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Adolescent and Youth Participation

Adults Get Ready!

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Commonwealth Secretariat

Contents

Acknowledgement

Please note that the examples provided in this booklet are merely used for illustration and do not necessarily represent UNICEF or CYP views. The tools recommended should be adapted to your own home country situation, taking into consideration the cultural, social and political context.

Using this booklet

This booklet is part of a series made up of practical models and tools for putting the ideas and commitments of the 2002 UN Special Session on Children into practice. Its aim is to provide opportunities for adolescents and young people[1] to participate in the decision-making affecting their lives – not just once, but every day.

The series is designed for programme staff of development agencies and everyone with an interest in adolescents' development, community development, and national and global development. Together, the booklets form part of a common framework for participation. Within this framework, strategies can be adjusted according to the sector of work and the cultural context.

Adolescent and Youth Participation: Adults Get Ready! describes:

◆ Roles adults can play in creating an enabling environment for adolescents' participation

◆ Ideas and tools for preparing adults to take on these roles

Adolescent participation is a two-way process, building partnership between adolescents and adults. It should be stressed that adults' roles in supporting adolescent participation *cannot be decided for them*. Their roles emerge through the process. The importance of a partnership with adolescents in the participatory process cannot be over-emphasised. Adolescent participation should not interfere with the vital and critical role adults must play; rather it should involve adults sharing responsibility with adolescents in a partnership setting. "Respecting views of the child means that they should not be ignored; but it also means that they should not be simply endorsed … a process of dialogue and exchange needs to be encouraged to prepare the child to assume increasing responsibilities and to become active, tolerant and democratic."[2]

Adolescent and Youth Participation: Adults Get Ready complements Booklets 3 (*Adolescent Participation and the Project Cycle)* and 4 (*Tools for Adolescent and Youth Participation)* in the series, both of which give ideas and tools for adolescents and adults to participate in decision-making throughout the project cycle.

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1 Young people are defined as 10 to 24 year olds. These booklets also refer to children, who are defined as any person below the age of 18 in the Convention on the Rights of the Child (CRC). Adolescents are defined as persons aged 10 to 19.

2 Santos Pais, M. "Children's Participation and the Convention on the Rights of the Child", Seminar on The Political Participation of Children, May 25, 1999, Harvard University, Cambridge, MA, pp 4-5

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Principles of adult and adolescent participation

As we established in Booklet 1, *Participation in the Second Decade of Life: What and Why?,* participation is not easy, nor is it as simple as we would like it to be. In the case of adolescents and children it is more challenging. Add adults to that equation and the challenge gets even more complex.

There is little doubt, however, that building partnerships with adults is one of the keys to successful and meaningful participation of young people. Youth and adult partnerships occur when young people and adults come together in their communities and particular environments. What distinguishes these youth-adult partnerships is the element of mutuality. Such partnerships focus on nurturing and emphasise potential youth contribution, rather than their potential problems.

Camino[3] identifies three components of successful youth-adult partnerships.

◆ The first component involves the principles and values that youth and adults use to orient these partnerships by challenging the roles and the power that characterise typical youth-adult relationships. Ideally this means that both youth and adults will avoid hierarchical relationships in which adults act as the authority and youth hold inferior positions (Camino, 2000). Youth and adults are both appreciated as having unique and valuable contributions to the partnership.

◆ The second component involves skills and competencies that youth and adults need to master for successful partnerships: communication, teamwork, and coaching (Camino, 2000). These three areas are important not only for the functioning of the partnership but are also useful for both youth and adults in other areas of life including school, jobs, and social situations.

◆ The third component to youth-adult partnerships involves the development of a plan for community action. This may involve a change in community services provided by or for youth, development of a new programme, or increased youth involvement in community decision-making. Youth-adult partnerships are built on the assumption of co-operation with a common goal in mind.

Importance of youth-adult partnerships

There are many benefits to be derived from partnerships involving youth and adults. Indeed, youths benefit immediately when they are seen as competent individuals with the capacity to contribute to important decision-making involving them and their communities. Research also indicates that youth involvement in positive social relationships and activities, in which adults are also involved, decreases the risk of their engaging in risky or anti-social behaviour.

3 Camino, L: Putting youth-adult partnerships to work for community change: Lessons from volunteers across the country. *Community Youth Development (CYD) Journal*, 1(4), 2000, pp27-31.

Likely Benefits of Adult and Youth Partnerships

◆ Fresh new ideas

◆ New perspectives on decision-making

◆ Openness and honesty on existing programmes and services

◆ More human resources and shared responsibilities

◆ Youths are more likely to be willing to accept the programme's services and message

◆ Greater overall credibility for programmes

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An enabling environment for adolescents' participation

How can adults support adolescents' participation, when participation is something new, even mysterious, to them?

Despite the relative novelty of the idea of adolescent participation, adults already know a lot about young people's development. It is only 'mysterious' if they choose not to work with young people or build upon shared knowledge and expertise.

Can you eat a whole elephant? Yes, if you cut it up and eat it one piece at a time.

African proverb

So, what are the particular challenges that need to be addressed?

◆ Adults' authority may rest upon roles and relationships that do not allow adolescents to talk openly with adults or make choices in their lives.

◆ Adolescents may be considered 'too young' to understand information or take part in decisions that could be important, or even life saving.

◆ Adults often don't know how to cope with adolescents' changing lives. Some of the challenges are new. Some of them are timeless, but used to be managed by institutions or traditions that have lost pace with social and economic change.

◆ Adolescents often fall between the institutions of childhood and those of adulthood.

◆ There is often a frustration that adolescents can't be controlled, producing exasperation and anger on all sides.

The roles of adults in youth work show the opposite kind of pattern:

> [We do not] 'do everything' for the young people...our job is:
> ◆ To provide correct, useful information
> ◆ To work with young people in an honest and respectful way as they begin to make choices about how they will use this information
>
> A good youth worker is always making connections. S/he connects ideas, people, activities and services.
>
> Youth Development Network (YDN), South Africa.

Not everyone is a professional youth worker (there aren't nearly enough!). But, with training, many adults can work with young people in some way, as part of their work or personal life. Whether someone is a parent, a journalist, or a health worker, s/he can:
◆ Provide correct, useful information
◆ Work *with* adolescents in decision-making processes – in their lives and in the community as a whole
◆ Link themselves to development projects

Development agencies like UNICEF and CYP can support adults to play these roles.

Let's look at some of the adults who have an everyday impact on adolescents' lives.

Family

Parents, elder siblings and other powerful role models in the family can support participation by:

- Listening to adolescents and taking their opinions seriously
- Praising adolescents for achievements, and for just being themselves
- When disciplining adolescents, explaining the reasons
- Finding alternatives to physical punishment
- Talking with adolescents about relationships, sex (including the use of condoms) menstruation and other facts of life
- Asking adolescents if they have worries they would like to talk about
- Directing adolescents to sources of information
- Talking with adolescents about family finances and budgeting
- Being ready to include adolescents in conversations about serious matters and family decisions
- Understanding the consequences of early marriage or pressuring adolescents to become 'self-sufficient' where this may result in transactional sex or other harmful work
- Sharing leisure time with adolescents

In Mongolia, parents learned to discuss sexuality

Following a joint UNESCO-UNFPA programme on parent-child communication, parents and teachers in Mongolia are more comfortable discussing sexuality and reproductive health (SRH) with adolescents. Adolescent participation in the design of SRH services has also grown.

Gendersuren, a father of four, reflects: "I was intrigued that other parents were attending [the course] and I talked with them and they helped me understand that it was necessary. When I tried to talk to my ten-year-old daughter, she also reacted the same way I did, embarrassed and angry. But after a few more times, she became more open and began to ask me questions."

In Pakistan, boys had a role in girl's empowerment

In the province of Baluchistan, Pakistan, where the female literacy rate is 2 per cent, the local UNICEF office had already worked with the highly motivated boy scout movement on campaigns on iodising salt and immunising against polio. But in 2000, extending this to the promotion of primary education for girls broke new ground: never before in the region had boys participated in promoting the rights of girls. The project was named Brothers Join Meena, referring to a well-established UNICEF cartoon character, Meena, the girl child.

The scouts, including 12-year-old Jehanzeb Khan who took part in the UN General Assembly Special Session on Children as a spokesperson for the project, went door-to-door surveying girls' school attendance and, where necessary, trying to convince fathers to enrol their daughters. Partly to offset the controversial impact of the subject, the scouts also talked about other important issues such as immunisation and constructing latrines. Where villages had no existing girls' primary school, the scouts would convince the boys' school to admit girls; where the long walk to school presented dangers, the scouts would offer to escort the girls.

The first year's results were encouraging: each targeted school enrolled 10 to 15 new girls, amounting to around 2,500 overall. In the village of Killi Abdul Rasaq, where the scouts were particularly strong, the results were even better: 80 new girls joined the village school.

"We used to say that educating a girl is like watering a neighbour's plants," admits Abdul Malam, the village malik or tribal leader. "But the boy scouts have changed our minds. Now we want our daughters to be teachers or doctors or anything else."

Source: The State of the World's Children 2003

School Educators & Teachers

Teachers, youth workers and other informal health educators can support participation by:

◆ Acting as role models, especially by addressing issues such as sex education, drugs, violence and peer pressure

◆ Educating adolescents to be resistant to harmful advertising (for example that encourages smoking, anxiety about body shape or skin colour)

◆ Acknowledging the possibility of sexual, physical and psychological abuse in any community, and taking steps to treat these abuses with utmost seriousness

◆ Encouraging adolescents to reflect on the aims and methods of education, and exercise some choices about what they want to learn

◆ Making learning fun: using learning games, art, drama and outdoor activities

◆ Inviting adolescents to make presentations about issues that interest them

◆ Helping adolescents to practise their discussion skills

◆ Creating a trusting and respectful environment that acknowledges the individual student. In some cultures, calling adolescents by their first names can help.

◆ Supporting adolescents in forming clubs and associations

Youth-friendliness: developing the whole organisation

Making an institution 'youth-friendly' breaks down into improving every possible feature. You might walk through the institution noting all the details that could affect adolescents' perceptions of a service, or itemise all the tasks carried out and who does them, as a starting point.

For example, in a school:

◆ How are parents and students made to feel as they enter the building, or when they call on the telephone?

◆ Are the classrooms too hot or too cold for work? Is the furniture too heavy to move around when necessary? Are the seats the right size for the age of the student?

◆ What are the sources and the effects of each school rule?

◆ Is there a clear code of conduct for teachers as well as students? Is there a complaints procedure that works?

◆ Is the expected conduct of everyone in the school known to parents and others outside?

◆ Are there too many rules? Could they be reduced to principles that students could remember and apply, using their own judgement?

◆ Are there opportunities for parents, teachers and students to meet and discuss the governance of the school?

◆ Can the school play a role in providing a good meal for students during the day?

◆ Can the school be a place for health workers, police, and others to give helpful information to students, through talks or posters?

◆ Is the school a safe place to learn and play? Can it provide such a space after lessons are finished?

◆ Can the school provide opportunities for adults and adolescents to share social time?

Police

Police officers can support participation by:

- Explaining their role to all adolescents (whether or not they have broken the law)
- Knowing and upholding children's rights as an integral part of training and operations
- Participating in dialogue with communities and providing for civilian and youth representation on decision-making bodies
- Finding ways for young offenders to re-engage with the community.

Dialogue between offenders and their victims may reduce re-offending. Young first-time offenders may also be discouraged from re-offending if they have an opportunity to discuss prison life with former inmates. Adolescent victims of crime, like for example human trafficking, can be powerful advocates in raising awareness among their peers. Former drug users can educate others on the negative experience of addiction.

In Bangalore, India, a UNICEF-supported initiative brings together police and street children in training sessions that look at child rights and at how to cope with difficult circumstances. So far, 1,700 officers have been trained and five police stations have been given a child-friendly award. "I try not to treat the child as a criminal," said one of the officers. "We have to understand what has brought the child into unlawful activities."

Source: State of the World's Children 2003

In Kingston, Jamaica, youth and community leaders, police and legal experts developed a Code of Conduct for Police-Citizen Relations. The Jamaica Chamber of Commerce led the project, bringing stakeholders together in a safe environment over a two-year period to find common ground.

Launched in November 2000, the Code is colourful, pocket-sized and uses simple language. It covers the duties of both citizens and police in situations such as:

- Searches and Approaches
- Arrests and Charges
- Granting of Bail
- Use of Force
- Public Demonstrations

Knowledge of the code was spread through drama, video and public events, supported by the Jamaica Social Investment Fund. In the seven communities where the Code was piloted, Community Conflict Resolution Councils have been set up. The first duty of facilitators was to know the code.

Source: C21 Citizens – Young People in a Changing Commonwealth, The Stationery Office for the Commonwealth Secretariat, London 2002

Government

Government is of course a key player in all partnerships for adolescent participation. Some of the most important roles government can play in creating an enabling environment are in:

- ◆ Preparing socio-economic data by gender and age
- ◆ Based upon the data, putting more resources into programmes for adolescents
- ◆ Co-ordinating the activities of different ministries under common youth policies and strategies

- ◆ Ensuring that strategies for adolescent and youth development are at the centre of poverty reduction strategies, not separate from or contradictory to them
- ◆ Ensuring that youth participation and child rights are non-partisan issues, so that policies and strategies can be sustained after a change of government
- ◆ Leading change from the top: giving young people and their concerns visibility by sharing public platforms with young people, listening to their views and broaching taboo subjects, which if not aired would reduce public awareness of child protection issues, or accelerate HIV/AIDS infections, for example.

National Youth Policy in Jamaica

As told to the Commonwealth CitizenYou e-group by Joseph T Farquharson

The National Council for Youth Development held several consultations with youth across Jamaica. They tried to make the groups as representative as possible; youth from schools and school groups, church, community and service groups, as well as youth who were not attached to any groups and not employed were invited. Youth had full opportunities to speak uninhibited.

Meanwhile the National Revision Committee was meeting. This comprised youth workers, heads of youth-oriented organisations, heads of National Students Councils, Presidents of the Students' Unions of the universities, representatives from the youth arms of the political parties and the CYP youth representative. Believe me, the committee thing was rough. We discussed, debated, agreed, disagreed, agreed to disagree, accepted and rejected many things, which we later on rejected to accept. That went on for months. After we had reached about halfway through the process, a consultant was hired and she started working on the historical details and having some other consultations to supplement the data. We also decided to collaborate with the Ministry of Education…Even after so much debate and trouble we discovered that we were focusing on remedial processes and were neglecting those youth who were already contributing to society and acting positively, and what structures we would put in place to support them. Well, no committee is perfect. Whoever said two heads were better than one. The draft policy is now awaiting submission to parliament, and if it is accepted, a plan of action will be prepared.

National Youth Policy – involving adolescents and young adults

A national youth policy should:

◆ Show staunch political commitment to young people and their participation in decision-making

◆ Clearly establish the linkages between the development of youth and the overall national development plan

◆ Be based on a realistic assessment of the situation of young people, benefiting from consultation with all sections of the community, most importantly youth

◆ Give adequate scope and freedom for implementing agencies, especially NGOs, to evolve their own programmes and activities

Adapted from CYP Asia Regional Policy Consultation 1992

Community

Figures of authority in the community can play a major role by:

◆ Allowing adolescents to watch decision-making structures, such as village councils, in action and be part of them

◆ Identifying where customs may have become distorted or lost due to poverty, changing societies

Some useful questions for preparing adults in authority for dialogue with young people

◆ What good movements or trends have taken place in your community?

◆ Are these still taking place now?

◆ What are the reasons why they are/are not taking place? How have these made a difference?

◆ What challenges do you face as a young girl/boy, and as an elderly woman/man?

◆ Do you think there are solutions to these challenges? Where do the solutions come from?

◆ What positive things are being done by adolescents/other age groups?

◆ How will they be developed further?

◆ What negative things are being done by adolescents/other age groups?

◆ How will they be addressed?

◆ Can different age groups work together for the good of the community? How do they share information?

◆ Who participates in…/is excluded from…?

◆ In your opinion, how will this be addressed?

Adapted from UNICEF Tanzania materials

- Seeking to revive or initiate interaction between generations
- Helping adolescents to understand their experiences in historical context
- Leading other adults in attempting to understand new challenges young people face
- Helping to raise awareness that domestic violence, such as the abuse of women or children, is a crime
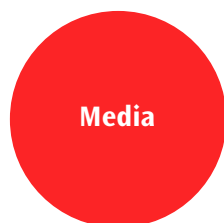
Media

Adults working in the media can assist participation by:
- Reviewing the negative and positive representations of adolescents and adults in circulation
- Discussing the core assumptions about adolescents among media audiences
- Meeting gaps in the market for adolescents' perspectives and good news about adolescents
- Publishing education and life skills resources in newspapers for teachers and parents to cut out and use
- Providing opportunities for adolescents to take part in media activities and make their own written, artistic or broadcast materials.
- Partnering with government and development agencies to provide media skills training for adolescents

In the Philippines, a UNICEF-sponsored media project supports annual Alay sa Kabataan *(For the Children) Awards. These awards recognise producers' and broadcast networks' initiatives on programming for children.*

"Telling it like it is" in Albania

"Troç!" – the Albanian word for "say it" or "tell it like it is" – is a news show written and produced by children aged 13 to 18 and broadcast on Albanian National TV, reaching an audience of nearly 75,000 viewers each week. Troç stories have been a pressure for change, contributing to the removal of a dormitory director after mistreatment of children in his dormitory was exposed. In another case, after the show highlighted the lack of textbooks in high schools in one town, educational authorities promptly provided textbooks in time for students to study for final exams. The Troç team has documented inter-ethnic youth attempts at reconciliation and dialogue in Kosovo, Yugoslavia, and the former Yugoslav Republic of Macedonia. Troç is part of a bigger initiative that UNICEF is developing in the region: the Young People's Media Network.

Training, partnerships, internships and awards are all ways in which the media can support youth initiatives like these.

Workplace

Employers and co-workers can assist participation by:

- ◆ Refusing to employ or work with under-age adolescents (where possible)
- ◆ Eradicating abusive initiation or training of young workers
- ◆ Eradicating discrimination in pay and conditions based on age, gender, HIV/AIDS status and other unjust criteria
- ◆ Promoting trade union membership
- ◆ Unleashing human resources through apprenticeship schemes and ongoing employee education
- ◆ Providing sponsorship and other support for adolescent development initiatives

3
Advocacy

We have listed some of the things adults can do to enable young people to better participate in the decision-making that affects their lives.

Although many of these measures look easy on paper, realising them may require a long and careful process. The first step is for adult stakeholders to understand what you are trying to achieve.

It is hard to promote an enabling environment for adolescent participation if agencies' relationships with adult stakeholders are top-down and controlling.

The easiest way to demonstrate participation is to show readiness to share power with adult stakeholders.[4]

At the same time, advocacy for participation holds an important place. It is especially important in interventions concerning young people, because so often this is where developmental approaches are left behind, and people turn to corrective/control approaches.

Human Rights

Remember, human rights thinking is unfamiliar to many stakeholders. It is not enough to simply *assert* rights. Be ready to *explain* that rights have a legal and moral basis.

In order to ensure rights do not sound imaginary or unrealistic, it is also necessary to **locate** rights and responsibilities. Rights aren't invisible objects. They are claims *of* real people *on* real people. They are about relationships:

◆ The Convention on the Rights of the Child is the most widely ratified treaty in history. Its supporters in government are found in all regions of the world, of all religious faiths

◆ It expresses belief in the dignity of the human person, and describes the environment of a person whose basic needs are met

◆ It upholds the rule of law over criminality and oppression

◆ It forms the foundation of UNICEF as an organisation

◆ It is consistent with consensus-building traditions of a wide range of societies and of the Commonwealth and its agencies

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4 After all, explaining participation is not always a high priority. For adults, participatory learning, planning and action means something as part of tackling a practical development challenge. What is the main point of your work from a villager's perspective? It might be that adolescents are being allowed out of a household or village for the first time.

Rights and the life cycle

We found the patterns of duty-bearers for realising children's rights were more related to the age or 'life-cycle stage' of the child than to traditional government sector areas. For the very young child, the mother and female relatives shouldered most responsibilities. The challenge here was to better involve fathers and other males, e.g. relatives, leaders and office-bearers. As the child entered primary school age, peer groups of children of the same age, close relatives including the father (if present), neighbours and the community at large provided most of the caring and protection support. The teachers were the most important duty-bearers linked to government.

As the children left primary school and entered adolescence, the duty-bearer picture became much more varied and complex. At this age, most young people seemed to rely very heavily on peers. The relationship with their parents had become very weak. Less than 5 per cent of adolescents in Tanzania have the opportunity to proceed to secondary school – one of the lowest rates in the world. Most 13-18 year olds start working and many girls become pregnant and, thereby, mother/duty-bearers while they are still children themselves. In reality, 'children' and 'adolescents' are not completely separate groups. The reason is that most children delay starting primary school until they are 9-10, sometime even until they are 12-13 years old.

From: *Adopting a human rights approach to programming: the UNICEF Tanzania case*

Democracy

Successful participation *is* democracy on a small scale: when participants agree a decision or vote for leaders, that can be a democratic process.

Advocacy for participation as a vehicle of democracy should proceed with care, however.

◆ Adults should be engaged on what they understand by democracy. There may be varied perceptions of it, and potential for misunderstandings. Needless to say, imposing one understanding of democracy misses the point!

◆ In order to keep a distance from party politics, the non-electoral aspects of democracy should be stressed: freedom of discussion, information flow, etc.

Advocacy with families

We have mentioned some of the roles parents, elder siblings and other powerful role models in the family can play to support participation. These roles may not come naturally and may contradict (or appear to contradict) traditional wisdom or parenting practices.

In this case, it is necessary (but not enough) to tell parents about the benefits of assisting their child to participate. It is also necessary to manage and resolve potential conflicts by:

◆ Clarifying perceptions
◆ Focusing on common ground
◆ Admitting mistakes
◆ Generating options

Remember that parents may have good reason to be mistrustful, and that trust must be earned.

As one African saying goes, "Those who don't listen, don't deserve to be listened to."

Some common concerns

"Adolescents' income-generating role or school work might be harmed"

You will need to demonstrate that through participation, adolescents are gaining skills that will improve their livelihood prospects. You will also need to carefully limit the short-term costs to families of adolescents' participation.

"Adolescents' safety might be compromised"

As participation may increase adolescents' freedom of movement, especially girls', plans should be in place to limit the risks. You also need to discuss how life skills gained by participation can also reduce long-term risks.

"Discipline will be compromised – They will disrespect adults"

Participation shows there is more than one way of maintaining discipline and gaining respect from adolescents. If project staff play sport or a game with adolescents and retain discipline, this can be a powerful lesson in communities where adults and adolescents never mix.

4
Preparing Ourselves

In order to prepare others for adolescents' participation, we need to be prepared ourselves.
This means:

◆ Knowing what it is like to do participatory exercises

◆ Knowing our own ideas about participation – individually and as a team – by having debated them properly

◆ Knowing what qualities to look for when deciding who should work with adolescents

The following are some key competencies that adults who strive to work with young people as partners should develop.[5]

Society

Techniques

Skills

Understanding

Values

Self Esteem

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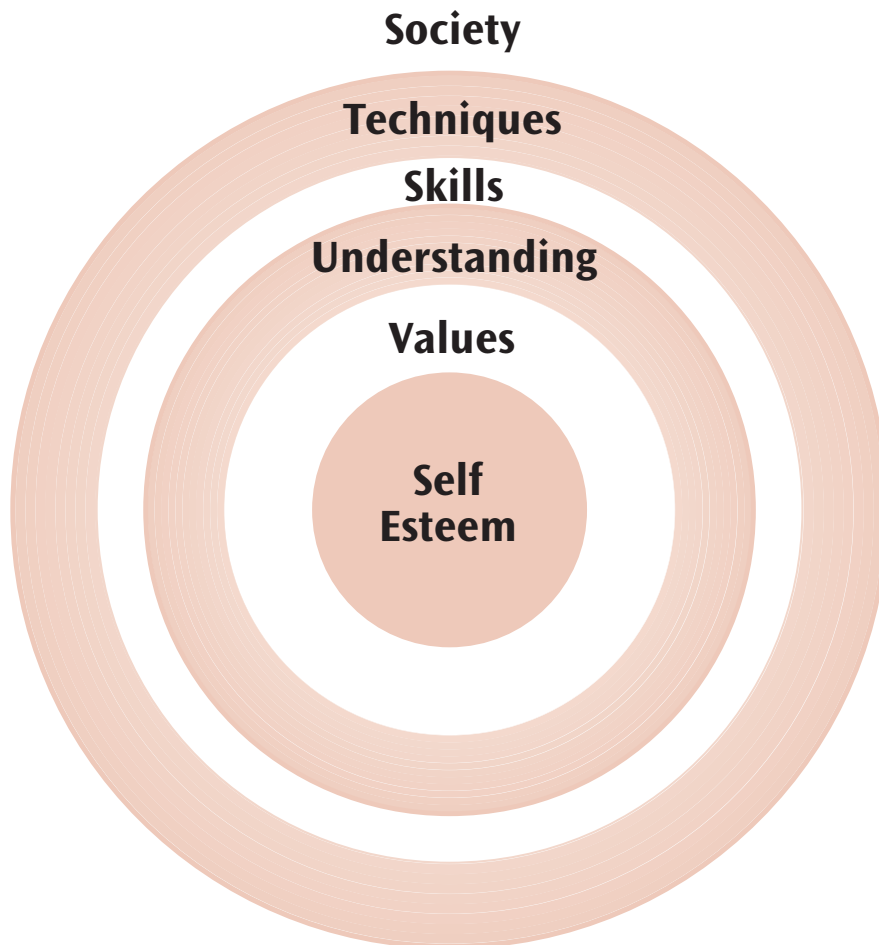
5 Source: Shephard, Carol and Treseder, Phil: *Participation – Spice it up!* Save the Children and Dynamix Cardiff, 2002.

If you do not have all or any of these skills, consider the main areas that you need to develop.

Our ability to work well with adolescents and other stakeholders partly depends on our relationships with colleagues, and the culture of our workplace.

One view of what makes a good team:
- Positive thinking
- Fairness and self-discipline
- Meeting often, quickly
- Firm deadlines, flexible hours
- Sharing credit and responsibility

In the UK, young people want to learn from

- someone who is able to listen to them
- someone they can trust
- someone with a sense of humour
- someone who knows about jobs and training
- someone who can relate to them
- someone who is honest and reliable

Source: Research by the National Youth Agency (England)

Group Development

Another way to look at your team is as a social group, developing over time. The stages of group development[6] can be *roughly* given as:

1	Storming	The potential members of the group are just coming together. You may find here that people 'drop in' and 'drop out.'
2	Forming	Some cohesion and identity begin to emerge. Membership and participation become more stable, and people are getting to know each other.
3	Norming	A cohesive group exists. It has arrived at some consensus above what its purpose is, and is establishing a 'culture' – its way of doing things.
4	Performing	The group is fully able to act.
5	Adjourning	The group's purpose has been met, or is no longer being satisfactorily met. The group is coming to an end and has to try and do so in a positive and productive way.

6 Adapted from: Diploma in Youth in Development Work (Module 4), Commonwealth Youth Programme 1998.

Statement Cards on Participation

Purpose To help young people feel more comfortable debating questions and less worried about participation

Gather statements from the group from the examples below[7] and write them on cards.

◆ Place the cards face down on the floor or on a table, in the middle of the group (no more than 7-8 people).

◆ Draw a line on the ground with AGREE at one end and DISAGREE at the other. The line should be a few metres long.

◆ One person picks up the top card and reads it aloud to the group. S/he then stands on the AGREE/DISAGREE line at a position that reflects his/her opinion.

◆ The person then explains why s/he has stood at that point on the line.

◆ The rest of the group question the person standing, and contribute their views in a short discussion.

◆ At the end of the discussion the person on the line can move if s/he has changed her/his mind in any way. The person can then explain why s/he has moved, or stayed still.

◆ The next person picks up a card and the process is repeated.

Adults who moan about younger people have forgotten their own youth	The idea that adolescents can teach adults anything useful is nonsense	Giving local people a say is something we do for funding, but we know what projects need to be done	It is right for young people to be taught to obey their elders
It is natural for young people to question decisions made by their elders	Traditional societies have worked well for centuries. They should be preserved	Societies operate on rules. Young people must be taught the rules and learn to obey them	I want the same things for my children as I had when I was growing up
Participation doesn't cause any conflict that isn't there already	Young women should have exactly the same opportunities as young men in education, jobs and training	Co-operating and volunteering is for less able adolescents. The brightest and best compete	Young women are denied a proper say in decision-making in traditional society
Participation gives young people the confidence to value their own culture	Participation encourages young people to believe they can change the world overnight	Young people need to be toughened up by bad experiences to cope with the real world	Participation is based on the myth that people can live without discipline
There is no future for ambitious young people if they stay in their villages	Participation is a way to disguise the lack of schools and health services	Adults need to wake up about the sexual activity of adolescents	Participation robs children of their childhood
Young men are more fragile in character than young women	Children cannot get all the skills they need from teachers	Participation is a way of controlling poor people and distracting them from claiming their rights	Participation is something I would try in my own family

7 Adapted from: Village Moves, Cross Reference Learning Materials Commonwealth Youth Programme/UNFPA 1992

The tools and ideas below are from training modules on Human Rights Approaches to Programming developed by UNICEF Tanzania and others in East/Southern Africa.

Big Ears, Small Mouth

Draw two pictures of a face, one with very small eyes and ears and very big mouth; ask if this is the sort of face that is consistent with a Human Rights Approach to Programming.

Ask participants to say what sort of eyes, ears and mouth would be the signs of a good listener and draw them on the second face (e.g., very large ears and eyes and a very small, closed mouth). Add a smile to the mouth – it is smiling because this person enjoys communicating with the community members and hearing their views.

Ask: what actions would make you seem to have a big mouth and small ears, eyes? What actions would make you seem to have a small mouth, big ears and big eyes?

Hippo, Crane, Crocodile and Frog

The Hippo Approach (Extractive)
Use your weight, jump right in, displace a lot of water and trample on everything.

The Crocodile Approach (Destructive)
Move in silently and elegantly and eat up everything once you are there.

The Crane Approach (Directive)
Drop in from above, take what you want and fly off. Hold your head up high and make sure you do not get too grounded.

The Frog Approach (Prince Potential)
Hop in and out in a friendly way, communicate well, listen well. If you do so successfully, you (and the community) may turn into a handsome prince/beautiful princess.

BIS/RAS

RAS stands for *Right Answer Syndrome*. Young people in a question and answer session or questionnaire, often give the answer that they think the questioner wants to hear so that the questioner stops disturbing them and goes away.

This is often aggravated by BIS, *Bottom Itching Syndrome*. Even when they have only been in a community for a few hours and know very little about the situation, adults are unable to sit still and end up giving advice or even directives without really understanding the situation.

Dos and don'ts of adult/adolescent partnerships and participation

DO
✔ Be willing and open to new things

✔ Make adolescents feel like their contribution matters and counts

✔ Make them feel it is worthwhile

✔ Make learning fun

✔ Share ideas and goals

✔ Listen to all that children and adolescents have to say about an issue

✔ Tell them why **you want them** involved

DON'T
✘ Close your eyes and mind to new things

✘ Make adolescents and children feel useless and unimportant

✘ Make them feel their efforts are worthless

✘ Make learning a pain

✘ Keep ideas and goals all to yourself

✘ Shut off or close your ears to their views

✘ **Force** them to be involved.

Finally

We can create an enabling environment for adolescent participation by working with a range of adults in the community, government and private sector.

In each case, adults have existing knowledge about youth development that can be blended with the insights of youth work, and rights-based, participatory development.

The key to gathering and building on this knowledge is to allow adults as well as adolescents to participate. This way adults and young people can work in partnership.

Adults who work with young people are best able to promote participation when they have experienced it in their own training and daily working environments.

The roles that everyone can play emerge through a participatory process, where stakeholders of all ages are involved in all stages of a project. How to achieve this is the topic of the next booklet in the series, *Adolescent Participation and the Project Cycle*.

Resource Guide

Camino, L: *Putting youth-adult partnerships to work for community change: Lessons from volunteers across the country*. Community Youth Development (CYD) Journal 1(4), 2000, pp27-31.

Centre for Youth Development & Policy Research: *What is Youth Development?* Available online: **www.yd.aed.org/whatis.html**

Hughes, D, & Curnan, S P (2000). *Community youth development: A framework for action*. Community Youth Development (CYD) Journal, 1(1). Available online: **www.cydjournal.org/**

Kirby, D & Coyle, K (1997). *Youth development programmes*. Children and Youth Services Review, 19(5/6), pp 437-454.

Klindera, K, & Menderweld, J (2001). *Youth Involvement in Prevention Programming. Issues at a Glance.* Publication provided by Advocates for Youth, August 2001. Available online: **www.advocatesforyouth.org/publications/iag/involvement.htm**

Pagliaro, S, & Klindera, K (1999). *Youth Development: Strengthening Prevention Strategies. Issues at a Glanc*e. Publication provided by Advocates for Youth, May 1999. Available online at: **www.advocatesforyouth.org/publications/iag/ythdevelop.htm**

Public/Private Ventures Organisation. *Youth Development: Issues, Challenges and Directions* (Fall 2000). Available online: **www.ppv.org/content/reports/youthdevvolt.html**

Shephard, Carol and Treseder, Phil: *Participation – Spice it up!* Save the Children and Dynamix Cardiff, 2002.

Cyfernet: **www.cyfernet.org** A youth section of cyfernet has a topic listing of youth-adult partnerships. It section includes valuable resources from Co-operative Extension professionals in the USA.

Advocates for Youth: **www.advocatesforyouth.org/peereducation.htm**
This web site includes a section of Peer Education, Youth Development, and Youth-Adult Partnerships. This section provides excellent resources for actively involving young people in their own learning.

League of Minnesota Cities: **www.lmnc.org**
This web site includes a useful section of resources for better understanding youth development and involvement in programmes.

At The Table: **www.atthetable.org**
This online clearinghouse features all you need to know about involving youth in your organisation and community.

National 4-H Council: **www.fourhcouncil.edu**
4-H has a long and impressive history of fostering youth-adult partnerships in a variety of different projects all over the world.

Youth Leadership Institute: **www.yli.org**
Great information for training youth leaders, adult allies and the systems that support them.

Search Institute: **www.search-institute.org**
This is an organisation and website with a number of resources on youth-adult partnerships as well as youth development and mentoring.

UNICEF: *UNICEF's Experience Working with Young People,* May 1999. Based on the analysis of Country

Office Annual Reports of 1997, the paper provides an overview of the extent of adolescent participation in UNICEF assisted programmes at the time.

United Nations: *Millennium Declaration* and *Millennium Development Goals* (*www.un.org/millennium/declaration/ares552e.htm*).

United Nations: *A World fit for Children* (*www.unicef.org/specialsession/docs_new/documents/A-RESS27-2E.pdf*).

Useful websites/pages

www.unicef.org/specialsession/child_participation/index.html, on children's participation at the Special session and related links

www.unicef.org/polls, information on large-scale polls among children in East Asia and the Pacific, Europe and Central Asia, and Latin America and the Caribbean

www.unicef.org/voy Voices of Youth homepage

www.unicef.org/magic for media initiatives aimed at involving young people

www.unicef-icdc.org UNICEF Innocenti Research Centre (IRC) works to strengthen the capacity of UNICEF and its co-operating institutions to respond to the evolving needs of children and to develop a new global ethic for children.

www.unicef.org/teachers UNICEF's website for teachers includes ideas on how to involve children as researchers, and child-friendly schools

www.worldbank.org/participation World Bank site on participation and civic engagement, with direct links to sources on participatory tools methods

www.ids.ac.uk/ids, the Institute for Development Studies, Sussex is one of the leading centres for research and teaching on participatory development. Includes a page on participatory approaches.

www.childfriendlycities.org for ideas on participatory urban planning

www.unesco.org/most/growing.htm for the *Growing Up In Cities* Initiative

www.savethechildren.net/homepage, home page of the Save the Children Alliance

www.oxfam.org/eng Oxfam's website includes a page on the International Youth Parliament

www.ncb.org.uk/resources Site of the UK National Children's Bureau, for free downloads of a wide variety of books and papers on children's participation

www.schoolcouncils.org A site with information on how to set up and run school councils.

www.worldbank.org/wbi/sourcebook/sbhome.html,
Contains about 20 case descriptions, plus chapters on Pointers in Participatory Planning and Decision-making, Pointers in Enabling the Poor to Participate, and an overview of participatory methods and tools.

Glossary

Adolescent	(On an age-based definition) a person aged 10-19
Child	The Convention on the Rights of the Child recognises persons below 18 years as children.
CRC	Convention on the Rights of the Child
CYP	Commonwealth Youth Programme
Extractive	A process that is extractive, extracts things (takes things out) from one place for use in another place. We might call a consultation 'extractive' if it were only about getting knowledge from individuals or communities.

Implementation; Monitoring and Evaluation; Situation Analysis; Planning
These are the project stages referred to and explained in greater detail in Booklet 3, *Adolescent Participation and the Project Cycle*. This entire process is holistic in nature and involves assessment of the challenges, deciding on achievable goals, finding out who can do what, checking and reviewing progress, as well as holding everyone accountable and sharing lessons learnt throughout the process.

Livelihoods	The means by which people survive/subsist. (In the programming context, a 'livelihood programme' might be aimed at employment *and* health, because people need more than just income to survive).
Matrix/matrices	A grid used to plan monitor and review projects. It can be text- or symbol-based.
Passivity	If a person shows passivity they are being inactive or submissive. S/he may feel that s/he does not have the skills or the authority to be active.
Protagonists	The main characters in a drama, action or movement.
Puppeteer	The person who controls the puppets in a puppet show.
Stakeholder	In the programming context anyone who is interested in or directly affected by a project, or can influence it, is a stakeholder. In adolescent/community projects, young people are stakeholders.
STD	Sexually transmitted diseases.
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Young person/people or youth/s
The United Nations defines a youth as anyone within the 15 to 24 age group. However, in many countries a youth can be anyone up to age 30 or 35. For the purposes of this series, youth and adolescent will have similar meaning.