in decision-making processes, while developing strategies, annual work plans, conducting monitoring and evaluating of the activities, both when preparing the Annual Report and implementing activities. In doing so the MA should provide enough information and time so that you can consult the youth group and develop your position.
- Remember that every IPPF MA needs to comply with the accreditation standard of 20% board members under the age of 25.
- Finally, remember that both as the leader of the youth group and a staff member of the MA, you are a role model to the young people with whom you work. What you say and how you act (even outside of your "official" capacity) will not only influence their opinion of you, but also influence their decisions and actions in the future

## STEP 10. Celebrate your successes!

Even if something wasn't the huge success you hoped it would be, everyone should give themselves credit for what is accomplished. Organising a youth group of any kind is hard work. Be sure to celebrate all of your small successes along the way. Not only do you deserve it, but celebrating will also help keep energy high, so that your group can move on to bigger and better things. The MA should also acknowledge the work and success of the youth group and young volunteers.



### Extra reading

[Young time bank \(2006\) Involving young volunteers: A Toolkit](#)



## Check-list

To ensure you are on the right track towards to a more structured approach for young volunteers /youth group of MA

To assess how well are you as young volunteers/youth group functioning, you can use the following checklist. Tick the elements that you already have in place and those you want to develop further. You should fill this in with a group of young volunteers

Category	We have	We need to develop 1. need to develop but is not urgent 2. development not perceived as needed 3. significant development is required	Comments
----------	---------	--	----------

Organizational capacity		1	2	3	
All young volunteers understand the youth group's vision on youth participation					
All young volunteers have contributed to the work plan of the youth group/young volunteer group					
All young volunteers understand their roles and responsibilities					
There is a clear plan for recruitment of new young volunteers; gender balance/social background etc.					
Young volunteers regularly meet face to face or online					
There is a democratic system in place to select coordinators and board members					
There are clear rules for selection to represent the young volunteers nationally and internationally					

Capacity building		1	2	3	
All young volunteers have had an induction session					
There is a capacity-building plan in place based on the needs and wants of young volunteers/youth groups					
Young volunteers/the youth group have access to relevant documents and are kept up to date on new resources on SRHR					

Collaboration with MA		1	2	3	
The youth group/young people are involved in the planning and policy development of the MA					
The MA provides support to young board members					
The MA ensures transparent annual budgets and other resources to young volunteers/ youth groups					
There are special measures taken so that young people can participate in the organisation ( time etc.)					
The MA ensures young people have their own space and access to internet/computers					
Incentives?					
The MA ensures that young volunteers will not take over the work of staff members as cheap labourers					
Etc...					

Once you have filled in the checklist, share it with the young volunteers, the youth group and the MA. Make plans to prioritise and fill in the gaps.



## 2. Challenges and opportunities

### a. Ageing out

After the age of 25, young people can no longer be elected to represent young people on the board and in governance. There are no formal mechanisms in place to transition them to other activities in the Federation, although many former youth volunteers/board members continue to engage in the MA as volunteers or in a range of other organisations, networks and issues.

**Solution:** The youth group together with the MA should capitalise on the potential of this group of young volunteers and should have a system in place to acknowledge and support them. After ageing out, the former young volunteers can remain engaged as volunteers of the MA and they can run for the Board seats. They can also remain active as volunteers or staff members in the MA or in a range of other organisations, networks and issues.

For instance they can become coaches/mentors for new (young) volunteers

### b. Commitment of young volunteers

Young volunteers can be very busy with other activities, study, work, family, hobbies etc. They may not always be consistently available for all the activities.

**Solution:** It is important to find ways to keep the young volunteers interested. Their contribution should be enjoyable. It should also give them the opportunity to grow and help support them in their lives both now and in the future. They should never get the feeling that they are being 'used' as cheap labourers. Make time for fun activities and a system of remuneration of their activities

### **c. Conduct exit interviews when peer educators leave**

Discuss with volunteers who leave the programme/youth group to find out what they liked and disliked about their role as peer educators, what recommendations they would make for programme improvement, and whether they still want to have a future role as adviser or mentor.

### **d. Power dynamics among young volunteers/in the youth group**

Cohesion within the youth group and among young volunteers is crucial. There is no place for power play between young volunteers based on education, background, gender etc. All volunteers are equally valuable, no matter their contribution.

**Solution:** It is important to collaborate on developing a code of conduct which includes dos and don'ts of how young volunteers should engage with each other. Any form of discrimination or stigmatisation, sexual harassment, bullying (including online bullying) is not acceptable. This should be part of the induction and (refresher) training for young volunteers.

### **e. What to do when there is a conflict or a case of harassment/abuse?**

This scenario can occur can happen in any group or organisation. There can be conflicts between youth members and between a youth member and someone from the MA. This is a difficult situation.

**Solution:** Keep all conversations transparent and professional, objective and pleasant, avoiding accusatory or judgmental remarks. Just because there is a conflict doesn't mean you should forget your reputation as a youth group/MA. All parties involved should be allowed to express themselves. As a coordinator, you need to address a conflict between youth members in a quiet respectful and objective way. It is important to get someone who knows about conflict resolution, and who is trusted by all parties, to mediate. Establish together how would like to move forward. The key is to get a commitment from the different parties to make change in order to move forward. However, if the relationship between both parties has deteriorated significantly, they are likely to want to put an end to it. Even if one party decides to leave, try to part positively.

In the event of abuse and harassment by an adult staff member or volunteer or a young volunteer, every MA has to have a safeguarding policy in place. Be well informed about the policy and who is the contact-person. Safeguarding policies should also be used to create an environment where there is no negligence or unnecessary exposure to avoidable risks for young people in the youth group and those you are working with. These policies are not designed to stifle the youth group's activities, to limit the spirit of adventure and enjoyment in your programmes or to start witch-hunts, and these policies are by no means designed to replace trust with suspicion and contempt between staff. Adopting a young person-centred approach means that children and young people should be involved in the development and implementation of safeguarding policies, because they often know best when they feel safe and what can be done to prevent harm. However, it is the responsibility of the adults and professionals involved to make sure that young people are kept safe.

Involving the young volunteers will help to promote an environment where their welfare is paramount and will help to establish a culture of honesty and openness. It is important that all members of the youth group know what they can and cannot do.

This example to do/not to do list is based on one from Dance4Life

What to do	What NOT to do
<p>Know the values of the organisation</p> <p>Know the cultural context you work in and how to behave accordingly</p> <p>Be open-minded and flexible about what young people need</p> <p>Treat all young people as equal</p> <p>Create open and transparent communication Encourage people to speak up</p> <p>Believe young people and trust them</p> <p>Use respectful language</p> <p>Seek consent for any activity</p> <p>Remain calm in difficult situations</p> <p>Listen to the concerns of others</p> <p>Seek solutions together instead of making decisions for young people</p> <p>Inform people about the risks of engaging in the activities</p> <p>Know the protocols and who to ask for help in case of (suspected) abuse</p>	<p>Have a sexual relationship with another trainer or co-facilitator</p> <p>Drink alcohol or smoke with participants</p> <p>Upload photos without permission</p> <p>Invite a participant to your (hotel) room</p> <p>Force anyone to do something against their will</p> <p>Intervene in personal relationships</p> <p>Manipulate participants for your own interest</p> <p>Embarrass others</p> <p>Break confidentiality (unless required by law)</p> <p>Laugh at people for their mistakes</p> <p>Engage in any activity that could be construed as sexual harassment, including sexting</p>

### ***f. Young volunteers leaving the youth group***

Young volunteers in your youth group cannot all have the same commitment and the same amount of time to invest in the youth group and its work. Sometimes young people spend a couple of months while others spend years as a member. However, we would expect our volunteers to finish what they have started and to announce that they are leaving in a timely matter.

Suggestions: Accept differences and allow young people to come and go according to their availability and interest. You should be open-minded and accepting of volunteers who have completed their commitments and want to move on to something else.

Do, however, always conduct exit interviews to find out what the young volunteer liked and disliked about their experience, and get ideas about how to improve the youth group.

Try to address all challenges on time. While volunteering, talk to each other about what is needed, whether the time and place of activities is convenient for the group, and whether everybody feels that their voice is heard when planning and making decisions.



### **Extra reading**

[IPPF \(2016\) Globally Connected: Being a Young Volunteer in IPPF](#)

[UNFPA \(2008\) Youth Participation Guide: Assessment, Planning, and Implementation](#)

A young volunteer can do anything! Resource pack for young volunteers in the IPPF European Network - please request a e-copy from the Youth Unit at the IPPF EN Regional Office.

### 3. Group dynamics and team building in your youth group

To ensure that your youth group can interact, communicate and work effectively, it is important to ensure equity and mutual respect. Having fun has a lot to do with enjoying being part of a team. On the other hand, “team players” can help us achieve better results when compared to more self-centred members or little cliques in your group. Help young people to relax, meet friends, make new relationships to have fun and to find support.

- As leader(s) in the youth group, ensure that you make the effort to find out how young people feel, not just what they know and can do
- Promote acceptance and understanding of others
- Actively comprehend, retain and respond. Be open to answering questions and check people’s understanding

#### Communicate clearly, concisely and unambiguously

There are some important principles to remember about team-building activities. First of all, they usually require at least two teams, as the name suggests, but occasionally you might choose to divide everyone into pairs or other small groups. There are many different ways of dividing groups, but it is essential that the everyone in the group should feel accepted. A simple numbering system will avoid the pitfalls of allowing the children to pick their own teams meaning no one feels rejected by the group.

Working together and all agreeing to do one’s best will help to create a good atmosphere. Taking time for solving problems is crucial for positive group dynamics. This is not a one-time activity, but something that needs to be done on a regular basis. Sharing responsibility should be done on an ongoing basis. Celebrating success and having fun together will contribute to good teamwork and will influence power dynamics in a positive way.

Sometimes team-building games can help when there are some problems or when cohesion in the group needs to be strengthened.

Some of the best team-building games and activities are very simple. They must also promote trust and a willingness to help each other out.

There are many manuals for team-building skills for youth groups. Here are some examples:  
<https://youthgroupgames.com.au/category/3/team-building/>



#### More reading

Choice (2009) Youth - Led Organisations and SRHR : A step by step guide to creating sustainable youth-led organizations working on Sexual and Reproductive Health and Rights.



# MODULE 4



## The roles of young volunteers/youth group in the MA

This module is for EDs, board members, staff, managers, adult volunteers, young volunteers and anyone who is involved in (the coordination of) YCA in the organization

### Introduction

Each organization is different, its structure, management, strategies and activities. To meaningfully place young people at the centre of an organisation and recognize them as diverse and autonomous rights-holders requires not only commitment to meaningful internal change but also an understanding how best young people can play an active role. However, placing young people at the centre as key agents of change does not mean that we just delegate roles and responsibilities to young volunteers to cover the needs of the MA; we work with them, exploring together what interests them. We make ourselves aware of their skills, experience, motivations etc. Young people can have many different roles as members/volunteers of the youth group/MA. In this module, you will find an overview of the different kind of activities young volunteers of your youth group can be involved in.

To get a better understanding of the role of young people in the organization, you can look at these videos:

[Missing the obvious in employee recognition | Claire McCarty | TEDxUWRiverFalls](#)

[How to Create Your Dream Community For Your Life or Organization | Radha Agrawal](#)

[I'm 17 | Kate Simonds | TEDxBoise](#)

[Simon Sinek on Intensity vs Consistency](#)

### This module has 6 sections

- Young volunteers in governance
- Young volunteers and decision making
- Young volunteers as peer educators
- Young volunteers as peer providers
- Young volunteers as advocates
- Young volunteers as researchers



## 1. Young volunteers in governance



Since Governing Council adopted the youth participation in governance policy (see Policy Handbook 1.7, Terms of reference for the Governing Council Youth Representatives), IPPF at all levels needs to achieve the recommended 20 percent youth representation on governing boards (see IPPF Act and Regulations 8 (4)). The institutional policy, and the monitoring of our progress against this target as part of the global indicators, has had an immensely positive effect on both prioritisation of young people's SRHR within the Federation and on our perception as a champion of young people's rights in the sector

### Challenges in having young people in governance:

- **Adding youth members or replacing adult governing council members**

The IPPF Secretariat argues that youth members should replace adult members because it sees this as an important part of mainstreaming youth participation. When IPPF included gender equality in their policy, female governance members replaced existing male members. By mainstreaming young people into IPPF structures in a similar way, we could work to eliminate age-based discrimination and the separation of youth work. By replacing adult governing council members, the role of a young person as member of the board expands. He or she will not only be included only in "youth matters," but will also advise and make decisions on all aspects of the work of the MA. Involving young people in the board of the MA will strengthen the culture, structure and programming for young people in the organisation

The young volunteer who is on the board can lose contact or become much less involved in the youth group of the MA. It is the responsibility of the young volunteer, the youth group and the MA to ensure that this does not happen.

### Providing support to all governing board members in their roles

While some MAs welcome and support young board members, some fail to do so. MAs need assistance to help build the capacity of young people and to help them remain connected with the youth networks in their countries and regions. This support is needed for both the youth members and the adult members. Part of this structural support must also be focused on technical assistance and capacity building for the youth representatives themselves.

Young volunteers may need support in speaking up in public and adults may need to learn to listen and respect the opinions of young people. Shared learning can also be extremely helpful for both young and adult board members to create more cohesion and support between all board members





## Case study: Young people in Governance in Kyrgyzstan

The Reproductive Health Alliance of Kyrgyzstan (RHAK) has 395 members from which 60% are young people.

According to their statutes, policies and program documents, the young members of RHAK have the right to be elected to the governing bodies on regional and national levels. In the elections to the governing bodies (National Board and Boards of branches) of the RHAK at least 30% of the total number of nominees must be young people.

With the establishment of RHAK, in order to achieve the set strategic goals for ensuring awareness of young people of their SRHR, it was decided to create a body in the Alliance structure that unites young volunteers and gives them the opportunity to declare, present and act in defence and the promotion of their SRHR openly and on a level playing field with adult members. In this regard, in 2003, young delegates of Youth Forum (a national meeting of young members of the Alliance) developed the Regulation on the Youth Committee of RHAK, which was then approved by the General Assembly of RHAK in November 2003.

Young people in RHAK have decision-making power and are able to elect their representatives.

- The National Youth Committee consists of the Chairpersons of the Youth Committees of the branches. At the meeting of the National Youth Committee, the Chair of the National Youth Committee is elected from among them and approved by the General Assembly.
- The youth committees of the branches (consisting of 5-7 people) are elected by the general meeting of members with the right to vote between the ages of 14 to 25 years.
- The Chair of the Branch Youth Committee, upon approval by the Board of the Branch, is automatically included in the Management Board of the branch.
- The decisions of the Youth Committee regarding the youth policy of the Alliance for Reproductive Health are coordinated with the Alliance's National Board.
- The Youth Committee has the right to set up various commissions in the framework of its activities.

The Youth Committee's goal is to provide comprehensive support to young people in the field of reproductive health and rights, namely:

- ensuring the wide access of young people to high-quality information and services for family planning, sexual education and services on the basis of voluntary consent and informed choice;
- combining the efforts of all interested organisations and individuals in informing and providing youth services in the field of reproductive and sexual health through their wide involvement in the activities of the Alliance;
- preservation and maintenance of the reproductive and sexual health of youth;
- promoting, protecting and protecting the basic rights of young people to free and informed choices about their reproductive and sexual health;
- providing young people with the full range of information on sexual and reproductive health, including family planning and related services.

The main activities of the Youth Committee are:

- training and preparation of youth in the field of reproductive health, organisation of training courses, conferences, scientific symposia;
- providing and disseminating high-quality information to young people on family planning and reproductive and sexual rights;
- provision of information, contraceptives and friendly services in the field of sexual and reproductive health and rights;
- development of projects and programs within the framework of ARZ activities;
- communication and cooperation with other youth organisations
- organising activities for young people and adolescents to promote healthy lifestyles;
- protection of the interests of the Alliance at all levels.



### Case study: Young people in Governance in Cyprus

The Association has a “Youth for Youth” Group established in 1996 by a group of active young volunteers whose main objective at the time was to provide young people with information and training on issues related to SRHR. CFPA has been and is a youth-oriented organisation. Its programs and services are tailored to address the needs of young people with a focus on providing information on SRHR issues, and empowering them to make informed decisions related to their sexual health. In addition to that, one of the Association’s priorities has been active youth participation at all levels of decision-making, and youth involvement in the design, implementation and evaluation of programs.

The “Youth for Youth” group is one of the governing bodies of CFPA and welcomes members from 16-29 years of age. Its actions are guided by an ‘Internal Regulations’ document. A Coordinating Committee of 5 young people between the ages of 18-25 years old is elected by the members of the group. Members between 25-29 years of age are members of the group, but they do not have a voting right when it comes to electing the Committee which consists of: the President, Vice-President, Secretary, Treasurer and Member(s).

The main objectives of the “Youth for Youth” Group are the following:

- To educate and provide training to young people on SRHR issues
- To actively involve young people in decision-making bodies within and outside the organisation at local and European level
- To advocate for Sexual and Reproductive Rights
- To provide information and support to youth on SRHR
- To empower young people and encourage their participation at all levels of CFPA’s work
- To involve young people at all stages of the Association’s programs and activities (design, implementation, monitoring and evaluation)

Members of the group are actively involved in the decision-making processes of the organisation, and are represented on the Board of Directors. Two members of the existing Board are young people. Young volunteers are trained to be peer educators and to provide support through the Help Line. They are also involved at all stages of project design and implementation; they represent CFPA in conferences, meetings and workshops at national and European level, organise awareness campaigns, represent the Association in the media and participate in advocacy activities. Furthermore, young people represent the Association in youth networks at European level such as YouAct, YSAFE and Astra Youth, as well as at the local level. The Youth for Youth Group is a full member of the Cyprus Youth Council (CYC), the official platform of youth organisations in Cyprus, involving political and non-political organisations and it is a full member of the European Youth Forum (EYF).

Young Board Members have the same rights and responsibilities as any other member. The Board of Directors is a “safe space” where young people’s voices and suggestions can be expressed and heard. A space where they are well informed about the Association’s activities and current challenges. Young people’s involvement often gives the organisation a new perspective and new ideas. The MA is well informed and up to date on to the current and changing needs of young people through their representatives.

- **Clarity on roles and responsibilities**

Some confusion still remains within governing boards about the role of young representatives in governance, and specifically their responsibilities for connecting IPPF's work to the broader youth network(s) in their region. Since one rationale for youth participation on governing council is to bring together IPPF's governance with the young people that IPPF seeks to serve, more effort will need to be made to provide concrete opportunities for them to interact with the clients, volunteers and youth networks, both formally and informally. The lack of communication between the youth members and the youth group members remains a challenge. It is vital that there is a system in place so that all young people can be represented at board level and get regular feedback. This is even more important when young board members travel abroad for the regional council or other meetings. It should also not be a given that youth board members will always represent the MA in the country or internationally.

- **Increasing diversity in youth representation**

Diversity is a challenge in youth participation work, particularly in decision-making processes. The Regional Council may want to promote representation from different groups of young people, including the younger ones, young LGBTI people, young people living with HIV, young people with disabilities or young people from marginalised groups.

- **Fostering aspirational goals, not just minimum compliance**

The quality of youth participation and changes in power dynamics are difficult to measure. While some MAs go far beyond IPPF policies, there are still MAs that don't comply with the minimum requirements prescribed in youth policies. IPPF should promote, nurture and reinforce the cultural shifts that the Federation needs to make in order to truly embrace youth participation and go beyond the 20 percent requirement for youth representation in governance.



### Tips as an MA:

- Recommit to and ensure compliance with the 20% youth representation target in governance.
- Invest in internal capacity-building for existing board members of all ages for meaningful youth-adult partnerships
- Invest in opportunities for youth representatives to build skills in governance
- Improve connections and communications, both formal and informal, between board representatives, youth networks and young volunteers
- Ensure that people with different backgrounds have equal representation in the MA's governing structures
- Ensure equal decision-making power between young people and adults on all boards by creating a safe and supportive environment in meetings and providing additional support to the youth board member with a 'buddying' scheme.





### Lene Stavngaard's story

Lene was first introduced to the world of SRHR through a peer education programme on sexuality at her high school. Finding the experience enlightening, she decided to get involved in teaching the programme. After the funding ran out, she continued on her own initiative. It was from there that she came into contact with the Danish MA. There were no young people involved at that point but she learnt from a staff member that there was a lot happening at IPPF around youth involvement. She attended her first Regional Council in 2005 when she was elected as a youth representative.

Lene's election as a youth representative paved the way for young people's involvement in governance for years to come. She fought to get young people voting rights at IPPF, instead of simply attending as observers, and made sure they were not seen as simply fulfilling a quota but were fully involved in IPPF decision-making. Then, despite being 24 and eligible to run again as a youth representative, she chose to run for the REC as an ordinary member, to allow a young person from the newly-created Youth Sexual Awareness for Europe (YSAFE) network to join the board. This move was met with resistance by some who felt that young people had their dedicated space on the board and that was enough. However, Lene managed to convince others that she could offer something to the board, beyond fitting an age bracket and she encouraged delegates to practice what they preached with regard to youth participation. She won support and was elected. From there, she was elected Regional Vice President and then Regional President, the youngest person to ever hold this position.

As Regional President she attended board meetings and Regional Councils across the region, determined to excel and to show that leadership is not a function of age. Through her role as Regional President, Lene also became a member of the IPPF Governing Council and was an active member of the Governance Taskforce that was tasked with proposing new reforms to IPPF's governance structure. In 2017, she was elected as EN Governing Council representative.

## 2. Young people as decision makers



Young people don't need to be on the board to contribute to the decision-making of the MA. At all levels - programme development, implementation and monitoring - young people should be equal partners with adult staff and volunteers in making what can sometimes be tough decisions. Over the past decade, a broad body of empirical evidence demonstrating that participation of young people in decision-making promotes the social and academic development of young people. Studies show that young people gain a stronger sense of self, increased critical thinking, teamwork skills, an enhanced sense of group belonging and commitment to service when they are actively involved in collaborative decision making. Research also highlights the key role of adults in helping young people to make the most of these opportunities.

Positive influences on young people's role in making decisions about programmes, policies, strategies and activities of the MA's work include good relationships between young people and adults in the organisation. Other ways of promoting young people's decision-making role include:

- creating a transparent structure and clear procedures for decision making about important issues of the MA
- training, informing and coaching young people on the issues, so they are in a position to contribute to the decision. It doesn't work if they have less knowledge on the issue than the adults. They need time to prepare themselves and convene with staff at a time that is convenient for them.
- preparing adults to accept young people as equal partners. The role of adults as support is crucial but not if it is done in a patronising way.
- finding a time and place that is convenient for all parties.

### 3. Young volunteers as peer educators



Peer education is a term widely used to describe a range of strategies to encourage people from a similar age group, background, culture and/or social status to educate and inform each other about a wide variety of issues. The rationale behind peer education is that peers can be a trusted and credible source of information. They share similar experiences and social norms, and are therefore better placed to provide relevant, meaningful and honest information. As part of peer education strategies, young people are trained to offer information and help accessing services. Training includes relevant issues of sexual and reproductive health and is based on the premise that most young people feel more comfortable receiving information from people of the same age group rather than from adults.

Research has shown that peer educators are particularly relevant when they discuss issues that are not being addressed (adequately) during lessons; e.g. emotional, relational aspects of CSE and promoting skills like communication and negotiating skills. Peer education is less effective when peer educators only focus on delivering evidence-based information and more complex scientific issues.



#### Tips to establish a peer education group:

- Have clear and achievable expectations from peer educators.
- Ensure that peer educators receive capacity building training
- Make sure enough educational materials and condoms are available.
- Consider the diverse needs of male and female educators. For example, there may be different social expectations about how girls should behave and what they should talk about in public. Some girls may be harassed when openly talking about sexuality. Help them to be assertive. Try to support their involvement and aim to keep a gender balance among the educators.
- Consider incentives for peer educators to attract and maintain their participation. For example, recognise their contribution publicly; award certificates; t-shirts with text and logos related to their work or food and/or drinks; support in career and future education.
- Ensure that a trained adult or teacher facilitates and supports the peer educators.
- Ensure that a quality control process is in place.
- Regularly monitor the process and evaluate with the peer educators what the results have been and how the process is going.

Lately, peer education has also been a topic of international discussion about whether it is effective. It is important to understand that peer education by itself cannot completely replace formal/informal CSE, and it needs to be part of a comprehensive approach of access to accurate, evidence-based information, access to youth-friendly services and conducive policies and laws supporting young people's sexual and reproductive health and rights.





### More information

[IPPF \(2007\) has its own handbook/framework: Included, Involved, Inspired.](#)

[Advocates for Youth \(2003\). Peer Education: Promoting Healthy Behaviors.](#)

UNICEF (2012). Peer Education.

[https://www.unicef.org/lifeskills/index\\_12078.html](https://www.unicef.org/lifeskills/index_12078.html)

<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/pdf/LessonOne-d.pdf>

[Choice: Meaningful youth participation](#)



### Zambia, Nepal and Albania

A comparison of youth peer education programs in Zambia found that more than half of the 10,000 young people attending clinics in the study areas reported that they had been referred by a peer educator, indicating the success of youth peer educators in encouraging attendance at clinics.

An Ipas donor report described the recruitment and training of 1,520 youth peer educators in Nepal, including the use of referral cards. Over the course of the project, peer educators reported referring 163 women for abortion services (and 3,066 individuals for other reproductive health services). However, referral completion could not be verified from clinic records and there was no observed increase in the number of young women accessing safe abortion services during the project period.

In Albania, through non-formal sexuality education, the IPPF MA ACPD and its partners successfully equipped 785 young people with crucial life skills, building their knowledge about sexuality, relationships and safe sex, and strengthening their ability to make decisions, communicate, negotiate and plan for the future. As a result of this work, 500 young people were cared for through ACPD clinics and/or other care providers in their communities. They started to visit clinics, for example to get condoms, access counselling and ask to be tested for HIV. They talked about how they had changed their behaviour as a result of sexuality education programmes, and, as a result, felt empowered to build healthier and safer relationships, based on equality and respect.

## 4. Young volunteers as peer providers



IPPF is always looking for new and innovative approaches that put young people at the centre of decision-making and programming, and use available evidence and technology. For this reason, IPPF started to explore the potential of more consistently involving young people in the delivery of sexual and reproductive health services. Experience and research have already highlighted the opportunity to link educational activities with service provision, and peer educators are now increasingly providing contraceptives, including injectables and counselling.

Depending on the in-country needs and legal/policy frameworks, there are several different types of youth service providers. Experience from existing peer provision models gives an indication of the several overlapping types of youth peer providers that may operate in the context of IPPF.

**a) Those who assume existing tasks in a young client's service pathway:**

Based on an individual's health needs, a young client may be required to go through different stages or stops (e.g. pre-counselling, procedure, post-counselling, a follow-up visit, referral to other services) in order to receive comprehensive care. Youth peer providers may be responsible for delivering a single or multiple interventions within that path.

**b) Those who participate in a specific level of the continuum of care:**

While some youth peer provision models are meant to involve a young person in the provision of care in a fixed primary level facility. Others aim for peer provision to explore alternative settings (e.g. at community level; home-care; and, more recently, through online/mobile platforms).

**c) Those who provide services through a specific mechanism/tool:**

Youth peer providers can be responsible for delivering services using a specific methodology (e.g. support groups) or tool/device (e.g. internet, mobile applications, hotlines, etc.).

**More information**

IPPF (2016) Involved, included, inspired+: a framework for youth involvement in the provision of sexual and reproductive health services

IPPF IMAP statement on youth peer provision models to deliver sexual and reproductive health services to young people.

**Case studies: Mexico**

Fondo María was created by Balance - a youth-led organisation – in partnership with other organisations, back in 2009, with the aim of mobilising local resources to increase women's access (particularly young women) to safe and legal abortion; and accompany women from Mexican states where abortion is not legal or available through the process of getting an abortion in Mexico city (where abortion is legal up to the 12 week of pregnancy). This service includes: provision of counselling and information, financial support, logistical support, escorting to the services and follow-up. From 2009 to 2010 the fund supported a total of 209 young women (aged between 11 and 19 years).

*When a woman accompanies a peer in the process of getting an abortion, we move towards the elimination of stigma and to social depenalisation of abortion. These service provision models are founded on the values of solidarity. When a woman decides to accompany a peer, she is empowered, ready to join the fight for the depenalisation of abortion.*

Las Libres, an organisation based in the state of Guanajuato, Mexico, has developed a model whereby women or couples who have gone through an abortion in the past accompany other women or couples in their decision to induce an abortion using misoprostol. They provide information and counselling; accompany women/couples in buying the pills (or share left-over pills from their own abortion) and using them; and provide support during the post-abortion period (via phone calls; text messages; etc.).

## 5. Young volunteers as advocates and change makers



Young volunteers in your organisation can be powerful and effective advocates for change. In this way they can be prepared to be critical and active citizens of their community and society.

Young volunteers can help raise awareness about SRHR issues that affect young people and help to connect with NGOs which are active in SRHR. For example, to effectively carry out and sustain successful CSE, it is important to build awareness and involve local NGOs in their communities.



### More information

[IPPF \(2011\). Want to change the world? Here is how. Young people as advocates.](#)

You will find more about how a young group can organise Advocacy activity in [We demand more The Pact/ IPPF publication from 2017](#) and the entire ACT!2030 resource pack



### Case study Latin America

Ampliando El Acceso ("Expanding Access") is a youth-led project in Latin America that seeks to expand access to contraceptive information and services for young people in Colombia, the Dominican Republic and Mexico.

The United Nations Department of Economic and Social Affairs predicts that, by 2020, the adolescent fertility rate in the Latin America and Caribbean region will be the highest in the world. Currently, one in three women is a mother before her 20th birthday and 20 percent of all adolescent pregnancies occur among girls younger than 15. In May 2016, the Secretary of Health in the municipality of Rionegro, Colombia formally adopted recommendations to implement youth-friendly services in its Development and Health Plan (2016-2020). Inclusion of adolescents in the plan is crucial—programs will not be implemented if they are not laid out in the municipal development plan. The recommendations are a result of collaboration between a multi-sectoral technical commission, the Secretary of Health and local Ampliando El Acceso advocacy partner PROFAMILIA COLOMBIA.

Young advocates of PROFAMILIA monitor the development plan to ensure that the health sector implements the recommendations. They will also monitor the municipal budget to ensure that the program has adequate resources for implementation.



### Tips

- Explain that we can all engage in self-reflection and critical thinking about our private opinions, values and ideas. Critical thinking starts with asking yourself questions; how young volunteers feel about issues of gender, power etc. There are some difficult but important questions to consider in reflecting about community standards and fairness in the areas of gender and sexuality, HIV etc.
- Explain that to stand up to discrimination, young volunteers must first be able to recognise discrimination both within themselves and in the world around them. Recognising discrimination is not always easy. In some cases it can be obvious (for example, in a highly derogatory remark or in instances of domestic violence). In other cases it may be more subtle and harder to notice (for example, ignoring someone's opinion because of their sex).

- There are international standards of human rights, which can and should be applied to the human rights of young people. Showing solidarity for those whose rights are being neglected is an important part of being an active citizen in your community/society

Take a look at the Human rights in two minutes of Amnesty Switzerland at <https://www.youtube.com/watch?v=ew993Wdc0zo>

For extra information see: IPPF (2011). Exclaim!: young people guide to sexual rights.

- Working for justice can be difficult and dangerous. When questioning or challenging a specific violation of rights is not possible, advise young volunteers to look for a safer way to respond. It is, however, important to remember that what is safe in one setting is not always safe in another setting.
- Explain that whether we work for fairness in our daily lives or in organised social campaigns, promoting justice and human rights can give meaning to a person's life and can be personally empowering.

You can work with young volunteers or the youth group on an action project for change. See an example below.

### Example of an Action project with young volunteers

#### Objectives:

- For young people to learn skills for changing the world around them.
- For young people to understand fairness and learn how to promote justice in their community and their personal lives

#### Instruction:

**STEP 1:** Identify an issue with the youth group/young volunteers that they care about. Help them to think about a problem that affects them personally or other young people (e.g. discrimination against LGBTI people or young people living with a disability or HIV, lack of access to contraceptives etc.)

**STEP 2:** Help the youth group/young volunteers to gather and analyse information about the problem and who has already taken steps to address it. Find a local organisation that is also involved. Join an organisation or find partners. There is power in numbers!

**STEP 3:** Identify with the youth group/young volunteers the key audience they want to reach. Help them to develop the message they want to present about the changes they want to see.

**STEP 4:** Brainstorm about possible actions that might make the changes happen.

- set up a meeting with local community leaders;
- host a concert, dance or rally;
- provide educational sessions in the community or in other classrooms;
- create and perform a street play.

**STEP 5:** Be sure that young volunteers' actions do not cause harm to you or to others. Some potential risks include:

- Social stigma or discipline at home, at school or in the community.
- Hostility or even physical harm from someone who is opposed to their actions.
- Financial or legal consequences.



### For more information

See Pop Council (2009), *Its All Once curriculum*, page 236 240

IPPF (2011). *Want to change the world? Here is how. Young people as advocates.*



### Case study on Young people in advocacy in Macedonia

The youth group from MA Macedonia decided to launch an initiative for CSE with other youth NGOs. They invited all the Youth NGOs and some informal groups to join a Youth CSE Platform. Eight youth groups and organisations joined the platform. Some of them like YPEER or Youth Education Forum were already touching on the issue, but the others like Student magazine, The National Youth Forum or non-formal theatre group had never worked on CSE before. However, they shared the belief that CSE should be introduced in schools. In the first year, the Platform developed a strategy and organised events such a Public CSE class. In the second year, the group worked with political parties and all its member were involved in developing of the National Youth Strategy. They also sent a shadow report to the UN Committee for Economic, Social and Cultural Rights in Geneva. In its concluding observation, the Committee clearly recommended improving access to age-appropriate sexuality education in Macedonian schools. As a result of the advocacy of the Youth CSE Platform, CSE was set as one of the objectives in the New Youth Strategy 2016-2025 adopted by the Government and two political parties added CSE to their electoral programmes.

## 6. Young volunteers as researchers



Young volunteers can participate in researching youth sexuality issues. By doing this, they become more aware of the common values, injustices and violations of sexual and reproductive rights of youth in their communities. This awareness can lead to individual and group actions such as discussing issues relating to sexual and reproductive health and rights with family, friends and other social contacts (directly and through social media).

Young volunteers can act as researchers who look critically at the content of CSE and support the adaptation of CSE to the local context as well as the services given by the MA:

- Young volunteers can find out about the needs and wants of young people in the community, and what they want to learn about sexuality and sexual and reproductive health and rights. You can help them to develop interview questions and explain how to do an interview or group discussion, and how to report their findings.
- As part of an assignment, they can collect and write stories around sexuality in the community.
- They can discover the positive and negative stories about sexuality and CSE in the community by talking to relevant stakeholders. You can help identify them.

You can use their findings in your CSE lessons and improvement of services, and discuss them together. Reward them by first letting them present the lessons they learned.



Guidance to develop learners into researchers: Rutgers/IPPF (2013) . Explore: [Toolkit for involving young people as researcher sin sexual and reproductive health programme.](#)

## What is YSAFE?



**YSAFE (Youth Sexual Awareness for Europe)** is the youth network of the International Planned Parenthood Federation – European Network. The YSAFE network consists of 120 young volunteers of the IPPF EN Member Associations across 30 countries in Europe and Central Asia. YSAFE works to promote the sexual and reproductive health and rights (SRHR) of young people. YSAFE offers opportunities for young volunteers to learn from each other and engage in the field of SRHR at a regional and global level.

**YSAFEs are peer educators.** While most work as peer educators in their respective countries YSAFE offers a platform for the members to share their experiences and best practices. YSAFE also offers capacity buildings to support the member in delivering high-quality gender-sensitive and rights-based CSE.

**YSAFEs are advocates.** YSAFE offers young SRHR advocate opportunities to attend regional and global meetings, where they work together with other youth representatives to ensure that young people can play a meaningful part in decision-making processes on policies and decisions that affect them and to ensure that the SRHR of young people are respected.

**YSAFEs are activists.** YSAFE provides a platform where the members can share creative and effective campaign ideas. Through YSAFE, young activists can engage in regional and global campaigns in the field of SRHR. We want all young people to be able to make choices about their sexuality and well-being, in a world without discrimination! If you agree and want to learn more – follow YSAFE on [Facebook](#), [Twitter](#) and [Instagram](#) or go to [www.ysafe.net](http://www.ysafe.net).

## What YSAFE can offer young volunteers:

Next to being a youth network for activists, peer educators and activists, YSAFE can:

- Help you build and support an international youth network: YSAFE is active in 25 countries across Europe and Central Asia, but furthermore, we are part of the global network of IPPF, linking with individuals from every social, cultural and geographical background!
- Help you include and target vulnerable populations: as a youth network the main strength of YSAFE is to include and work with young people from a wide variety of backgrounds, just like yourself! Every individual is passionate about Sexual and Reproductive Health and Rights!
- Develop and implement and project ideas or campaigns you might have! Do you believe the LGBTQI+ community requires further attention? Are you unhappy about the current approach towards HIV? YSAFE can help you with exactly this!
- Ensure young people are heard within their organizations and abroad! We work to ensure you have a voice within your IPPF Member Association and throughout the globe by advocating for SRHR and Youth Participation. We cannot move forward if young people are not heard, let us know what you are doing and we will help!
- Create a network of like-minded people! If you ever feel like your struggles and fights solitary and you are unique - don't despair! We can join you with individuals with similar stories and backgrounds who can help you achieve your goals!
- Ensure you mainstream and incorporate the voice of your peers and / or young people in your country network! 20% of the world population today is under 25! We can help you reach them!

### What YSAFE can offer MAs:

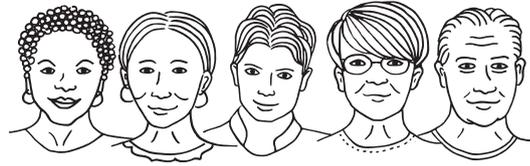
#### **Concrete activities for young volunteers to join at MA level, and centralised support to run them.**

YSAFE's international projects always include national actions, like the piloting of new CSE tools. These are designed to give you new and exciting ways to involve young people in the life of your organisation. When MAs opt in to a YSAFE project, their youth coordinators will be assisted in planning, budgeting, monitoring and evaluating the national implementation of project activities by the YSAFE Steering Committee and the ENRO Youth Unit.

**Capacity building for young people to boost their inclusion in a variety of functions of your organisation.** YSAFE runs training cycles to raise young people's skills in areas of work such as advocacy and campaigning. Participants learn from experts at international trainings and plan individual national youth-led activities that will contribute to the existing strategic goals of their MA. When they return home, they are expected to share their learning and put it to the test by leading their MA youth group in the delivery of their action plan.

**Structured opportunities to boost national partnerships.** YSAFE has run several international projects that bring in collaborating organisations from outside of the IPPF EN network and aims to make this a feature of all future projects wherever this will be of strategic value to the participating MAs.





# MODULE 5

## Introducing and improving youth participation and YCA in your MA

This module is designed for the staff (and board) of the MA.

### Introduction

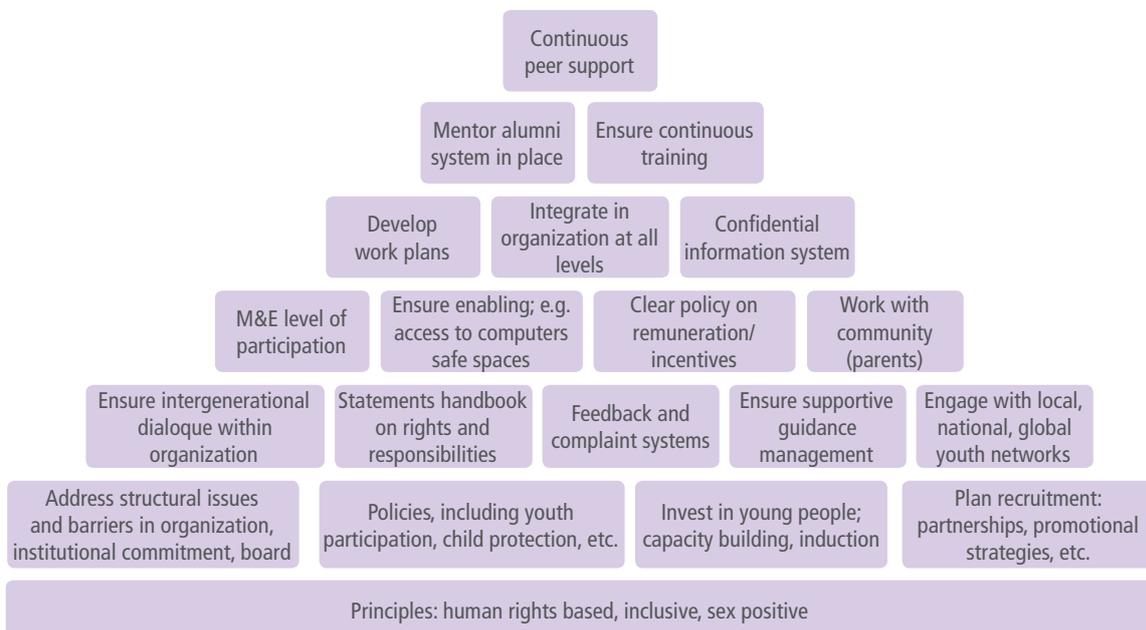
Just as with any other program, introducing or improving a youth-centred approach in your organisation should follow a program cycle approach, where organisations invest time and resources in design, implementation, monitoring and evaluation and scaling up. First of all, though, we need to gain an understanding of which elements make up structured youth participation in a youth-centred MA. We will explore the various roles young volunteers can play in your organisation. This module has been written with staff and management of the MA in mind.

This module consists of 2 elements

1. The pyramid of structured youth participation in a youth-centred organisation
2. Stages of introduction and/or improvement of a YCA

### 1. The pyramid of structured youth participation in a youth-centred organisation

To ensure a well-structured and systematic introduction long-term adoption of youth participation in your MA, you will need to consider the various layers of youth participation. This pyramid shows how well-structured youth participation can thrive in a youth-centred organisation



The foundation of youth participation are the principles that underpin your youth-centred organisation. The next two rows up describe the management, policies and investment in young volunteers required for effective youth-centred organisation.

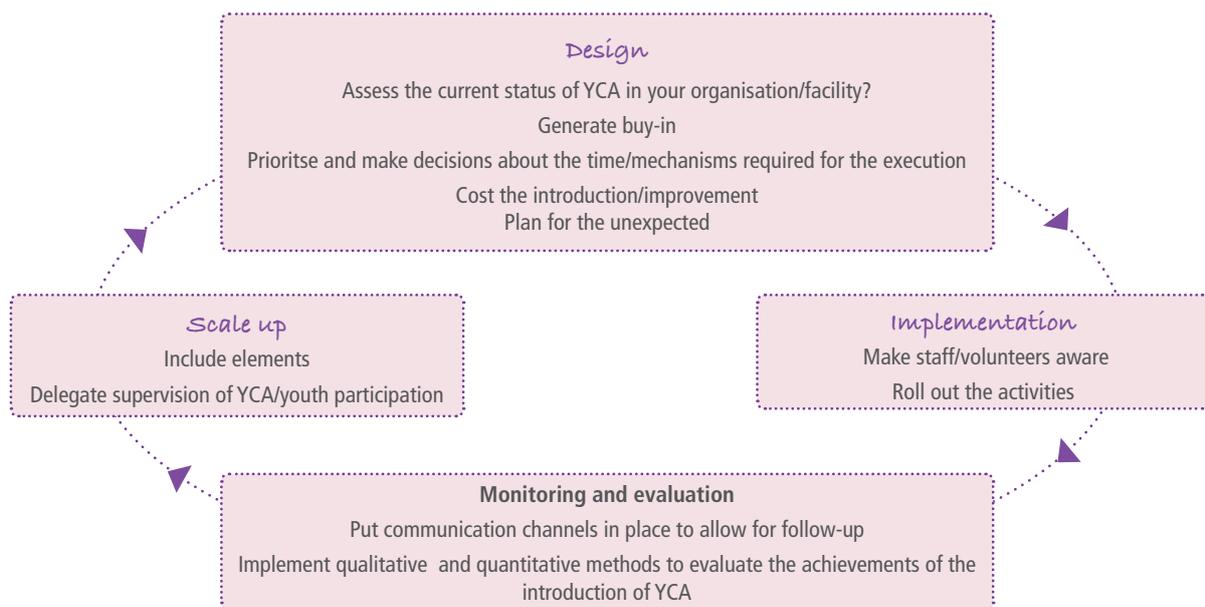
The next pair rows set out the elements needed to set youth participation into action.

The top two rows will secure the sustainability of youth participation in your organisation. Setting up a framework for 'aged-out' young volunteers who support new volunteers will ensure that institutional knowledge is not lost.

## 2. Stages in introduction and improvement of structured youth participation in a youth centred organisation



There are 4 phases for introducing and/or improving the YCA in your organisation: design, implementation, monitoring/evaluation, scaling up. These phases are not always executed consecutively (e.g. you monitor implement simultaneously) and the tasks proposed under each should be implemented flexibly, according to your organisation's needs and circumstances. The figure below provides a snapshot of your journey as an organisation interested in introducing and improving a YCA systematically. Below we provide a more detailed explanation of each step:



### STEP 1. Design stage



Youth participation is not a miracle solution to strengthening your MA. However, it offers you the opportunity to work towards a more democratic, equal and inclusive organisation with effective programmes for young people. It is good to be open to a wide variety and diversity of young volunteers, so they can fulfil different roles according to their motivation and enthusiasm. (see module 2)

- **Orientation**

Orientation is a process for new employees and young volunteers (or all employees, and young volunteers when you want to bring about more radical changes in structure/strategic vision), aimed at sharing the basics of the organisation with regard to youth participation (mission, vision, main programmes and projects), structure/accountability and management lines, policies, protocols, health and safety standards, among others.

Critical components for the orientation process, to ensure to high quality youth participation include clearly communicating the commitment of the organisation to youth empowerment, how the YCA is integrated in the organisation's programmes/efforts, policies legal frameworks that guide the youth participation in your organisation. See Example of an introductory session to a Youth-Centred Approach ( 2 ½ -3 hours)

- **Self-assessment:**

Evaluating the standards against which the organisation assesses the status of youth participation and the YCA in the MA, as well as the development of a work plan with priorities for improvement, in consultation with young volunteers/youth group and other members of the team.

## Self-assessment checklist

The following checklist aims to help review and assess to what extent and how well youth participation has been adopted as well as gauging the level of youth-centredness in the organisation. The checklist should be discussed by a team, a steering group, the ED staff members, young volunteers and other relevant stakeholders

The checklist is based on IPPF's lessons learned and international evidence on youth participation and empowerment. It includes programmatic, institutional and organisational sections. The checklist should not be used as a menu to choose from but should be seen as systematic assessment where all elements need to be in place to ensure success.

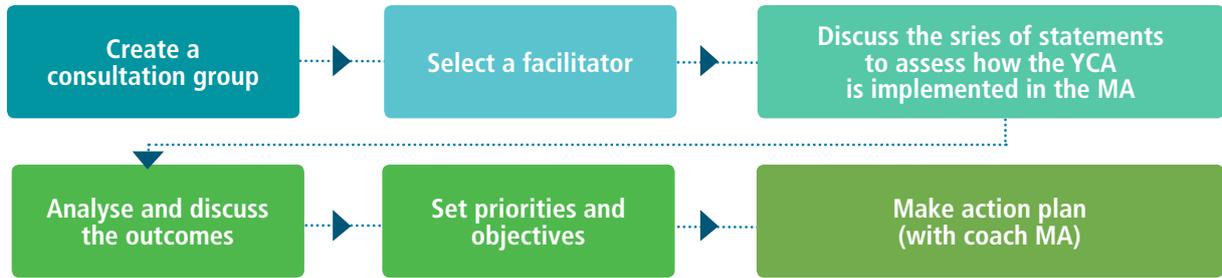
- MAs wishing to put a youth-centred approach into practice need to start from within. They must ensure that they are ready to place young people at the centre. An integral part of starting from young people's point of view is to review organisational structures, policies, budgeting, hierarchies and ways of working.
- The assessment works best when you bring together for a consultation representatives with as many different profiles as possible, for example medical/non-medical staff, educators, management, young volunteers, youth board members, volunteers, and experts from outside the organisation, such as representatives of the community or clients. One person needs to be the facilitator.
- By discussing and answering together the series of statements/questions, you can see which areas need more attention or have room for improvement.
- The assessment tool distinguishes between essential elements (red) and desirable elements (green) elements of the YCA

## How does it work?

Please keep in mind the data on the current status of the YP in your MA (introductory section of the check-list, "Describe the YP in your MA") while completing the checklist. This will help you to develop actions tailored to your needs and context, and most of all to address some of the necessary issues in your MA before you start developing a sustainable YCA programme. For example, as a minimum standard, you will need to have some YP involved in your MA before proceeding.

In the checklist you will find statements/questions regarding the application of YCA in management and programmes. You will judge whether you are addressing, not addressing, or not sufficiently addressing the issue. The checklist also includes space for comments and actions to improve the situation. The group needs to through the questions and to provide answers by analysing and discussing why certain areas are not or not sufficiently in place.

### Step by step guide for improving YCA



- When completing the check list please follow these guidelines:
- **If you answer “yes” to any check** you will need to provide some evidence in the Comments/Evidence box, describing what you already have in place for the specific component and why you think that this is sufficient.
- **If you tick the “needs improvement” box**, please provide an example in the Comments/Evidence box on what you currently have in place and suggest realistic future action for improving the component.
- **In case you answer “no”**, please explain in one sentence why this the case in the Comments/Evidence box. By doing so you will be able to propose a tangible action (in the “Action” box) that should improve the specific YCA component. Here you can also indicate that the specific component is not relevant for your MA (for example your MA doesn’t run youth friendly centres or doesn’t provides services).

Please see the example below.

Components	Yes	No	Needs improvement	Comments/evidence	Actions
Creating safe spaces There are youth-friendly places available, where young people can meet, network and support each other, both off- and online			X	The MA premises can be considered safe for YP, but a there is no specific youth friendly space where YP can meet. The MAs has established an online platform through which YP can safely communicate.	Consider the possibility of adapting a space were YP can meet at a time that is convenient for them.



## Assessment tool

Describe the YP in your MA

### 1. Service delivery and (non-formal) education

	<i>You answer</i>	<i>What you can do to improve this</i>
How many young people are active in your MA?		
What do they usually do in your MA?		
How are they organized; how often do they meet?		
Is there a staff member responsible for the youth volunteers or youth programming?		

Components	Yes	No	Needs improvement	Comments/evidence	Actions
<b>Service delivery</b>					
There are youth-friendly places available, where young people can meet, network and support each other, both off- and online				The MA premises can be considered safe for YP, but a there is no specific youth friendly space where YP can meet. The MAs has established an online platform through which YP can safely communicate.	Consider the possibility of adapting a space were YP can meet at a time that is convenient for them.
Young people are included in the design, implementation and evaluation of safe spaces					
The MA has an active approach to the implementation of safeguarding, child protection and youth policies					
Young people are included in the assessment of youth-friendliness of services and how they address the sexual health needs of young people					
Young people are included as peer providers of services (within the context of the law)					
<b>CSE</b>					
There is a standard training programme for young volunteers and/or peer educators/ providers which includes all elements of IPPF's CSE framework					
Young people are included in the assessment of existing CSE programmes/ activities					

Working in/with the community					
Young people are engaged in work with different communities, and opportunities are created for communities to work with young people					
A diverse range of young people are included at all levels of programming; there is representative diversity of age, sexual orientation, gender identity and expression, ethnicity, socio-economic background, disabilities; underserved youth are included.					

## 2. Institutional/managerial components of a Youth Centred Approach

Components	Yes	No	Needs improvement	Comments/evidence	Actions
<b>Governance</b>					
The MA has an understanding of both the challenges and the opportunities of building an enabling environment for young people to participate					
Youth issues are included as priorities in strategic and annual plans					
Formal mechanisms exist for young people (of all genders and representative of their diversity) to participate in strategic and annual planning - including budgeting					
Young people participate in project and programme designs					

Policy and guidance are in place for young people's participation in governance, including an induction programme for young people and a commitment statement by all board members					
The MA is held accountable to comply with 20% youth representation target					

### Human resources

The MA recruits staff members who are committed to young people's sexual rights and includes this requirement in advertisements/recruitments for all staff					
HR policies eliminate structural barriers to hiring young people, especially for entry-level positions					
There is a system in place to create opportunities for young staff members to take leadership and management roles					
Career planning and professional development is included in annual performance reviews, entry/exit interviews and staff objectives					
There is a system in place to support the personal and professional development of young volunteers (including employment, learning and training opportunities) to build a future workforce					
A coordinator and/or focal point is in place for the youth group					

Capacity building					
All new staff and volunteers receive an induction on young people, sexual rights and the youth-centred approach					
There is ongoing development of adult staff, to raise awareness of youth issues, to clarify values and reflect on their attitudes towards young people					
There is a mentorship programme in place between current and former young volunteers					
The MA has an apprenticeship/ work-training programme in place or it coordinates internship programmes with schools/universities					
There is a programme in place for supervision, mentoring and support for young volunteers					
Financial commitment and sustainability					
The MA commits core funding to youth programmes					
The MA integrates a focus on YCA s in all funding proposals for youth programmes					
The MA evaluates the impact that volunteering has on young people's lives in a systematic way and publicizes it					
The MA commits core funding and dedicated staff members to support the youth networks' development and annual running costs, including participation in (inter-)national events					
The MA has an alumni network for those who 'age out' of youth networks					

### 3. Advocacy

Components	Yes	No	Needs improvement	Comments/evidence	Actions
The MA documents and disseminates evidence-based approaches to addressing social norms and laws that discriminate against young people and prevent them from accessing services and education					
The MA has a mechanism to identify new policy initiatives and create opportunities for young people to work with local communities, legal organisations and policy makers.					
Young people and youth networks are engaged and mobilised in national advocacy initiatives					
Young people are involved in setting MA's advocacy priorities and leading coalitions					
<b>Partnerships</b>					
The MA has partnered with youth groups and youth networks, and are in national, regional and global advocacy initiatives					
The MA has alliances with youth-led or youth-focused organisations and networks inside and outside SRHR					

Once you have jointly prioritized what needs to be done to introduce or improve a structured YCA, you need to make work plans with steering group staff, board members and young volunteers. See [Work plan](#) after assessment exercise



Sometimes you will need to do some digging to get to the root cause why a certain element of the checklist has not been achieved. It is helpful to use the why-why-why technique, often used in quality of care programs.

The why-why-why method helps to determine the cause-effect relationships in a problem or a failure event. The method can be used whenever the real cause of a problem or situation is not clear. Using this method is a simple way to try solving a stated problem without a large detailed investigation that requires many resources. When problems involve human factors, this method is the least stressful on participants. It is supposedly a simple form of root cause analysis. By repeatedly asking the question, 'Why?' you peel away layers of issues and symptoms that can lead to the root cause. Most obvious explanations have further layers of underlying problems. However, it is never certain that you have found the root cause unless there is real evidence to confirm it. You start with a statement of the situation and ask why it occurred. You then turn the answer to the first question into a second Why question. The next answer becomes the third Why question and so on. By refusing to be satisfied with each answer you increase the odds of finding the underlying root cause of the event. Often 3-5 whys are enough to get to the root cause. Then you can tackle the root cause with a targeted action.

## Example

### The MA is not complying with the 20% youth representation target:

**Why:** Young volunteers don't seem to be interested, they think it is too difficult

**Why:** It's not clear to them what the task involves

**Why:** There are no youth-friendly materials about the role and responsibilities of being a board member and all the documents use jargon

**Why:** Board members didn't take the time and effort to support the new board member and help with documents

**Solution:** a board member and the ED should ensure more frequent informal communication with youth volunteers, establish a good induction process and support the youth board member by using language that is understandable for everyone.



## STEP 2. Implementation

### Generating buy-in



More structured youth participation may be new to your organisation, which means not everyone will be on board. Some people may be doubtful about the benefits of a YCA for the organisation or have concerns about the sustainability of the idea. Below, you'll find some tips for generating interest and commitment to a YCA in your organisation:

- Organize consultation meeting/sessions to share the motivation and objectives of your work plan. See: [Work plan](#) after assessment exercise and ask for feedback.

Meetings may have different objectives according to the target audience. A session with senior staff or the board may focus on ensuring support, financial and human resources and commitment to sustain the programme, whereas a session with programmatic staff and young volunteers may focus on helping them to understand how the program will translate into better services/health outcomes for youth beneficiaries and listening their views. A session with the youth group/young volunteers can focus on explaining, in more detail, how the work plan works in practice, and asking for practical recommendations.

### Make decisions about time/mechanisms required for the execution of your work plan

There are many things to consider when introducing a more structured approach to youth participation. The following questions will help you to keep in mind critical considerations for the process:

- What is most feasible to work on? We recommend establishing a start and an expected end date for your intervention. For example, to expand young's representation on your board, to adhere to the accreditation criteria of the IPPF, you need to set a date by which time this will have happened. However, flexibility is a must! Including young people on the board necessitates a democratic process to choose a new member, it needs capacity building, preparation and a rule about the period within which board members must prepare the board meetings and give feedback to the youth group or young volunteers in the organisation. It is best to have a standardised scenario for this process.
- How will you communicate with the young volunteers/youth groups? It is preferable to have one/two contact people in your team who can be contacted by young volunteers. You need to be sure that this person has enough time to fulfil this task.

**Tip:** Regardless of who is give this responsibility, you need to keep in mind the expected and unexpected time dedication of a contact person and adjust their tasks in the facility to be able to carry their role with minimal disruption to other tasks.

- How do want to introduce a new youth participation intervention? As for any program, we recommend a pilot scheme. For example, if you want to start a peer education programme, do not go full scale, before trying out the program in one or two sites and adapting according to lessons learned.

### STEP 3. Monitoring and evaluation



Some conditions are crucial for an organisation to become more youth-centred. This may help you to make your work plan:

They include:

- The board and management of the organisation appointing young people to positions of governance.

*Progress markers:*

- At least 20% young people on the governing board
- There is a youth focal point and this person is connected to the youth network
- Young people feel involved and empowered in decision-making processes
- Staff and/or volunteers, including young people, have articulated a vision for being youth-centred.

- Staff and young volunteers complete training on values, capabilities and skills relating to youth involvement and non-discrimination.

*Progress markers:*

- All staff and young volunteers in the organisation, including management and governing board members, have received training on being youth-centred
- Service provider partners and partners involved in implementing programmes have received training on being youth-centred
- A diverse range of young people feel listened to and valued by the organisation

- Situational analysis of youth sensitivity and involvement applied across all programmes, at all stages of the programme cycle.

*Progress markers:*

- Programme staff demonstrate an understanding of the youth demographic, and youth marginalisation in their communities
- Programmes have an action plan for involving young people across programmes

- The organisation has in place ethical protocols for working with young people, including child protection policies, to protect staff and young people.

*Progress markers:*

- Staff and volunteers are trained and are implementing the child protection policy
- There is a clear procedure for reviewing the child protection policy periodically
- Young people know how to report abuse and where to go for help

- Adults and young people have mutually respectful relationships, and young people are entrusted with substantive roles in programmatic work.

*Progress markers:*

- Young people (including through advisory groups or networks) participate in annual planning exercises, budgeting and evaluations
- Strategic and annual plans include youth issues as priorities
- Young people feel listened to and their recommendations are acted upon

- Young people, including young volunteers can access programmes within safe and participatory spaces

*Progress markers:*

- Young people can access the organisation's services/programmes. Young volunteers are consulted and involved in evaluation to ensure that the spaces where information and services are offered make them feel safe and comfortable. Young people feel empowered by programmes and services. The organisation uses contextually specific indicators that reflect local young people's vision of what it means to be youth-centred.

*Progress markers:*

- MA staff and/or volunteers, including young people, have articulated a vision for being youth-centred in different programmatic areas: comprehensive sexuality education, youth-friendly services and advocacy
- MA staff and/or volunteers, including young people, have agreed on a set of key indicators across programmes with mechanisms for monitoring and review
- Markers/indicators include qualitative measures of young people's wellbeing and experiences of sexual rights, including their interactions with services
- Monitoring and evaluation systems disaggregate data to understand the situation for marginalized young people

- There is a youth-centred strategic business plan that integrates youth participation across the organisation.

*Progress markers:*

- The business plan incorporates social objectives, including programme elements
- Putting young people at the centre should be mainstreamed across the entire organisation. It takes into account power relationships within and between generations and understands transitions for young people through life as they grow up in divergent cultural and political contexts. Realising youth sexual rights will also include working with adults and improving the overall context for delivering sexual and reproductive health services
- Young volunteers help develop and are implementing the business plan, including the progress markers and indicators

## Follow up

Monitoring the program will ensure it achieves its objectives and ultimately helps you identify whether it is improving the experiences of young volunteers and your staff. To minimize the burden of preparing written products, we recommend following up via calls, email and/or regular meeting with youth group/young volunteers. Whatever the method chosen, ensure that key findings and solutions identified are documented. Examples of questions for young volunteers, managers/ staff and board members:



- Young volunteers: ask about achievements (e.g. ask for examples of how young people are making use of their new knowledge/skills/confidence), areas of concern, recommendations and required institutional support to continue the process. This should be a regular exercise, taking place at least once a year.
- Staff: ask about achievements, compliance with the original work plan developed with the staff/board, delays (and explanations), challenges and required institutional support to continue the process.
- Managers: ask about challenges observed, positive examples on how the program is contributing to improved quality (if any), areas of concern, required institutional support to continue the process.
- Board members: If there are (more) young board members, ask about changes in the process and outcomes of the board meeting and decision-making processes, areas of concern, required institutional support to continue the process.



## Qualitative evaluation

To evaluate the process and impact of the YCA you can use the following evaluation forms:

### Tool A. Evaluation form for young people (anonymous)

#### Role: young volunteers involved in the work of MA

1. Please score the following statements, according to your level of agreement
2. Provide additional comments about your experiences as a young volunteer in the program of the MA (what did you like, what could have worked better)

Components	Strongly agree	Partially agree	Partially disagree	Strongly disagree
Being a young volunteer has helped me to improve my capacity to work as part of a team of the MA				
The program has helped me grow				
Before participating in the programme, I was provided with sufficient information and I had time to consult my peers				
The program has helped me to increase my motivation to volunteer for the organisation				
The program was well planned				
I was matched with the right activities in the program				
The program could benefit other young volunteers in the organisation				
The program met my expectations				
The activities took me more time than expected				
I received the necessary support from the organisation/facility to participate in the program				
I would recommend the program to other young volunteers				
I have been given all the information related to the MA's policies, regulations, protocols etc.				
My role and responsibilities were clear and well described				
I felt safe to express my ideas and suggestions				

### Tool B. In depth interview staff/ managers (anonymous)

#### Role: staff member/ manager of program with young volunteers

1. What were the most positive aspects of program?
2. What were the most negative aspects (if any) of the program?
3. How young volunteers could gain more from the program?
4. What is the expected impact of the young volunteer program, in your view, on the overall work of the organisation?
5. Is there anything the facility/organisation could have done better to ensure smooth running of the program?
6. Would you recommend this program to continue?

## STEP 4. Sustaining and growing of youth participation int your organisation

In an ideal world, youth participation should get stronger with time, after making adjustments to incorporate feedback. However, scaling up is not always an option, due to resources, competing priorities and other factors. If you are considering how to sustain the existing program, scaling it up or letting the program go unsupervised, take into account the following:

### Taking the youth group/young volunteers to new activities

- Keep in mind additional costs –if you have a very new kind of activity, e.g. include young people as researchers, it is possible that scaling up translates into having to create a team for the coordination of the program.

### Letting the program go unsupervised

- Communicate your decision, the motivations for this decision and other measurements you plan to take to continue investing in young volunteers' participation, growth and quality improvement.
- Young people may decide to continue collaborating informally as they feel they have gained a lot from the process. If this is the case, ensure you provide as much support as possible, even if you are not planning to invest in monitoring and evaluation of these informal activities.

Barriers	Incentives
Desire to relax and "hang out"	Provide both space and time at the organisation for recreation, snacks, and talking with friends after school
Desire or need to work	Provide structured employment preparation, résumé writing and volunteer or paid work experience for young volunteers
Boredom or disinterest	Conduct an assessment of both participants and non-participants' activity interests
Transportation/Safety	Organize "buddy systems" of walkers
Family responsibilities	Remind families of oppourtunities for students to learn new skills

Source Harvard Family Research Project: Moving Beyond barriers: Attracting and Sustaining youth participation, 2004  
<https://files.eric.ed.gov/fulltext/ED483274.pdf>



## Finally, the journey over time

Positive progress towards achieving IPPF's new vision of youth programming can already been seen. IPPF and most of its MAs already have a lot of credibility internationally when it comes to serving young people. We need to capitalise on this image. In addition to our long history of serving young people, promoting young people's meaningful participation and recognising and advocating for young people's sexual rights, many MAs have already begun the process of institutionalising youth leadership. Young board members, members of the governing council and volunteers are already shaping a future for IPPF programming, and should be supported and encouraged to lead the process of taking the MA from a youth-friendly to youth-centred organisation

Here is a checklist with a summary of the elements that are needed to implement a YCA in the MA:

	<i>Elements of Youth centred approach</i>	<i>What needs to be done</i>
1	Young people and peers at the centre	Understanding of diversity and sexual rights of Young people Young people as drivers for change
2	Gender equity/sexual diversity	Cross cutting in all activities
3	Spaces for participation	Capacity building Participation at all levels Recruitment Career paths for young volunteers
4	Families and building supportive communities	Understanding the root causes of stigma and discrimination and harmful practices Developing thought leadership on age-based discrimination and young people's rights Building alliances Youth branding Positive communication about young people
5	Building youth-friendly services	Keys to youth-friendly services implemented Positive approach to sexuality and sexual rights Client centred without seeing young people as risk takers Lifetime approach to sexuality Recognising young people as sexual rights holders Focus on non-sexually active young people IPES youth-friendly services module Youth centred standards Training and values clarifications tools on youth sexuality and sexual rights Using innovative approaches and new technologies to provide services

6	Comprehensive sexuality education	From behavioural change to critical thinking and empowerment approach New empowerment and educational indicators and measurements of success Participatory teaching methods and critical engagement pedagogy New technologies
7	Advocacy and broader policy context	Young people as advocates Partnership with youth-led advocacy organisations Youth leaders setting advocacy priorities and leading coalitions Better connections between advocacy, Youth and sexual rights teams Addressing issues like age of consent
8	Organisational development	Increasing institutional commitment Supportive management and supervision Removing barriers to recruitment for young staff Creating clear support and career pathways for young staff New technologies for capacity building Active child protection policy
9	Financial management	Change in budgeting % core funding to Youth programming

## Some after-thoughts

- Changing is a complex process and needs to be clarified and communicated at all levels.
- It is a dynamic process and should have linkages between increasing coverage, keeping quality and increasing youth participation.
- Transforming and expanding youth programming needs to be based on learning how to scale up and on very efficient monitoring and evaluation.

## Further reading



[Participate: The voice of young people in programmes and policies, 2008](#)

[Choice: Meaningful youth participation](#)

## Example of an introductory session to a Youth-Centred Approach ( 2 ½ -3 hours)

### Aim:

To introduce IPPF's Youth-Centred Approach

### Objectives:

- Understand what IPPF's new youth-centred approach and its implementation mean within IPPF and the Member Associations
- Develop a common understanding and commitment to the most important elements of the youth-centred approach and its implementation
- Consider obstacles and challenges to implementing the approach and identify strategies and solutions to address these

### Agenda:

Time	Activities
25 minutes	Introduction to aims & objectives of session Where are we now: analysis of MA's approach to young people
30 minutes	Introduction of youth-centred approach
60 minutes	Working groups: what can we change in programmes/ activities, management
20 minutes	Next steps

### Participants:

Management, young volunteers, board members and programme staff  
Ideally the session should be co-facilitated by a young volunteer

## 1. Welcome

**Time:** 10 minutes

- Introduction of participants
- Introduction of workshop

### Steps:

- Getting to know each other exercise (if needed)
- Open the workshop and give a brief overview of what the workshop aims to do and for whom it is intended.
- Explain how the workshop will be conducted and that the participatory approach depends on people being willing to share their ideas and experiences. Introduce the background material. Explain the agenda. Answer any questions.

**1.2: Where are we now?****Time:** 10-15 minutes**Material:** flipcharts**Steps:**

- On flipcharts participants give examples of the MA's 'youth-friendly' approach in its programmes and how much young people are participating in the MA
- Discuss in plenary

**2. Exercise on young people as partners in programming****Aim:** To discuss how young volunteers and adults see each other as partners in the MA**Time:** 30 minutes**Steps:**

- Make two groups: ensure that there is a balance of gender and age
- The first group will have to mime the 3 main characteristics that are commonly attributed to adults by young people. The participants not taking part in the game will have to guess them.
- The second group will do the same, but representing the characteristics attributed to youth by adults.
- At the end of the exercise the facilitator highlights the fact that we make many assumptions about adults and young people.
- Facilitator should stress these key facts about making assumptions:
  - we need to be aware of when we are making them and;
  - we need to be careful that the assumptions we are making are not hindering our SRHR programmes with and for young people
- Discuss what youth involvement, youth participation and youth-adult partnership mean.
- Explore with the group what needs to be in place for equal partnership between young people and adults to succeed
- What are the characteristics they need to have in common; what is specific for adults/young people?

**For example:**

Adults	Young people	Both
Understanding of youth participation Inclusion in job description and induction in the organisation	Accessible facilities (computers etc.) Conducive management	Mutual respect Capacity building Clarity about roles and responsibilities

**Talking points:**

Usually there are many more ways for young people to be involved in an organisation than people have tried, and it can be useful to start thinking creatively about the many different opportunities organisations can make for young people to participate.

Make the point that participation is not about any one of these means, but about all of them. Different young people will be interested in being involved in different ways. While one young person might be happy to attend board meetings regularly, another one might only want the chance to give their views anonymously on services from time to time.

### Other things you can bring into the discussion:

- Different levels of youth participation require different levels of responsibility from young people and adults
- Some forms of youth participation are forms of tokenism and are not considered youth participation
- Young people have different timetables and obligations to adults, and may want to participate in different ways.
- Be clear on the required commitment and accompanied responsibilities in youth-adult partnership from both adults and young people.
- Youth participation requires a shift in power within the structure of an organisation
- Youth participation requires training because of the different experiences and knowledge of youth and adults.
- It is important to be clear with the young people and adults on what will happen to their input.
- Representation – it is a very common to undermine young people on committees by saying they are there because of who they represent, rather than because of what they can bring to the committee.
- Turnover is not a negative thing and change is a dynamic process. (More young people always coming in, keeps things fresh, means moving with the times, not a single aging group).
- Decision-making groups need to make clear why decisions are made so young people don't feel that things are going on behind their backs.
- The balance of power between different groups e.g. being honest about who makes the final decision and how much power the young people really have.

**Discuss:** What strategies do we use in our organisation to deal with obstacles of cooperation between people?

- How do we cope with difficult cooperation partners?
- What did we learn about policy, management, activities, and capacity building for the future?

Discuss with participants what challenges their organisations face in youth participation in policy making (being part of the board), programme development (having a say in what is going to happen) and implementation (being responsible for the activities)

- How do we encourage partnerships between organisations in networks for SRHR?
- It is not only important to take into account the needs and problems of young people concerning youth participation, rather it should be seen as a right and a benefit to make policies and programs more successful.

## 2.1 Introduction to the Youth Centred Approach

**Time:** 15 minutes

**Material:** power point, Handouts

### Steps:

- Short introduction on the role of young people in IPPF (policy/ values/ participation etc.); what is already there. (power point); Introduction of Youth-centred approach (power point); difference between youth friendly and youth centred (power point, handout)

Most MAs use three strategies of education, services and advocacy in their programmes for young people. What is often missing is the role of young people themselves. Youth participation is high on the agenda in IPPF and defined as a cross cutting issue in the new Strategic Framework. However, the recognition and appreciation of young people as individuals that are key to the implementation of youth programming is not explicit; the missing elements are young people who need to be understood in the context of their marginalisation in society, as well as the adults and decision-makers whose attitudes need to be changed to implement a rights-based approach successfully.

## 2.2 From programmes for young people to a youth-centred approach in practice

**Aim:** To gain understanding of the process of becoming more youth-centred and to become more aware of different strategies to do so

**Time:** 60 minutes

**Material:** Case studies

- Creating safe spaces for young people in the MA
- Working with the community
- Management

**Steps:**

- Divide participants into four groups; ask each group to discuss one of the case studies and do the following:
  - Identify how to make the programmes/management more youth-centred
  - Analyze the root cause of it not being youth-centred
  - Discuss various solutions
  - Propose a best solution
  - Determine 2-3 indicators for monitoring progress.
- Come back and discuss as a group
- Introduce assessment guide; divide participants and let them work on different parts of the assessment
- Give presentation; how to create a youth-centred business plan; benchmarks for progress

### Talking points as introduction

- An MA's starting point on this journey depends on the context. The internal context: history, mission, priorities, structures and resources, as well as the external context: political, economic, social and cultural factors, as well as the level of stability or conflict. For example, MAs may have started out as providers of modern family planning technologies and illness-related reproductive health services, mainly to adult women at one time. Rather than a well-integrated youth-focused programme, the organisation takes a project approach, often driven by donor interests about what they think is important to fund. Donor dependency often creates implementation problems, including with staffing, due to disbursement delays. There may not be as much learning across projects, and institutionalisation of project benefits and results is likely to be difficult. Every organisation has its own unique context, and it is important to understand it deeply in order to plan pathways for change that are appropriate for the context.
- Organisational change and development is a long-term, complex process that usually occurs in a complex, changing and often very challenging contexts. Using the checklist can help the MA discuss and identify how they are working, what they want to change, and to choose mechanisms that will help them along their development journey. This approach to thinking, planning, management, programming and change does not focus on one issue or target group. It is a way of working that promotes organisational development and activities that are holistic and integrated. This assessment underscores the importance of youth participation and youth rights. However, this is not possible if the organisation trying to make these changes does not have a useful way of examining how it is working, why it is working and what constellation of changes need to happen to become a sustainable, successful, rights-based SRH service organisation.

- Youth programmes need to be driven by the organisation, based on their organisational strategies and business models. Sustainability will be achieved when these programmes are designed in context. If they are designed globally, an in-depth adaptation exercise is needed at MA level at inception to adapt the objectives, indicators and activities. These exercises should be inclusive and participatory. This rights-based, inclusive approach strengthens all types of programming, keeping context and the participation of the direct beneficiaries at its centre.

Moving to a youth-centred approach is a complex process, which needs to be clarified and communicated at all levels.

- It is a dynamic process and should have linkages between increasing coverage, keeping quality and increasing youth participation.
- There may be a conflict between the how and where to transform organisational thinking to expand each of quality, coverage and impact.
- Transforming and expanding youth programming needs to be based on learning how to scale up and on very efficient monitoring and evaluation.

### 3. Next steps

**Aims:** to discuss with the participants the next steps for introducing a youth-centred approach and

- What needs to happen first– concrete action points?
- Who needs to be involved and how?
- What support is required?

#### Case studies (session 2.2.)

Case studies

#### Case study 1: *Creating safe spaces in a youth centred approach*

You are a volunteer of 16 years old. You are invited to be part of an advisory committee to organise World AIDs day. You attend the meeting and realise that everyone in the room is much older than you. You seem to be recognised as a 'new voice'. However, you feel that your ideas are being dismissed as unrealistic by staff and other more experienced youth volunteers.

- What are your dilemmas?
- What can you do to have your voice heard?
- What is needed to create a safe space for you?

#### Case study 2: *Working with the community using a youth-centred approach*

You are a staff member of the MA and project leader of a successful peer education programme. You hold a meeting with the peer educators twice a month. Today you want to have a meeting with the peer educators to work with the community to raise awareness and promote CSE in school. Some peer educators are not very happy about this because they fear that religious leaders and other stakeholder will turn against them. It also seems that they need a lot of support for this new task.

- What are the challenges the staff member faces in introducing CSE awareness?
- How could the staff member motivate the peer educators to get involved in the programme?
- What support do the peer educators need to work with religious leaders and other stakeholders?

### Case study 3: *Management of youth group*

You are the ED of the MA. Your youth group in your MA has been very successful. That the committed group works very well with the staff. Lately, however, the members of the youth group have become less dedicated and are leaving because they feel that there is no future for them in the organisation. This also has an impact on the staff and their work with the youth group.

- Which challenges are you are facing?
- What can you do to motivate youth group members to stay on?
- How can you keep the staff motivated?

### Case study 4: *Self-organized youth group*

You are a member of a youth group of 7 young volunteers. You meet twice a month and you usually work with the staff member from your MA. The youth volunteers are providing peer education and distributing Information Communication and Education materials. Now you have been invited to take part in the workshop for development of a new organisational strategy. You haven't received any agenda, you are not informed about your role and no one from the youth group has any experience in developing strategic documents. The group is also having difficulties in selecting the right representative and most of the members do not feel comfortable with participating at the strategy workshop. Up until this point, all the members signed up for activities if they were available and so far the group hasn't elected a representative – a coordinator.

- What would you ask from the MA staff?
- What would you suggest to other members? Should the Youth Group take or reject this opportunity?
- What kind of mechanism you would suggest to the youth group regarding the election of representative for the strategy planning or representatives for forthcoming events?

### Case study 5: *Motivating volunteers*

You are a young person who wants to apply for a conference, but you need a recommendation letter from your ED. Your ED recognizes the value of your work and agrees to recommend you as youth representative from your MA. However, the ED has one small condition. They say that if you are admitted to the conference, you will need to prepare a report for the other youth members; share the conference resources with staff and youth volunteers and take responsibility for organising the educational sessions on CSE for the next 3 months.

- What are the challenges you are facing?
- Which of the tasks that you need to implement after the conference are acceptable?
- What would you do?

### Case study 6: *Young people in decision making*

Young people should be involved in strategy planning, programme development, monitoring and evaluation reporting. You can start involving young people in developing the aspects of the programme that concern them and their peers. In providing meaningful participation, you need to take in consideration the following aspects:

- inform the youth group in timely manner about the process of programme development
- if they don't have previous experience, provide some capacity building
- be sure that they have access to all the background information as the other staff members
- leave some time for the youth group to reflect and develop its opinion so the elected representative represents the collective voice of the group
- inform them that they are equal participants and not external observers and that the decisions about the programme will be reached in consensus

### Work plan after assessment exercise

	Activity	Responsible	Time line
<b>Programming</b>			
Safe spaces			
CSE			
Services			
Working with the community			
Advocacy			
Other			

<b>Management</b>			
Institutional commitment/policies			
HR			
Capacity building			

Goal: e.g. Increase participation in governance of MA	Activity: e.g. Increase number of young board members
How will this goal benefit young volunteers/MA?	
What are the challenges?	
What is the step-by-step approach to achieving the goal?	
What resources are available?	
What is the timeline?	
What is the responsibility of the young volunteer in making this happen?	
What is the responsibility of the MA in making this happen?	



# MODULE 6



## Moving forwards; MA to MA coaching and collaborative learning

Staff/volunteers of MA who are selected to support and coach other MAs to introduce /increase/improve a Youth Centred approach and Youth Participation.

### Introduction

EN has decided to set up an internal system to encourage MAs to support each other on the journey towards youth participation and a youth-centred approach that suits their organisations. Selected MAs will be the peer supporters/coaches to other MAs.

Most coaching takes place in a one-to-one relationship and is face-to-face. Group or team coaching is an emerging coaching field on which only a few studies have been conducted. In group coaching, the coach manages the session well and a collective synergy emerges. The group synergy can often be at its best when a group is composed of diverse and aspirational participants willing to learn and develop their shared values. Group coaching helps participants to become aware of their own experiences and work in youth participation in your MA both by thinking out aloud in a group and by listening to others' stories and experiences. Collaboration offers the best space for reflection. It makes people more creative, enhances reflection and encourages ideas to emerge. In this toolkit, you will find some examples of group coaching that may be useful for your MAs who will collaborate to enhance the YCA in your organisation.

The alternative methods of group coaching in this tool can be excellent mechanisms to discuss things that may be affecting the structures and many staff and young volunteers. For example, when there are issues of demotivation, and important institutional changes need to be made to improve youth participation.

Collaborative learning needs to be managed and organised by the leader of the coaching MA in collaboration with a contact person in the MA that is being coached.

All the modules in this YCA TOOLKIT will help you in the coaching process.

Explanation of terminology used:

<b>MA Peer coach:</b>	staff member of more experienced MA who coaches another MA
<b>MA Peer coachee:</b>	staff of less experienced MA that is coached by MA peer coach
<b>Peer Coach MA:</b>	MA who will support/coach another MA
<b>Peer Coachee MA:</b>	MA that will be coached by Peer coach MA
<b>MA to MA Peer coaching:</b>	structured/systematic process of coaching between MAs

*This module includes the following sections:*

- What is peer coaching and what does it mean for MA-to-MA support?
- Competencies of the MA peer coach and MA peer coachee
- Process of MA-to-MA coaching/support
  - One-to-one
  - Group coaching and collaborative learning

## 1. What is peer coaching and what does it mean for MA-to-MA support



We know the word coaching is not completely new to anyone. Any sports follower, for instance, will have come across this term multiple times. Athletes, footballers, cricket players and any other sports person often have coaches that guide the individual or team towards their objectives and beyond. Have you ever wondered why they are called coaches instead of teachers, trainers or supervisors?

Let's start with a definition of coaching, but we first need to acknowledge that coaching is a learning field, in constant development, and so definitions continue to evolve:

*Coaching assists a client to bridge the gap between where they are now, to where they would like to be. It helps coachees to raise self-awareness with powerful questioning techniques, so they can clarify what they truly desire and who they are at their core; it helps them to create practical, step-by-step action plans to reach their objectives; provides constant support through any changes or obstacles; offers tools, techniques and strategies for the coachee to create lasting change and success.*

The coaching process is a journey, guided by clear objectives and tasks, that will help to bring the coachee from point A to B in his/her professional capacity. Other outcomes often self-reported by beneficiaries of this process include:

- Increased self-efficacy: belief in one's ability to succeed in specific situations.
- Increased resilience: capacity to plan for, adapt to, respond and recover from changes in circumstances.
- Increased motivation: positive attitude to implement specific actions.
- Improved team relationships: as a result of the changes at the individual level and the capacity to empathise with others in the team.
- Decrease in the need for external validation combined with an increased capacity to self-assess areas of improvement.

### Key principles of coaching

Coaching is a planned process. It includes a step by step approach, with structured sessions that include reflection backwards and forwards. It needs to focus on learning and a positive advancement. To be effective, coaching requires a conducive environment and must draw on a range of disciplines, including educational science, business science, philosophy, sports psychology, positive psychology, ethics and neuroscience. The following are key principles of coaching that, regardless of the definition you use, must be followed to ensure the best results:

- **Use of a learner-centred approach: as mentioned above, coaching leads to a learning process.** Learning, however, should not be understood in a traditional, old-fashioned way i.e. as a process of acquiring or memorising information. Learning requires the acquisition of cognitive tools but also skills to explore, perform, reflect, analyse and participate. Learner-centred approaches allow coachees to actively participate in learning processes and encourage distinctive learning styles. Because learning can be seen as a form of personal growth, students are encouraged to make use of reflective practices to think critically about their own lives.
- **Use of a collaborative approach:** all parties involved are aware that the success of the process requires common objectives, sharing and regular communication to achieve the desired results. Working on isolation, avoiding exposure to others' views or insisting on imposing one-sided solutions to complex real-life situations will lead to failure in a coaching relationship.
- **Accountability:** the coach and the coachee commit to specific tasks or practices and are committed to being answerable to each other for those commitments.
- **Safety/do not harm:** a coaching relationship cannot work if any of the parts involved fear negative repercussions from the process e.g. after sharing information about their areas of improvement or challenges. Ensuring privacy and confidentiality of the information exchanged during the process –as well as clarifying instances when confidentiality cannot be maintained (e.g. illegal actions), and ensuring a horizontal

communication coach-coachee will support the creation of a safe space for coaching to operate successfully. In addition, safety is about ensuring coaches and coachees set and maintain clear, appropriate and culturally sensitive boundaries with regard to physical and virtual interactions.

- **Consent:** nobody can be forced to participate in a coaching relationship. Both coaches and coachees need to understand and explore the benefits of this process before committing to it.

### How does coaching differentiate from other interventions to support MAs?

	Emphasis / Focus	Relationship	Approaches	Outcomes
Training	Development of new skills Short term focus and input Refreshing old skills Technical or 'soft' focus	Highly transactional Short term few days 'Teacher and pupils' scenario Ownership is with trainer to impart skills	Trainer as expert Expert knowledge Trainer led Activities, discussions, role play, exercises Support primarily at time Objectives identified as start of session and coaching intervention	Increased skill set Increased confidence in using skills Not always a plan of how to apply skills
Supportive supervision	Develops competences and capacity to comply with set standards	Ongoing	Supervisor as an expert Observation of activities implemented by the supervisee to provide recommendations for improvement Establishing performance indicators and regularly following them up	Improved competences Higher performance
Orientation	A process for new employees (or all employees, when there are drastic changes in structure/strategic vision of the organization), aimed at sharing the basics of the organization (mission, vision, main programmes and projects), structure/accountability and management lines, policies, protocols, benefits, health and safety standards, among others.	Short-term, often a series of activities when an employee is recruited.	Face to face meetings with different members of the organization Lectures, reading Observation of activities/services	Increased understanding of the organization

Coaching	<ul style="list-style-type: none"> <li>Develops existing skills</li> <li>Develop confidence</li> <li>Longer term focus and input</li> <li>Considers 'how' to achieve something</li> <li>Developing person not skill</li> </ul>	<ul style="list-style-type: none"> <li>Longer term, more transformational</li> <li>4-6 sessions for 1-2 hours</li> <li>Ownership of actions is with learner</li> </ul>	<ul style="list-style-type: none"> <li>Learner as expert</li> <li>Learner with expert knowledge</li> <li>Questions and exploration by coach</li> <li>Experience, scenario, options and metaphor based</li> </ul>	<ul style="list-style-type: none"> <li>Increased application of skills</li> <li>Increased awareness of behaviours and impact</li> <li>Increased options of approaches</li> <li>Plan of approach often present</li> <li>Increased confidence</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>Mentor sharing their experience with learner</li> <li>Longer term development focus</li> </ul>	<ul style="list-style-type: none"> <li>Long term relationship</li> <li>Can be lifetime relationship</li> <li>Transformational</li> <li>Ownership with learner</li> </ul>	<ul style="list-style-type: none"> <li>Mentor as expert</li> <li>Mentor led</li> <li>Questions and exploration by mentor</li> <li>Experience based</li> <li>Evolving agenda over time</li> </ul>	<ul style="list-style-type: none"> <li>Increased clarity on direction, career, role or life</li> <li>Increased awareness</li> <li>Mentee led plan</li> <li>Increased confidence</li> </ul>

### How does this approach apply to MA-to-MA coaching?

Traditionally, MAs train or give workshops to representatives of other MAs to help introduce a new programme or intervention. Training focuses in the development of new skills or refreshing old skills. Training activities often last for a time-bound short period of time. They generally involve an expert, who leads the training activities (discussions, role plays, hands on exercises) and a group of trainees/pupils. In the MA-to-MA approach, training and orientation workshops have a place, but coaching goes beyond that one-time intervention.



It is a longer-term commitment of two organisations to work together to improve the approach, strategies and skills needed for the given objectives. One organisation - the MA peer coach - is a representative of a more experienced organization, whereas the MA peer coachee comes from a less experience organisation. MA Peer coaching programmes require the interaction of three key stakeholders:

Both the peer coach and peer coachee are members of two different organizations who commit to interact in an equal but transformational relationship.

MA Peer coaches, MA coachees and organisations provide input (resources, knowledge, experience, partners), needs and priorities into the equation. However, the intervention must always centre on how to ensure that the process leads to improved delivery of high quality youth participation mainstreamed in the coachee organisation.

## Peer coaching and support is about changing your mindset

To get involved in the coaching initiative requires a change in mindset of coach the coach and the coachee. It includes collaboration, provides for more rapid and effective sharing of innovation and good practice, and quickly captures information about the MA coachee's aptitudes and progress. It includes an equal relationship between coach and coachee whereby the MA coachee approaches problems and gaps in their working their own way, grasp ideas at their own pace, and respond to multiple forms of feedback. Effective twenty-first century peer coaches cultivate the individual sense of wonder of coachees and inspire them to explore different applications for the knowledge and skills they have learned.

## 2. Competencies of MA peer coaches and MA peer coachees



What competencies do you need as MA peer coach and a MA coachee to help introduce and improve YCA

MA Peer coach	MA peer coachee
<b>Attitudes</b>	
Be willing and motivated to support other MAs	Be willing and motivated to learn from other MAs
Be aware that one's own experiences, attitudes, and behaviour influence the way you organise youth participation in your organisation	Be aware that one's own experiences, attitudes, and behaviour influence the way organise youth participation in your organisation
Have a positive attitude towards youth participation and a YCA	Have a positive attitude towards youth participation and a YCA
Trust that the MA is willing and able to make changes towards a youth-centred approach	Be willing to make your MA a more youth-centred organization
Understand and respect the many different perspectives relating to youth participation	Be open and respect the many different perspectives relating to youth participation
Be willing to explore and address personal /professional / organisational deficits of youth participation	Be willing to explore and accept personal /professional / organisational deficits of youth participation
Be willing to ask for help/accept advice	Be willing to ask for help/accept advice
Other	
<b>Skills</b>	
Be able to search and assess existing materials and methods and evidence-based information and research with regard to youth participation and YCA	Be able to search and assess existing materials and methods and evidence-based information and research with regard to youth participation and YCA
Be able to translate organisational experiences in useful advice for other organisations	Be able to translate lessons from other organisations to your local context
Be able to give accurate evidence-based information in a positive way	Be able to accept evidence-based information

Be able to create and maintain a safe, confidential, inclusive and enabling environment for the coaching process	Be able to create and maintain a safe, confidential, inclusive and enabling environment for the coaching process
Refrain from imposing personal views, assumptions, and beliefs on coachees	Refrain from imposing personal views, assumptions, and beliefs on coaches
Respond appropriately to provocative and challenging questions and situations	Be able to formulate critical questions
Be able to work as part of a multidisciplinary, diverse and intergenerational team	Be able to work as part of a multidisciplinary, diverse and intergenerational team
Be able to translate feedback from MA Peer coachees and the Peer coachee MA into improved action	Be able to give supportive feedback
Other:	

Knowledge	
The mission, vision, main policies, programmes and processes or your coachee's organisation	The mission, vision, main policies, programmes and processes or your coach's organisation
SRHR of young people and their evolving capacity to make decisions	SRHR of young people and their evolving capacity to make decisions
Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)	Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)
Have knowledge of child protection policy and other important policies	Have knowledge of the determinants of sexual behaviour of young people in your context
Be knowledgeable about useful and up-to-date materials, methods, and sources for YCA	Be knowledgeable of the national youth statistics and context

**Coaching with a focus on performance vs. learning.** Becoming a youth-centred organisation is a process of action, making mistakes, starting over again, being frustrated, insecure and happy and confident. As a peer coach you can approach this process in two ways:

- Focussing on performance: it is about reaching a set of criteria for implementing a youth-centred approach
- Focussing on learning: it is about how you can learn to transform your organisation into a youth-centred MA

Of course, there is some overlap in the two approaches. If you approach the peer coaching as ensuring performance and quality you will set criteria of knowledge, attitudes and skills that the provider needs to achieve. But if you approach the peer coaching relationship as a journey of learning, you also want to achieve quality, but you focus more on supporting the youth peer coachee to overcome personal challenges as a positive way to move forward.

If you focus more on performance, the MA coachee needs to show what he/she can already do successfully; failure is not seen as something positive; this often has a negative effect on less confident peer coachees. This can trigger self-defence mechanisms from your coachee, such as trivialising and even hiding or lying about mistakes.

If you focus more on learning, the MA coachee will be less scared to share his/her mistakes. Mistakes are not seen as a step backwards, but as a way to move forward. Without mistakes, no progress can be made!

### 3. The process of MA-to-MA coaching

The process of MA-to-MA coaching can take different forms:

- MA peer coach with one representative of MA peer coachee
- MA peer coach/es with group of representatives (staff, board, young volunteers) with representatives of peer coachee MA

Every peer coach will have his/her own way of working. What they have in common is that the process of peer coaching is not just about asking or receiving advice. It is a structured and transparent process, supported by the facility or organisation you work with, that helps you to understand your practices, motivations and barriers, and change them. Organization of the peer coaching scheme.

Introducing a peer coaching scheme requires, as for any other program, to follow a program cycle approach, where organizations invest time and resources in design, implementation, monitoring and evaluation and scaling up/down. These phases are not always executed one after the other (e.g. You monitor, at the same time that you implement) and the tasks proposed under each are flexible, according to your needs and context. Here is a snapshot of your journey as organizations involved in introducing a peer coaching scheme –then, we provide an explanation of each step: (see Annex 1 Terms of Reference: example from the MA to MA peer coaching project 2019)

The steps include:

1. Start- up coaching initiative
2. Preparation: Self -assessment and first SKYPE call
3. Face to face visit
4. Structured coaching SKYPE calls
5. Concluding coaching scheme

#### 1. Starting the initiative

##### Finding your motivations to start the peer coaching program

Peer coaching is not a miracle solution to strengthen YCA. However, it offers you the opportunity to work towards a more democratic, equal and youth centred organization. Peer coaching works as a complement to other proven mechanisms to support the professional growth of staff and volunteers of both Mas involved. Many MAs have written policies on capacity building and training of its staff. However, how this will be implemented depends often on the internal organization culture and management styles. While there are no rules written on stone about when is the right time to introduce a peer coaching scheme, the culture of management of an organization will be supporting or challenging the introduction of a coaching programme. The following elements and management styles in the culture of the organization will motivate and support / or give barriers to the introduction of such a scheme:

Supportive elements	Barriers
<ul style="list-style-type: none"> <li>- The MA is committed to support the introduction/improvement of the YCA</li> <li>- All staff members and volunteers are treated equal and can be involved in the process</li> <li>- The MA is able and willing to assess the status of YCA in the organization through objective</li> <li>- The organization is willing to invest time and human resources, to the extent possible</li> <li>- There is a culture of belief that team work within the organisation will benefit from a YCA</li> <li>- The organisation feels responsible for the wellbeing of their staff/young volunteers</li> </ul>	<ul style="list-style-type: none"> <li>- The board makes decisions and exercise power over staff/young volunteers</li> <li>- Training plans are made by manager and focus mainly on performance and outputs of the MA</li> <li>- The results of the MA (e.g. number of beneficiaries ) are more important than the process of the programmes</li> <li>- There is a lot of bureaucracy with fixes standards and procedures</li> </ul>

## Questions and decisions to make regarding a peer coaching scheme

Is the peer coaching program time-bound? Apart from the face to face first visit, a coaching session should take up to maximum 45 minutes/one hour. It is recommended to establish a start and an expected end for the peer coaching process. However, that does not mean, necessarily, setting a fixed date to close the program. Flexibility is a must! Peer coaching relationships entail the identification of needs/gaps by the coachee, through the self-assessment of the MA coachee, and the development of a joint work plan coach-coachee to address such needs. That means, that the peer coaching relationship will come to an end when both parts identify that the objectives set have been fully or at least partially achieved and that the coachee has enough tools to continue his/her growth journey without additional support. Having said that, it is possible that keeping such flexibility translates into challenges for the organization, as a coach-coachee can agree on a 3 months collaboration plan, with one SKYPE call per month, while other coach-coachee may decide they need 9 months, with one SKYPE call every three months ( or more), depending on what issues they need to change/implement.

**Tip:** Set clear expectations from the beginning, giving MA coach-coachee a minimum and a maximum length to work on the process.

Who will be involved?

### Generating buy-in

Peer coaching may be new for your MA which means not everyone would be on board. Some people in both the coach and coachee MA may doubt the benefits of this program to strengthen YCA or have concerns about the sustainability of the idea. Below, some tips for generating interest and commitment towards peer coaching: Organize consultation meeting/sessions to share the motivations and objectives of the peer coaching programme and get feedback. Meetings may have different objectives according to the target audience. A session with board or senior staff may be focused on ensuring support, financial and human resources and commitment to sustain the programme. A session with the board and management may be focused in helping them to understand how the investment in peer coaching will translate into better services/health outcomes for youth beneficiaries and listening their views. This is true both for the coach and coachee MA. For the coach MA it will enhance the credibility and the status of the MA and is therefore worth the investment. For the coachee MA it will give an opening for new ideas and programmes. A session with young volunteers can be focused on explaining, in more detail, how the program works in practice and ask for practical recommendations.

### Costing the scheme

To establish the cost of the program, take into consideration salaries, incentives offered (if any), travel cost (during the face to face visit, refreshments (e.g. for group activities), A simple budget matrix can help you plan for the costs –Note: involve a finance person, if needed, to ensure accuracy; human resources can also offer guidance about salary costs e.g. daily rate of the coach and coaches.

### Plan for the unexpected

You may be wondering, what could potentially go wrong when implementing a peer coaching program. Well, some unexpected things can come up –positive or negative-, and as an organization, you must be prepared to cope with the situation

### Make everyone in the MA aware

Once the programme is ready for start, make everyone in the organization, also those who will not be directly involved are aware of its existence, and the terms and conditions. That will help transparency and set clear expectations.

## 2. Preparation

Both the MA coach and MA coachee need to prepare themselves.:

They both have to read modules 1-5 of this TOOLKIT

They both need to reflect on:

- What experiences and learning they can bring to the coaching relationship
- What their own expectations for the relationship are
- Whether there any obstacles that could impede the relationship's development

The MA coachee need to fill in the [Self-assessment checklist](#) (module 5)

### Getting acquainted (by phone or Skype)

Building rapport in coaching is firstly about really wanting to be there with your coachee and then simply listening at the deepest level in order to understand them; their values, wants and needs. This enables you to enter their world; you can talk their language and help them move forward. Developing a relationship of trust and ensuring an equal relationship with your coachee takes time. The first meeting online is important to get to know each other.

During this first session both parties can start working on the following issues as preparation for the face-to-face meeting:

### Understanding and agreeing on areas for growth developing objectives

You can use the why-why why technique to think of doable objectives that can be translated in future solutions. For an effective coaching process, you need to understand the root of problems in your implementation of YCA or the lack thereof.

It is important to look at issues in depth before setting objectives. The final objectives need to be agreed upon during the first face-to-face session. It is better to address one issue thoroughly than trying to address all issues at the same time. When the MA comes up with an issue they want to address, the coach MA can ask at least three times why this is an issue before you decide jointly to set it as an objective. In this way you can help to unpack the issue and then develop a feasible objective to work on.

### Developing objectives

When developing objectives you need to consider the following. An objective needs to

- Be based on the assessment
- Refer to a problem that can be addressed though coaching. There is a difference between a restriction and a problem:
  - Restriction: is something that is not in your control: the weather, your boss, the government
  - Problem: e.g. how to manage YCA; communication between manager and youth group
- Include, thoughts, feelings and behaviour:
  - how do we create opportunities; develop the potential as a good YCA manager
  - We want to be more resilient: how to navigate in difficult /discussions between adults and young people
  - How do we deal with negative attitudes among some staff members towards sexuality of young people
  - How can the board be more motivated to sustain a YCA in the organization

## Introduction of log books

Both the peer coach and coachee receive logbooks to develop objectives and objectives the peer coachee wants to work on with you (see Annex 3 for an example log books with objectives)

The logbooks need to be discussed and should ideally be filled in by both parties. They can be finalised during the first face-to-face meeting.

## Making agreements for collaboration

During the online sessions, the face-to-face meetings should be agreed upon. The two parties also need to decide jointly on how many meetings they will have and how often, both face-to-face and online.

## 3. Face-to-face meeting

During the face-to-face meeting, the MA coaches and MA coachees will

1. get better acquainted with each other and the work of the MAs
2. Formalise ways of working together
3. Agree on objectives to work on together
4. Set priorities
5. Decide on first steps
6. Make future plans

## Issues to discuss during the meeting

During the meeting the objectives and realistic outcomes for the coaching process need to be finalized together. Questions that can help you during the face to face meeting include:

Which of the problems do you want to work on?

- What does this problem mean to you?
- What have you already tried to change?
- What was helpful doing that? How did it help you to improve/change?
- What would you like to do differently?
- What would make our discussions worthwhile?
- What do you want to change/ what is your objective?
- How would you know that you are changing in the right direction?
- How would you know you have achieved your objective?
- Which small steps do you need to take to get there?

You can also discuss the Motivation and Confidence of the MA coachee.

Ask: On a scale from 1 to 10, one is being not motivated at all to change to 10 being willing and open to do anything to achieve your objective; how motivated are you at this moment to change things so you can effectively address your problems?

Confidence Scale

On a scale from 1 to 10, one is having no confidence at all to change to 10 being very confident that you can achieve your objective you are here for; where would you put yourself?

(See Annex 4 for Example of face to face visit agenda and follow up)

#### 4. Continuing the coaching process after the face-to-face meeting

Because of geographical and financial constraints, face-to-face coaching cannot continue indefinitely. Skype is an excellent alternative. Decide together how often you want to work together; once or twice a month. These SKYPE calls should be well structured and go beyond asking how things are going.

##### Example of a structured coaching session (face to face or online)

Once the objectives and objectives have been set, the coaching process can begin. Based on the objectives, you can set out a plan with priorities. Your coachee has logbooks to fill in before and after the session. It is good to discuss these logbooks and use them as the basis of your sessions ([Annex 3 Examples log books](#))

You have your own logbook to ensure an effective structure and 'flow' in your sessions. They will help you to evaluate your sessions and prepare the next session to ensure you are achieving the objectives and objectives of your peer coachee.

You can use the GROW model (Objectives, Reality, Options and Will) as a way to structure the session with your coachee and sequence the questions to ask and maximise progression.

##### The GROW approach uses the following stages:

1. Objective setting; setting objectives for the session bearing in mind the long-term objective for learning
2. Reality checking: Questioning and exploring different aspects of the situation/progress made so far
3. Options: exploring with the coachee different strategies or action the coach can do towards the objective
4. Ending the session with a structured solution as a step in the right direction involving what is to be done, by when, with whom and, importantly, with the will to do it.

Another model you can use during the coaching (SKYPE) meetings is OSKAR

##### This model follows the following steps to discuss together:

O – Outcome What do you want to achieve today? What do you want to achieve in the long-term? The 'Future Perfect': Suppose that the problem vanished overnight – how will you know tomorrow that the transformation has happened? How will others know? What will you be doing? Suppose the new process was instantly implemented. How would it look?

S – Scaling On a scale of 0 to 10, with 10 representing the 'future perfect') and 0 representing the worst it has ever been, where are you on that scale today? You are at a particular number ('n') now. What did you do to get this far on the scale? K – Know-How and Resources What helps you perform at 'n' on the scale, rather than 0? When does the outcome already happen for you? What did you do to make that happen? How did you do that? What did you do differently? What would other people say you are doing well?

A – Affirm and Action What is already going well? What is the next small step? What would you like to do personally, straight away? You are at 'n' now – what would it take to get you to 'n' + 1?

R – Review What is better? What did you do that made the change happen? What effects have the changes had? What do you think will change next? How would you know you had got to 'your number plus one' on the scale ('n' +1)?



### Tips for the coach MA:

- Do not assume that everything you ask can be done, especially when it comes to extra work. Accept that a peer coachee cannot do everything. Being a kind peer coach means that you peer coachee will feel happier to implement YCA, and guilt feelings do not help.
- Give feedback in a positive way, also called 'feedforward, to help your coachee what he/she could do differently and how the peer coachee can contribute to that. With that you put the view of the future in the past and make more use of your coachee's strengths.
- At the outset of the coachee-coach relationship you ask permission to be able to do this.
- Listen and show that you are listening; Listening is key and this means listening at levels which includes not being afraid of using your intuition. But it is not enough to just listen and understand and be there with your coachee – they have to know that you are. So use active listening techniques to selectively feedback what you are picking up. For more information on active listening in coaching see <https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/>
- Talk your coachee's language: Once you are tuned into your coachees you can start to speak her/his language. This is about picking up on your coachee's words and phrases and using these selectively in your own dialogue. This should be feel natural if you are in rapport.
- Listen to establish 'where' your coachee is in your dialogue: One key factor to being in peer coaching is ensuring that you are at the same 'level' of communication with your coachee. To be in rapport we need to be at the same level at any one time – rapport will not be built for example if we start exploring feelings and emotions with our peer coachee if they haven't even got to the stage of exchanging facts and information.
- Provide affirmations: When you tune into your coachee and really know where your coachee is coming from you can pick up their strengths, qualities, attributes. Let them know what you are seeing. Often people cannot see their own qualities and it can be immensely powerful in building your relationship if you accurately feedback some strengths that you are observing.
- Give open and honest feedback: Remember integrity, honesty and openness are all qualities of a good coach. Remember the rules of good feedback stating how you feel rather being judgemental.
- Understand and use these tips for the coaching sessions and you will find a real opportunity to improve the relationships you have with your coachee

### Tips for the coachee MAS

- Asking for support/feedback: The most crucial element of successful peer coaching is an open and honest communication between you as a peer coachee and the peer coach. To ask for help is not always easy. You may not be aware of a problem or shy to ask out of fear of being judged. To start the communication with the peer coach, your question for support should not be too general. It should be a question that is of personal concern (why do I keep ending up in a situation like this, where I . . . ., etc.); The peer coach may ask you; Why is this question important to you?' Or: 'What do you want to learn (about yourself)?' Next, you and your peer coach can discuss what kind of peer coaching method would suit you best.

The peer coach can ask you to come up with examples/case studies to formulate your question in a different way: Present your problem as a case study/example:

- that happened recurrently or will do so soon;
- is happening regularly
- is work-related;
- is a puzzle to you;
- gives you an opportunity to learn;
- is one in which you is an active player.

**Ask general questions:** There is a difference between technical, emotional and aspirational questions

- technical: What do we do well/what should we not do anymore?
- emotional: How can the board feel more comfortable working with young people work: e.g. not to judge certain sexual behaviour I dislike
- aspirational: What was your MA able to do when you were at my stage/position?

**Some tips:**

- Try to keep in mind what you want to achieve
- Make a difference between technical issues and emotional reactions
- Keep it simple; unpack complex situations
- Receiving Feedback: Receiving feedback is not easy. You can feel threatened by it. If you have a good relationship with your peer coach and he/she treats you with respect and kindness, you will find it probably easier to listen to his/her feedback
  - Be open to feedback and try to understand it; look at it as a learning moment
  - Listen carefully and if necessary ask for clarification
  - Don't get defensive and don't see it as an attack
  - Ask yourself (check) how useful the feedback is
  - Feedback can be positive, be happy to receive a compliment
  - Thank your peer coach person for his/her feedback

How to ensure you get the best out of your relationship with your peer coach

- Ask questions when your peer coach tells you something you don't understand
- Ask your peer coach not just to tell you things, but show them as well
- Accept responsibility for your mistakes
- Always ask and accept feedback
- Share success stories with your peer coach; it is not just about problems/mistakes
- Make notes ( use logbooks)
- Ensure your relationship with your peer coach is two-sided
- Always show up at SKYPE meetings with your peer coach

## 5. Concluding the coaching process

You may both agree that you have come to the end of your mutual journey; your work objectives and learning objectives have been achieved. There can also be other reasons you want to end the peer coaching relationship: You are no longer happy with the peer coaching because of personal or professional reasons. Be sure that you don't end the relationship because you don't like the feedback. If you decide to end the relationship here are some tips

- Be transparent and direct; tell why you want to finish it. If you discuss it with kindness, you don't need to worry about whether the peer coach will be upset. You can explain what has been valuable for you but what more you want to learn elsewhere
- Disengage with kindness and gratitude: emphasize the positive parts of the process and be thankful
- Keep the door open; you may want to talk //contact your peer coach again in the future

See Annex 4 extra tips for coaching

## Alternative ways of coaching:



### **Inter-Vision**

InterVision is a sort of 'group reflection' – it has a long tradition in the Dutch community and is widely used by managers, staff experts and professionals in very different disciplines. InterVision has become embedded in the minds and hearts of coaches.

What questions have you heard recently that made a decisive impact on your work? Good questions can bring about change far better than any answers you might get. InterVision is about asking and receiving questions from colleagues about your work. It can help you to make fast, targeted changes in your life and in your organisations. InterVision gives you insight into how you behave at work and what you can do to improve that. You do this by asking constructive questions. Knowing how to ask helpful questions is also useful in other aspects of work.

InterVision is based on the idea that you alone are ultimately responsible for your own behaviour. You learn to look differently at yourself, at what you do, and search for things to improve. In InterVision, you take charge of your professional development, your expertise in your field, the way you work with others and your personal performance.

InterVision fits in our peer-centred approach to coaching. It is more than swapping work experiences, giving advice and solving known problems. Good InterVision dares to go one step further, to the level of self-reflection and research into underlying views and behavioural patterns – the hidden drivers behind the things that confront people and subconsciously keep on acting out in their lives. If you can reach that level, you really can change and grow.

A group of five to eight participants unravel a problem submitted by one participant, the case provider, by asking questions. The participants try not to come up with solutions, but by asking questions, encourage the case provider to think up his own answers. The questions should help the case provider develop new ways of thinking, gain insight into his own case and, through these insights, develop new and alternative solutions.

InterVision is fundamentally different from supervision: In supervision the emphasis is not just on learning from one person and is not about the future. Supervision is led by a supervisor, someone who has a different relationship to the person being guided, either because they know more about the issue or because they hold a higher hierarchical position. This is unlike InterVision, where relationships are equal and where you work as a group.

## How does it work?

It is a systematic process:

- One participant, the case-provider, brings in a case - a situation that was problematic, where they were faced with a dilemma that had to be solved.
- Other participants ask questions to clarify the situation but mainly to help them to think critically about the situation and what happened. Participants cannot ask the case provider how the case was solved. When they investigate the issue, they need to go through a number of levels: personal, emotional, factual, underlying patterns and drivers of behaviour of the case provider.
- Participants help the case provider to discover and clarify their views in order to grow personally and professionally. The case provider is helped to inspect their own strategy, while maintaining a distance from the actual situation, to get to know their patterns of behaviour. The case provider is encouraged to experiment with their newly formulated behaviour in daily practice. The deeper the case provider reaches to uncover their underlying values and opinions, the more sustained the impact of the InterVision will be on them in terms of change.

- Finally, the case gets discussed in terms of the case provider's professional and personal views. What views underlie the diagnosis? How can I explain them? What do they mean and what is their effect on my specific situation? What assumptions about the profession, me and others became clear in the case discussion? When did things become uncomfortable for me? The specific situation is a tool for learning how to recognise our hidden drivers. These drivers form the behaviour that repeats itself in patterns and influences our way of thinking and acting without us noticing. This is not only useful for the provider but also for all participants of the group.

### The methodological phases of InterVision/ Balint method

Phase 0. Preparation of the case (question) and method.

During the InterVision session

Phase 1. The case provider conveys an image of their role in the case situation.

Phase 2. Analysis of case provider's working style and background (hidden drivers).

Phase 3. Case provider lists the insights gained through the case discussion.

Phase 4. Case provider formulates a new working method or behaviour (action plan).

Phase 5. Reflection on the InterVision session.

#### Important issues to remember:

- The case provider, their case question and their (problem) behaviour are central, not the case itself.
- Focus not on coming up with solutions but on helping the case provider to obtain insight.
- Ask constructive questions and avoid making implicit judgments.
- Help the case provider discover his hidden drivers and make them more explicit.
- Make sure that everyone is an active participant (no free riders).
- Pay attention to non-verbal signals.
- Frequently check if 'we are going the right way'.
- Disruptions/urgent matters always come first.

#### Reflection on the InterVision session:

- What insights did the case provider gain and what will they do now?
- What insights did the participants gain and what will they do now?
- How did the InterVision method contribute to the process?
- How did the facilitator help?

From: InterVision: Dialogue methods in action learning. Monique Bellerose  
Inez Kohlmann 2016 Vakmedianet, Deventer, The Netherlands

## Using modern technology

- While most people would agree face-to-face coaching is a crucial component of learning, virtual or online support and coaching may give them the confidence to ask questions they would not have felt comfortable exploring otherwise.
- Seventy to ninety percent of job knowledge is acquired through informal learning, and that's how the benefits of e-coaching can transform people. Capturing informal learning opportunities through short coaching sessions online allows new experiences to take root.
- It also allows the coachee MA participants to create a personalized learning path. Connected through digital channels, peers can experience this support and insight in minutes or hours rather than in the days or weeks previously required to schedule and complete formal coaching and/or training.
- Creating a messaging platform can be a very powerful place where providers of different ages, experiences meet to advance their knowledge base and expertise. Peer coaching through a messaging platform can be organised in sessions spread over the month/year. There needs to be a lead MA peer coach to monitor the interaction within outlined subject areas
- To be able to successfully participate in this specific coaching, one needs to have an account on the chosen messaging platform<sup>1</sup>, a smart phone or computer running a messaging platform program on it, and should also have internet access for back and forward interactions.
- Using a messaging platform means there is no traveling, meetings, transportation etc. It also means that peers can always catch up if they are delayed for a session. Peers also have the opportunity to ask questions and share their ideas and thoughts to the leading peer coach and other peers
- Many groups on the messaging platforms are created in social interactions. You can also create a Coaching group which operates with defined objectives and timetables. In these groups there are no forwarded messages, videos or pictures. Every post is authentic to the conversation and the objectives of the coaching. Participants can follow the interaction, ask questions and share their views and suggestions to the group and the lead peer coach.
- To participate in the programme, you need to ask peers to register so you will activate their registration and prepare them for participation. You need to set up a timetable for peers to join and ask questions. Be careful not to be available at all hours.

Based on Developing a group coaching model to cultivate creative confidence, Fumoto, International Journal of Evidence Based Coaching and Mentoring  
Special Issue No. 10, June 2016 <http://ijebcm.brookes.ac.uk>

---

<sup>1</sup> Some of the most popular messaging platforms are WhatsApp and Viber, however platforms with higher security standards are Signal, Telegram and Wire.

## ANNEX 1:

*Terms of Reference: example from the MA to MA peer coaching project 2019*

### Terms of Reference

#### Youth Centred Approach Initiative 2019-20

##### I. Background

Our work with young people in ensuring their access to youth-friendly services and sexuality education has seen an incremental success in the past few decades. It has enabled us to move on with our goals from guaranteeing youth participation to placing young people at the center of our work and recognizing them as diverse and autonomous rights-holders.

This is well underlined across the IPPF Strategic Framework 2018-2022. As SRHR advocates, CSE educators, volunteers, activists and beneficiaries, young people are among the main drivers of achieving the outcomes. Therefore, to achieve the strategy objectives, each IPPF MA should strive to become youth centered.

IPPF defines a youth-centered organization as one that systematically places young people at the center of its business. It endorses the right of young people in the organization to contribute, relate to other young people and adults, openly communicate and express themselves. A youth-centered approach gives young people the freedom to experience, think, explore, question, and search for answers. It values young people's work and input. The organization's role is to provide an enabling environment in which it can nurture young people's talent, maximize their potential and enable them to thrive.

During the first phase of the YCA initiative technical support has been provided to nine MAs. MAs from Albania, Cyprus, Germany and Kyrgyzstan have been exchanging knowledge with MAs from Portugal, Spain, Ireland, France, Latvia, Bosnia and Herzegovina, Ukraine, Romania and Tajikistan. They all developed YCA Actions plans which are now in process of implementation and we will have insights on the results in the second half of the year. Also, a Toolkit on introducing and improving the Youth Centered Approach was developed by the MAs, Doortje Braeken, ENRO and YSAFE.

ENRO along with several MAs (both coach and coaches) went through a mid - term review of the initiative. The feedback and learnings from this process were taken in consideration for updating the coaching guidelines and the YCA Toolkit.

Some signs of change regarding youth centered approach are already evident. In all countries participating we have seen young people being involved in developing and implementing activities in partnership with the adults. The 2018 DHIS report shows that there are 4 more countries in 2018 complying with the accreditation standard of having at least 20% of Young People on the Board. And this can be only attributed to the dialogue on the importance of meaningful involvement of young people initiated in the past years, but mainly to your dedication to this principle and hard work.

Having said this the EN Regional Office decided to continue with the YCA initiative which aims to provide ongoing MA-to-MA coaching. Similar to previous phase, the assistance is based on the concept of bringing together a "Coach" MA willing to share expertise and good practice and "Coachee" MAs who identified YCA as an area for further development and who are committed to share, learn and make changes to strengthen YCA in their organization.

The coaching will be provided by colleagues from the Member Association of Cyprus. MAs Israel and Georgia will benefit from coaching and advice by sending two representatives (staff and young volunteer) to attend a workshop based on the YCA toolkit. During the visit they will discuss and work on the focus areas of their future YCA work and where they expect to achieve sustainable results. The learnings from the workshop will be incorporated in an MA YCA Action Plan for 2020, which will be the main outcome of the workshop. The Coach MA will facilitate the process of developing the action plan and will provide distant support to guide and coach the implementation of the AP.

The IPPF EN Regional Office will provide those MAs that are eligible for core funding with earmarked 'seed funding' for the implementation of the six months YCA 2020 Action Plans.

## II. Scope of work

### Participants

- Each Coachee MAs will nominate one staff member and one active youth volunteer that have experience with and are closely involved in the MAs' youth work. The representatives from the Coach MA (staff member and a young volunteer) who will be facilitating the process went through an orientation coaching workshop and are well introduced with the YCA toolkit.

### Preparation

- Throughout the preparation for the face – to - face meeting several online calls involving the Coach, the Coachees and ENRO will be organized.
- At the onset, ENRO will organise a call in order to introduce the MAs with the concept, to present, discuss the ToR and the timeline of the initiative.
- The second call will be held among the Coach MA and the Coachees during which they will discuss how to organise a consultative process for completing the self – assessment checklist provided in the YCA toolkit in order to identify specific needs.
- Before the meeting the Coach MA will organize one last call, during which the Coachee MA will present the findings (identified needs) from the YCA self-assessment. The main purpose of the call is to define and agree on the main objectives of the workshop and to draft the visits' agenda. As soon as the draft agenda with the objectives is prepared it should be shared with ENRO for approval.
- The Coach and Coachee MA will agree on a mutual convenient date for the YCA workshop. The Coach MA is responsible for organizing the travel and accommodation of the Coachee MAs representatives.

### Face to face visit/workshop

- As a next step all appointed Coachee MAs will visit the Coach MA. The agenda and the objectives will be confirmed prior to the visit. The 3-day agenda will address the identified needs of the Coachee MA. A template agenda for the workshop is included in the toolkit. Besides using the YCA toolkit, it is expected that the MA Coach will provide practical examples of their work including opportunities for the Coachee MA to meet and discuss with young volunteers, board members and staff and to get first-hand examples of good practice. The main expected deliverable from the visit is a six months Action Plan (AP) for 2020 that will be a pathway for the Coachee MA to improve the YCA in their organisation. The AP should prescribe tangible and achievable activities that will bring structural and sustainable change also after the coaching process. The Action Plans should be submitted to the ENRO by November 1, 2019 the latest.

- It is of great importance that the Coachee MA should stay committed to ensuring sustainability of YCA mechanisms after the coaching initiative. These mechanisms in place should allow young people to:
  - to mobilize themselves and organize their work in the MA
  - to participate in decision making processes of MAs programmes
  - to participate as equals in the governance of the MA
- In their final reports the Coachee MAs should highlight how they will integrate and support the established YCA mechanisms after the coaching initiative.
- Distant coaching and support
- During the course of 2019-20 the Coach MA will provide online support to the Coachee MA. This online support will include correspondence via email and minimum 3 skype calls. In the meantime, the ENRO Youth Unit will be available for providing additional support.
- Feedback and reporting
- The Coach MA will be responsible for providing a report on the coaching process. The MA Coachee will deliver a report on the implementation (progress/results) of the AP and provide evidence that the established YCA mechanism is integrated in their 2021 APB.
- The final reports from the MAs (from both the Coachee and Coach MAs) should be finalised and sent to ENRO no later than August 30 2020.
- Some MAs involved in the initiative, both Coaches and Coachees, might be invited to provide feedback on the YCA toolkit and the implementation of whole initiative.
- Deliverables and time frame

	Deliverables	
• Steps	Coach MA	Coachee MA
• Preparation of the visit	Draft objectives/learning outcomes and agenda by 15 July 2019	Self-assessment conducted, and needs identified by 25 June 2019
• Face to -Face visit / workshop	Report from the visit/workshop by 25 December 2019	AP developed and submitted to ENRO by 1 November 2019
• Interim distance mentoring and support	Minutes of the coaching calls February 15 2020	
• Reporting	Final coaching report 30 August 2020.	Final report on the AP and plan for 2021 by August 2020.

## ANNEX 2

### *Proposed steps in coaching process and agenda for first online meeting*

#### Preparation

The MA coachee completes the self-assessment and shares it with the MA coach

Both MA coach and MA coachee study the modules of the YCA TOOLKIT

#### **1. First online call**

- Establish conversation/rapport: how are you doing
  - Reflection on the self-assessment
  - Define areas for concern/learning
- Going through the use of the logbook

Shape conclusion and agreements for the face-to-face meeting

#### **2. The MA coach sends the draft agenda**

#### **3. MA-to-MA face-to-face meeting**

#### **4. Continuous online structured coaching sessions on a regular ( e.g. monthly basis) 2/3 times**

#### **5. Ending the coaching relationship**

### Preparation logbook of MA peer coachee before next MA peer coaching session

What do we want to learn in the next session?	What are our questions?
Knowledge/information on YCA Personal attitudes values Professional skills Practical advice	
What would be most useful for our work to learn in the next session?	How do we want to learn it?
What will we do want to do differently?	What do we want feedback on

### Learning logbook for peer coachee MA: after each MA peer coaching session

What have I learned today?	What were my questions?
Knowledge ASRHR Insight in personal attitudes Skills in providing YCA	
What is the most useful thing we have learned today?	How did we learn it?
What went well/badly?	Resulting actions
What will we do differently?	What do we want (further) feedback on

## ANNEX 3

### Examples Logbooks

These are examples and need to be adapted to the local situation/assessment

#### MA Peer coachee learning objectives log

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What do you want to learn through engaging in the peer coaching relationship? After completing the self-assessment and defining your needs, please complete this form and discuss your goals with your peer coach. Examine your goals periodically, and discuss progress made.

##### Objective #1:

Knowledge on YCA

Please specify: What are elements of YCA we would like to know more about:

.....

.....

What will we do to achieve the goal:

.....

.....

Potential barriers to success:

.....

.....

Resources/Support needed to achieve our goal:

.....

.....

How do we want progress to be measured:

.....

.....

**Objective #2:**

To improve institutional support (management/board/staff)

Please specify: What do we need do to engage the whole MA in YCA? / how do we ensure YCA at all levels of policy making ( in the board) , design and implementation of our programmes/ improve youth adult partnerships

.....

.....

.....

What do we want to achieve the goal:

.....

.....

.....

Potential barriers to success:

.....

.....

.....

Resources/Support needed to achieve our goal:

.....

.....

.....

How do we want progress to be measured:

.....

.....

.....

**Objective #3:**

*Initiating and sustaining youth group in MA*

Please specify: What do we need start a youth group/ to keep youth group motivated?

.....

.....

.....

What do we want to achieve the goal:

.....

.....

.....

Potential barriers to success:

.....

.....

.....

Resources/Support needed to achieve our goal:

.....

.....

.....

How do we want progress to be measured:

.....

.....

.....

**Objective #4:**

*To improve YCA in our services*

Please specify: What is the specific aspect of YCA for which you need skills for successful implementation?

.....

.....

.....

What do we want to achieve the goal:

.....

.....

.....

Potential barriers to success:

.....

.....

.....

Resources/Support needed to achieve our goal:

.....

.....

.....

How do we want progress to be measure:

.....

.....

.....

**Objective #5:**

*To improve YCA in our education programme*

Please specify: How do ensure a YCA in or education programme/ improve our peer education programme?

.....

.....

.....

What do we want to achieve the goal:

.....

.....

.....

Potential barriers to success:

.....

.....

.....

Resources/Support needed to achieve our goal:

.....

.....

.....

How do we want progress to be measure:

.....

.....

.....

## Logbooks for MA peer coach

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What does your MA peer coachee want to learn through engaging in the peer coaching relationship?

### Objective #1:

*Knowledge on YCA*

Resources/Support needed to achieve your MA peer coachee's objective:

.....

.....

.....

How will you measure progress?

.....

.....

.....

### Objective #2:

*To improve institutional support (management/board/staff)*

Resources/Support needed to achieve your peer coachee 'objective:

.....

.....

.....

How will measure progress?

.....

.....

.....

**Objective #3:**

*Initiating and sustaining youth group in MA*

Resources/Support needed to achieve your peer's objective:

.....

.....

.....

How will you measure progress?

.....

.....

.....

**Objective #4:**

*To improve YCA in our services*

Resources/Support needed to achieve your MA peers coachee objective:

.....

.....

.....

How will you measure progress?

.....

.....

.....

**Objective #5:**

*To improve YCA in our education programme*

Resources/Support needed to achieve your MA peers coachee objective:

.....

.....

.....

How will you measure progress?

.....

.....

.....

## ANNEX 4

### Extra tips for coaching

#### How to develop objectives

In developing objectives, concentrate on the current situation and context of the MA and competencies of MA coachee, not just on the outcomes/results

An objective should be based on:

- A real problem or area for growth/learning for the MA coachee
- A problem that the MA coachee can influence
- An issue that the MA coachee can improve in
- An issue that can be resolved in partnership with young people

#### During the sessions

- Do not assume that everything you ask can be done, especially when it comes to extra work. Accept that a peer coachee cannot do everything. Being a kind peer coach means that your peer coachee will feel happier in the workplace, and feelings of guilt do not help.
- **Give feedback in a positive way, also called 'feedforward'**, to help your coachee with what they could do differently and how the peer coachee can contribute to that. In that way, you concentrate on the future and make more use of your coachee's strengths.
- At the outset of the client-coach relationship, you ask permission to be able to do this.
- Listen and show that you are listening; Listening is key, and this means listening at levels which includes not being afraid of using your intuition. But it is not enough to just listen and understand and be there with your coachee – they have to know that you are. So, use active listening techniques to selectively feedback what you are picking up. For more information on active listening in coaching see <https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/>
- **Talk your coachee's language:** Once you are tuned into your coachees you can start to speak their language. This is about picking up on your coachee's words and phrases and using these selectively in your own dialogue. This should be feeling natural if you develop a good rapport.
- **Listen to establish 'where' the MA coachee is in your dialogue:** One key factor to peer coaching is ensuring that you are at the same 'level' of communication with your coachee. To be in rapport we need to be at the same level at any one time – rapport will not be built for example if we start exploring feelings and emotions with our peer coachee if they haven't even got to the stage of exchanging facts and information.
- **Provide affirmations:** When you tune into your MA coachee and really know where your coachee is coming from you can pick up their strengths, qualities, attributes. Let them know what you are seeing. Often people cannot see their own qualities and it can be immensely powerful in building your relationship if you accurately feedback some strengths that you are observing.
- **Give open and honest feedback:** Remember integrity, honesty and openness are all qualities of a good coach. Remember the rules of good feedback stating how you feel rather being judgemental.
- Understand and use these tips for the coaching sessions and you will find a real opportunity to improve the relationships you have with your coachee.

## How to end the relationship with peer coachee

Whatever the reason, it is important that you end the relationship in the most positive way so that your coachee still feels good and your own reputation remains intact. Although you cannot help them at this point in time you may be able to help your coachee in the future or others they know.

- Keep all conversations professional, objective and pleasant, avoiding accusatory or judgmental remarks:

Just because the coaching relationship needs to come to a close it doesn't mean that you have to end with ill-feeling. Remember your reputation is at stake and you need to give your coachee every reason to think and speak positively about you.

- Face-to-face is better:

Unless distance is prohibitive and telephone coaching has been the accepted norm, it is ideal to end coaching relationships during a face-to-face conversation when there is less opportunity for any misunderstandings. Avoid ending a coaching relationship by email at all costs!

- Establish how your coachee would like to move forward:

The key is to get commitment from them and, if the relationship between you has deteriorated, they are likely to say they would like to end it.

- Offer alternatives:

If they are struggling to see an alternative way forward, you may want to offer your suggestions as to who else may be able to help.

- Part positively:

Where possible end on a positive note summarizing what they have gained from their relationship and wish them luck. If appropriate, offer your help in the future or offer to contact them in say 6 months.

## ANNEX 5

### Example of face to face visit agenda and follow up

#### DAY 1

##### Session 1

- Welcome
- Introduction, agree on agenda

##### Session 2

- Introduction of YCA; consensus on YCA going through the outcomes of the self -assessment tool and the logbook, confirming the areas of concern and defining objectives together

##### Session 3

- Meetings: with staff/board members
- Meeting young volunteers in the field: reflection on their contributions/roles/needs/wishes in the MA

#### DAY 2

##### Session 1

- Discussing/ addressing objectives (logbook) Addressing the need that was identified with the self-assessment and that was defined as a objective in the log book. The MA coach should provide basic definitions (use the toolkit), facilitate a discussion on the options and provide example from their practice
- Follow up on the issues discussed during the online meeting

##### Session 2

- Discussing/ addressing objectives (cont.)
- Depending on the agreement between the MAs, during the following session a new goal can be addressed or the focus can remain on one single objective

##### Session 3

- Discussing/ addressing objectives (cont.) or field visit

#### DAY 3

##### Session 1

- Developing AP – Defining actions that will address one or all 3 objectives set in the logbook. Be precise and focus on actions that are realistic and that can be implemented in the next 6 months

##### Session 2

- Next steps and agreeing on on-line support

##### Follow up Online meetings after the Face to Face training

- Agree on the agenda before the call
- MA coachee to report on the progress and define the tasks
- MA coach prepares suggestions for moving forward
- Summary, shape conclusion and agreements for next step

# ANNEX 6

## YSAFE Rules and Regulations



[www.ysafe.net](http://www.ysafe.net)  
[ysafe@ippfen.org](mailto:ysafe@ippfen.org)



# TABLE OF CONTENTS

<b>Chapter 1.</b>	Goal and Objectives	111
<b>Chapter 2.</b>	Membership	111
<b>Chapter 3.</b>	YSAFE Alumni	113
<b>Chapter 4.</b>	Organisational Structure	114
<b>Chapter 5.</b>	Annual Meeting	114
<b>Chapter 6.</b>	IPPF EN Youth Representatives	115
<b>Chapter 7.</b>	Steering Committee	116
<b>Chapter 8.</b>	The YSAFE Coordinator - Youth Advisor	119
<b>Chapter 9.</b>	Task Forces	119
<b>Chapter 10.</b>	Member Association Youth Representative	120
<b>Chapter 11.</b>	IPPF Regulations	120

## Chapter 1: Goal and Objectives

**Article 1) Definition:** Youth Sexual Awareness For Europe (YSAFE) is a network of young volunteers of the Member Associations (MAs) of the International Planned Parenthood Federation European Network (IPPF EN).

**Article 2) Goal and Objectives:** YSAFE strives to lead and empower a network of young champions from Europe and Central Asia to educate and advocate for the full enjoyment of Sexual and Reproductive Health and Rights (SRHR) and ensuring meaningful youth participation in IPPF EN MA's by:

- Representing their respective national youth groups and/or young people from their National Association at the annual meeting and relevant events when delegated to do so.
- Building capacity of young people in the region to advocate and educate on CSE;
- Increasing the number of active volunteers in a growing YSAFE network, with a strong focus on underserved populations;
- Reaching an increasing number of young people through a variety of online methods with evidence-based information on the all CSE components;
- Building strategic partnerships, including with non-SRHR organizations to jointly advocate for CSE and youth friendly SRHR services;
- Engaging decision makers regarding young people's need for CSE and youth-friendly SRHR services;
- Strengthening the operational effectiveness and sustainability of YSAFE;
- Mainstreaming the Youth Centered Approach within IPPF European network.

**Article 3) Relationship with IPPF EN:** The YSAFE Network consists of individuals who are members of IPPF EN Member Associations and, where existing, their youth groups. YSAFE membership is subdivided into two categories: YSAFE Members and YSAFE Alumni. YSAFE is supported and managed through a dedicated work and budget stream of the IPPF EN Regional Office (IPPF ENRO). YSAFE's own vision, mission, and values are unique, but are aligned with the core values of IPPF.

## Chapter 2: Membership

**Article 4) Membership to YSAFE** is open to all young volunteers in IPPF EN Member Associations under the age of 25 irrespective of their sex, marital status, ethnic origin, race, religion, sexual orientation, gender identity, or health status.

- **Article 4.1)** IPPF EN MA's and their youth groups will keep IPPF ENRO informed of YSAFE members in their organization according to their own internal structure through the person assigned in IPPF ENRO who maintains the membership database
- **Article 4.2)** In order to become a YSAFE Member, a young volunteer is to apply by submitting a membership application and a recommendation letter from their Member Association confirming their application. The applications are to be submitted to the assigned person in the IPPF ENRO who maintains the membership database.

**Article 5) Rights:** All young volunteers in IPPF EN Member Associations have the right to be informed by their MA of YSAFE and its activities and to be considered eligible to apply for membership status. YSAFE members have the right to receive a membership pack (in English and in Russian) and dedicated internal communications about YSAFE activities. They also have the rights to be informed of YSAFE activities, to participate in YSAFE projects (incl. task forces) when

selected, to suggest issues for discussion at the Annual Meeting, to stand for election for the Steering Committee (SC), and for the positions of Youth Representatives on the Regional Executive Committee (REC). YSAFE members can act as spokespeople of YSAFE when delegated to do so by the YSAFE Steering Committee and can identify as members throughout their activities. Members are not paid for their services, but may receive reimbursement for expenses incurred in line with IPPF Policy.

**Article 6) Termination:** Membership ends when:

- A member becomes 25 years old, with the exception of Youth Representatives on the REC and YSAFE SC members who can be YSAFE members and remain in office until the end of their mandate;
- A member stops being a volunteer in a Member Association;
- A member violates IPPF's and/or YSAFE's vision, mission and values; and
- If the supporting Member Association is suspended, expelled or resigns from IPPF membership.

If any of the above happens, notification will be given to the member after which the membership shall be immediately terminated. Violation of IPPF's and/or YSAFE's vision, mission and values is determined through IPPF EN's Code of Conduct.

### Chapter 3: YSAFE Alumni

**Article 7) Definition:** YSAFE alumni are understood to comprise all former YSAFE members who's YSAFE membership has terminated as per article 6 of these Rules and Regulations except when

- A member violates IPPF's vision, mission and values; and
- If the supporting Member Association is suspended, expelled or resigns from IPPF membership; the SC can exceptionally, after providing a motivated decision, invite former YSAFE members to join as YSAFE alumni.

Members who stop being a volunteer in a Member Association are still eligible to provide input to the YSAFE network as defined in article 8

**Article 8) Rights & Contributions** YSAFE alumni will be informed and can contribute to the YSAFE Network as follows:

- Receiving information from the YSAFE coordinator with regards to relevant updates and opportunities in a timely manner
- Can, With the support of a YSAFE member, propose the creation of a YSAFE TaskForce
- YSAFE alumni can be contacted to contribute to YSAFE Task Forces by the YSAFE Steering Committee and Task Force responsibilities, as well as the YSAFE Coordinator, pertaining to their expertise
- Can, in exceptional circumstances, meaning where a YSAFE member cannot attend, be invited by the YSAFE Steering Committee to contribute to any activities on behalf of, or carried out by, the YSAFE Network or the IPPF ENRO, where possible any alumni attending an event on behalf of YSAFE should do so together with at least one YSAFE member

**Article 9) Termination** YSAFE alumni membership ends when

- A member violates YSAFE & IPPF's vision, mission and values
- An alumni turns 30 years old
- Through an explicit notification to the YSAFE Coordinator

If any of the above happens, notification will be given to the member after which the alumni status shall be immediately terminated.

## *Chapter 4: Organisational Structure*

- YSAFE Member
- Annual Meeting (AM)
- Steering Committee (SC)
- Youth Representatives on the Regional Executive Committee (REC) of IPPF EN
- YSAFE Alumni
- YSAFE Coordinator Task Forces, if any
- National Focal Points, if any

## *Chapter 5: Annual Meeting*

**Article 10) Annual Meeting (AM):** YSAFE delegates from all IPPF EN Member Associations gather together once a year to form the AM, which is the highest authority of YSAFE where delegates agree on the YSAFE work plans, take part in capacity building activities and elect SC members and Youth Representative candidates.

**Article 11) Member Associations' Representatives at the Annual Meeting:** The IPPF ENRO issues an invitation to the AM at least eight (8) weeks prior the meeting.

The AM is composed of one delegate from each Member Association. Member Associations and their youth groups nominate two young people (at least 50% who are women) to attend the meeting. Member Associations who have a youth volunteer on the SC are allowed to nominate an additional delegate to the Annual Meeting who will cast the vote of the Association so as to avoid a conflict of interest of Steering Committee members and to ensure the network and the various youth groups have sufficient turnover. The SC selects one delegate per Member Association, using the following selection criteria:

- Gender balance (at least 50% should be women);
- Proficiency in English;
- Ensuring a mix of new and experienced YSAFE members across the whole Meeting;
- Relevant experience related to the topic and sessions of the AM; and
- Motivation and commitment to actively prepare, participate and follow-up on the AM.

When the selection is made, the YSAFE Coordinator will inform the Executive Directors and/or youth coordinators and selected delegates of the results.

Each Member Association delegate has one vote at the AM. Steering Committee members and IPPF EN Youth Representatives attending the Annual Meeting shall not have the right to vote except when they are the sole delegate from their country. The quorum for votes to be considered is 50% + 1 of the present voting delegates. Staff of the IPPF ENRO, including the Coordinator, may attend in a non-voting capacity.

Minutes of the AM are recorded and kept at the IPPF ENRO.

IPPF EN Youth representatives, as defined by Chapter 5 of these rules and regulation, are encouraged to attend the Annual Meeting, next to the representative of their MA, to ensure a clear link between the network and the other IPPF Structures and to increase their democratic mandate.

## Chapter 6: IPPF EN Youth Representatives

**Article 12) IPPF EN Youth Representatives on the REC:** IPPF Regulations specify that any board should include 20% young people. The IPPF EN REC is composed of 9 members of which 2 are Youth Representatives. The YSAFE Network shall nominate and elect two candidates (at least 50% women) who will be confirmed as Youth Representatives by the Regional Council.

These Youth Representatives are full members of the REC and shall contribute to all governance issues concerning the IPPF EN.

**Article 13) IPPF EN Representative to the IPPF Governing Council:** The IPPF EN Regional Council shall elect amongst the YSAFE nominated candidates for Youth Representatives on the REC, one candidate as representative to the Governing Council. The member of the REC being a Youth Representative who has not been elected as representative to the Governing Council shall automatically be appointed as Alternate Representative to the Governing Council. The Alternate Representative will not be invited to Governing Council meetings unless it is to replace the Youth Representative .

YSAFE will put forward the Youth Representative who has obtained the most votes at the YSAFE AM election as the suggested candidate for Youth Representative to the Governing Council, provided their availability. Should there be a tied vote, the youth representatives will decide among themselves who to put forward as the Youth Representative to the Governing Council, taking into account the necessary time commitment. Youth Representatives are not required to be a YSAFE member at the time of their election.

**Article 14) Criteria for Youth Representative nominations:** Candidates for the positions of IPPF EN Youth Representatives should send their CV, a letter of motivation, and a letter of support from the Member Association addressed to the YSAFE Steering Committee, the latest five weeks before the YSAFE AM takes place,. The Executive Director of the Member Association and the Regional Director will check the nomination against eligibility criteria. A list of eligible candidates with their motivation letters will be sent to all delegates of the AM at least one week prior to the start of the meeting.

The YSAFE SC might consider asking the IPPF EN Nominations and Election Committee for help in stimulating young people to stand for election to the REC.

### Eligibility criteria

1. Be a volunteer in one of the IPPF EN Full Member Associations;
2. Be a member of the YSAFE network;
3. Be under 25 years old at the time of election;
4. Have a letter of recommendation from the Member Association;
5. Have at least two years' experience at the association level in either programme development, service delivery or advocacy;
6. Be able to communicate in English;
7. Be able to serve a three-year term as Youth Representative. This includes participation on the REC, IPPF EN Regional Council, IPPF Governing Council meetings (as representative or alternate), and be able to attend the YSAFE Annual Meeting as an observer, if budget allows.

**Article 15) Youth Representative election procedures:** At the beginning of the AM, delegates shall appoint a team to oversee the elections. The team shall be selected of those not seeking election and will be composed of: an Elections Chairperson, vote counter, and at least one SC Member.

In the year when elections for both the SC and the IPPF EN Youth Representatives are to take place, the first election will be for the Youth Representatives. The positions of Youth Representative and SC member cannot be held concurrently. In case a candidate is nominated for both Youth Representative and SC member, the candidate will be excluded from the election for SC member when the person is elected as Youth Representative at the Annual Meeting.

All candidates will be requested to orally express their motivation at the AM. This oral expression should not take longer than 2 minutes after which candidates will get 3 minutes for Questions and Answers from the floor. In case a candidate is not present at the AM, a recorded expression of their motivation can be submitted to the Advisor prior to the start of the meeting. Elections will be held by secret ballot. A candidate is confirmed by simple majority and the results will be communicated to the REC for confirmation during the IPPF EN Regional Meeting. Where the 50% gender quota is not reached, a renewed call will be launched by the YSAFE coordinator.

In the case of a Youth rep stepping down a time-appropriate solution is to be determined between the REC and the YSAFE SC. It is encouraged to hold new elections through any means agreed upon between the YSAFE Steering Committee and the REC, including digitally within an agreed time-framework.

## Chapter 7: Steering Committee

**Article 16) YSAFE Steering Committee (SC):** The YSAFE network is led by the five members of the SC who help move the network towards YSAFE's mission and vision, cherishing YSAFE's values. The SC needs to plan activities and projects by means of an annual plan, which is updated every 6 months with the support of the YSAFE coordinator and the Youth Unit at IPPF ENRO, and regularly reports on activities at Annual Meetings. The SC members serve a one-year term with the possibility of prolonging their tenure for one more year based on their personal decision until they have reached the maximum age as established in these rules and regulations. When a SC member's tenure is expired, a new SC member is elected. The elections take place at Annual Meetings every year and on-need basis in between. The SC facilitates the AM and represents YSAFE at the Regional Council, and supports members in national and regional campaigns and projects. The SC members represent YSAFE at the IPPF EN Regional Council.

### The responsibilities of the Steering Committee include:

- To serve as the main point of contact for the Coordinator and IPPF ENRO;
- To develop SC meeting agendas in consultation the YSAFE Coordinator;
- To chair the meetings of the SC as decided upon by the Steering Committee;
- To oversee the performance of the SC and the implementation of the YSAFE Strategy together with the YSAFE Coordinator as per the YSAFE strategy and year plan as well as through the defined portfolio of each member;
- To chair the AM;
- To ensure regular communication and sharing of relevant information with the Youth; Representatives to the IPPF EN Regional Executive Committee; and
- To perform responsibilities as delegated by the SC, the YSAFE Network, the AM, and IPPF EN.
- To facilitate the exchange of knowledge, skills and best practices between members;
- To develop, implement, monitor, and evaluate and follow up on YSAFE initiatives;
- Oversee the performance of Taskforces, if any
- To support working groups and focal points, if any; and
- To communicate with partner organisations as agreed collectively or delegate said responsibility to other YSAFE members.
- To report on the implementation of the Annual Plan and Strategy

The SC is composed of one Chairperson, one Vice-Chairperson, and three Members:

**Chairperson:** The Chairperson has the duty to provide leadership to the SC and serves as the primary spokesperson of the YSAFE Network;

**Vice-Chairperson:** The Vice-Chairperson shall assume the duties of the Chairperson should they be unable to do so.

**Members:** SC Members shall have a specific portfolio based on the needs and priorities of the YSAFE Network established at the AM.

Whilst no set portfolios exist – as these vary depending on the needs and expertise of the Steering Committee and the YSAFE Network, tasks are generally divided in the following categories: advocacy, communication, project design and/or project implementation. Steering Committee candidates are encouraged to specify their area of expertise at the moment of presenting their candidacy to run for the Steering Committee

**Article 17) Nominations for Steering Committee election:** IPPF ENRO will send a call to the Member Associations and the YSAFE Network for nominations of candidates who wish to stand for the YSAFE SC.

Members of the Steering Committee can be re-elected provided they have not exceeded the tenure of 6 years in the YSAFE SC or exceeded the total tenure of 12 years participation in the IPPF EN Regional Council. The total tenure of 12 years is applicable to all delegates to the Regional Council having voting rights. If a SC candidate is running for a second tenure they should be excluded from the process of electing the candidates.

Candidates running for a renewed tenure should be excluded from the process of approving candidacies and being members of the election committee. Where all Steering Committee members are running for re-election ENRO will be responsible for oversee election procedures with the support of additional YSAFE members where needed.

Those standing for the SC elections are to send their CV, a letter of motivation and a letter of support from their Member Association and any further requested information to the YSAFE Steering Committee through the YSAFE Coordinator five (5) weeks prior to the AM.

The Coordinator will confirm the eligibility of all nominations and should there be no or not enough eligible nominations, another call will be sent out with a deadline of two (2) weeks prior to the AM.

A list of eligible candidates with their motivation letters will be accessible to all AM delegates at least one week prior to the AM.

### **Eligibility criteria to stand for YSAFE SC election:**

1. Be a volunteer in one of the IPPF EN Full Member Associations;
2. Be a member of the YSAFE Network;
3. Be under 25 years old at the time of election;
4. Have a letter of recommendation from the Member Association;
5. Be able to communicate in English;
6. Be able to serve a one year term as SC member, including participating in online SC Meetings, the AM and IPPF EN Regional Council; and
7. Be able to work on YSAFE projects as per their expertise and facilitate YSAFE related tasks from a distance during the time between the meetings until the end of their mandate.

Candidates may only stand for election of one post: Chairperson, Vice-Chairperson, or Member. However, candidates standing for the post of Chairperson and Vice-Chairperson will automatically become a candidate for the election Vice-Chairperson and then Member in the event that they are not elected as Chair or Vice-Chair.

- Where possible, at least one of the previous SC members is elected to the new SC in order to ensure an element of continuity;
- It is required that at least 50% of the SC members need to identify themselves as female to comply with IPPF regulations.
- At least one SC member(s) come(s) from the Central Asian region in order to ensure regional representation if no candidacies are received from this region this rule does not apply;
- It is strongly recommended that the SC has an appropriate mixture of gender, backgrounds and regional representation.

All elected SC members must sign a conflict of interest form and a code of conduct under the IPPF Policy 4.17: Protecting Children, Young People and Vulnerable Adults.

**Article 18) SC Election Procedure:** At the beginning of the AM, delegates shall appoint a team to oversee the elections. The team shall be selected of those not seeking election and having no voting rights and will be composed of: an Elections Chairperson, vote counter, and at least one SC Member, who is not running for re-election.

All candidates will be requested to express their motivation at the AM in the form of pre-recorded election video, which will be accessible to the AM delegates at least 1 week prior to the elections except if another method is agreed upon by the Steering Committee. This expression shall not take longer than 3 minutes – in case the submitted video is longer, it will be cut to first three minutes.

SC Elections will be held in three steps: 1. Voting for the Chairperson; 2. Voting for the Vice-Chairperson, 3. Voting for the three Members.

Elections will be held by secret ballot. A candidate is duly elected by simple majority and for the election of the three Members, the three candidates with the highest votes are elected. In case of tie, a second secret ballot will take place for those candidates with the tied votes. If after the second ballot, the votes are still equal, the Election Chairperson shall decide by drawing straws.

Where an elected Steering Committee does not consist of at least 50% individuals identifying as female, the next candidate with most votes complying with this requirement shall replace the 3rd member, 2nd member and/or 1st member until the threshold has been reached.

In the year when elections for both the SC and the IPPF EN Youth Representatives occur, the elections for IPPF EN Youth Representatives shall take place first.

**Article 19) Termination and Replacement:** In case of resignation for any reason, a SC member needs to inform the Chairperson, the Coordinator, and the Member Association. A SC member can be dismissed from their position if they are unresponsive for one month or if they violate IPPF vision, mission and values. The SC together with the IPPF ENRO can agree on expelling a SC member after extensive evaluation and motivating the reason for expulsion. The Chairperson stepping down from the SC is automatically replaced by the Vice-Chairperson. In case the Vice-Chairperson steps down from the SC or replaces the Chairperson, a member of the SC takes over their roles and responsibilities as agreed amongst the remaining SC members.

## Chapter 8: The YSAFE Coordinator - Youth Advisor

**Article 20) The Coordinator:** Coordination of YSAFE is undertaken by the ENRO programme advisor for youth, a paid staff position based at the IPPF EN Regional Office. The purpose of the coordinating work is to ensure the effective functioning and strengthening of the YSAFE Network, to provide support in the implementation of IPPF EN youth related regional initiatives and to keep the membership record complete and up-to-date as well as mainstreaming the Youth Centered Approach throughout the region. A detailed list of tasks is included in the position's Job Description. The Coordinator is part of the Youth Unit.

**Recruitment process:** IPPF ENRO manages the advertisement of the position. Interviews with shortlisted candidates are conducted by IPPF ENRO staff and YSAFE SC representatives. The hiring decision is made jointly by IPPF ENRO and the YSAFE SC. The term of the position is set by the IPPF ENRO.

## Chapter 9: Task Forces

**Article 21) Task Forces:** The SC may establish Task Forces for a specific task to support the work of the Network. The SC may announce a call for a Task Force and a Task Force Leader at anytime. The Youth Advisor, together with the SC, is responsible for the development of a Terms of Reference, the selection process, and the support and supervision needed. YSAFE members and YSAFE Alumni may apply to join the task force.

Each Task Force shall have a leader who is responsible to coordinate and support the group in executing their action plan and a SC member is to oversee the workings of the Task Force.

The Task Forces are to periodically provide reports as indicated in the Terms of Reference of the Task Force.

## *Chapter 10: Member Association youth representatives*

**Article 22) Member Association Youth representatives to the YSAFE Annual Meeting shall serve as the MA's point of contact.** This person is the Association's main contact person regarding YSAFE activities and is to take a coordinating role to link national and regional youth activities. Where an Annual Meeting Delegate is no longer in a position to act in such a position, the MA shall inform ENRO and appoint an alternative, including – where no volunteer is available – a staff member.

## *Chapter 11: IPPF Regulations*

**Article 23) Rules and IPPF:** In the case where there are conflicting or outdated regulations or where this document does not cover a subject, the authority of the IPPF EN and IPPF regulations and policies shall be consulted.

**Article 24) Dissolution:** the YSAFE Network may be dissolved after a decision of the IPPF ENRO, after consultation of the YSAFE Steering Committee and MA youth representatives.

*Approved by YSAFE Annual Meeting 2019 delegates, 25/03/2019*



## European Regional Office

Rue Royale 55  
1000 Brussels | Belgium  
Tel +32 (2) 2500950  
Fax +32 (2) 2500969  
[www.ippfen.org](http://www.ippfen.org) [info@ippfen.org](mailto:info@ippfen.org)