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Adolescent Participation and the Project Cycle



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Commonwealth Secretariat

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Acknowledgement

In July 2002, UNICEF's Adolescent Development and Participation Unit commissioned the Commonwealth Youth Programme to prepare a toolkit on promoting meaningful children's and young people's participation based on the experiences and lessons learnt by UNICEF country programmes around the world. These four booklets on youth development and participation are the result.

We wish to acknowledge and express our gratitude to the many people and organisations for their contribution to the State of the World's Children 2003 and to these booklets.

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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 country situation, taking into consideration the cultural, social and political context.

Using this booklet

This booklet is the third in a series containing practical models and tools for putting the ideas and commitments of the 2002 UN Special Session on Children into practice. Taken together the set of booklets can help create opportunities and develop capacities of adolescents and young people¹ to be able to participate effectively in decision-making on issues which affect their lives.

The series is designed for programme staff of development agencies; teachers; policy-makers – everyone with an interest in adolescents' development, community development, and national and global development. (More about the Human Rights rationale for adolescent participation is found in Booklet 1 *Participation in the Second Decade of Life: What and Why?*)

Adolescent Participation and the Project Cycle gives organising principles

- ◆ For **discovering** what roles adolescents and adults can play as part of the project development and implementation processes
- ◆ For **achieving** adolescent participation at all stages of a project

These principles do not imply the creation of stand-alone 'participation projects' but rather integration of youth participation in projects of all shapes, sizes and sectors.

Where do adults come in?

This booklet does not assume the projects in question involve only adolescents. When adults can participate, the conditions are better for allowing adolescents to participate too. (See Booklet 2 *Adolescent and Youth Participation: Adults Get Ready!*)

Unless stated otherwise, the principles for enabling participation can be used for any age-group and we assume a partnership between adolescents and adults.

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.

Introduction

Participation and Project stages

These are the project stages referred to in this booklet, and an outline of what participation in each stage involves.

Situation Assessment & Analysis

Participatory = Women and men, girls and boys ...

- ◆ **Accounting** for the problems young people face
- ◆ **Understanding** the power relations that affect young people's circumstances
- ◆ **Identifying** young people's strengths and other protective factors in their lives
- ◆ **Deciding** on education/training needs
- ◆ **Building** awareness and capacity through this process

Planning

Deciding

- ◆ What **goals** are desirable and achievable
- ◆ How to get there, and what **principles** to stand by
- ◆ How to check **progress** against the plan; and how to change the plan where necessary
- ◆ Sharing **responsibility** with partners, and gaining insight into how they work

Implementation & Monitoring

- ◆ Discovering **who** can do what
- ◆ Practising and building **skills** and **leadership**
- ◆ **Investing** time and effort, but refusing to be exploited
- ◆ **Building** and reforming institutions; keeping good practices, ending bad practices
- ◆ Checking if there is **progress**, and why
- ◆ **Sharing** power and keeping to principles
- ◆ **Telling** the story

Evaluation & Review

- ◆ Holding everyone **accountable** for commitments: speaking out about gaps and shortcomings, appreciating the successes
- ◆ Incorporating **lessons** learned in the *next* phase of analysis and planning ...

Project ‘stages’ overlap

The ideas and techniques in this toolkit are grouped under these different project ‘stages.’ However, many ideas and techniques can be used at any project stage.

Project stages often run in parallel, and overlap in their objectives.

If lessons learned are continually incorporated into project design, planning and implementation are not separate *stages*, but rather are two aspects of *ongoing* activities.

“Situation analysis is continuous” (Philippines)

“Evaluations take place during every stage” (South Africa)

From Friedman/UNICEF 2001

When project staff and participants repeatedly plan actions in this way, it is sometimes called ‘action-learning.’

Action-learning is a cycle in itself. First we act, then we reflect and learn from what has happened, then we take account of the learning in planning the next phase of action ... and so on.



In this way, action-learning can

- ◆ drive individual project activities
- ◆ take a project from one stage to the next

Action-learning and the project cycle



With continuous action-learning at the heart of a project, meaningful participation is easier to achieve. There is less risk of fitting people into set plans – which is non-participation:

My agency decided in advance what we were going to offer. We'd consult, but steer the beneficiaries back to our plan – regardless of what they wanted. Soon they realised this, and to save time, told us what we wanted to hear.

(Development worker)

1

Situation analysis

Adolescents learn about decision-making when they are encouraged to take control. Adolescents can be involved in a situation analysis

- ◆ as part of a poverty assessment
- ◆ as part of a drive to improve education, health, social protection or other services
- ◆ as part of planning a smaller scale group initiative



Expectations

When adolescents are encouraged to reflect on their circumstances and identify what needs to change, expectations of assistance are raised.

Clearly, adolescents' participation in global or national awareness-raising or situation analyses does not lead on to giving participants control over global or national processes. This is why global or national level processes should be the sum of local ones, where adolescents get a chance not only to be part of research, but to plan and act.

- ◆ Situation analysis is **not** just an information gathering exercise but should feed directly into participatory project planning.
- ◆ Before beginning, implementing agencies need to have some working assumptions about their capacity to deliver concrete benefits, and the levels of decision making and power they are prepared to hand over to primary stakeholders.

First steps

1 Form a partnership of agencies and individuals:

- ◆ Prepared to involve young people and youth workers in planning the situation analysis
- ◆ Intending to offer services for and with young people following the situation analysis

2 Undertake orientation and training for the individuals and agencies involved, on:

- ◆ Age and gender issues in inter-generational work
- ◆ Participation principles, tools and techniques (using exercises from these booklets and other resources)

3 Debate the issues involved.

Participation Tools and Techniques

- ◆ Bring people together
- ◆ Stimulate discussion
- ◆ Facilitate mutual learning
- ◆ Combine self-expression and dialogue through drawing, movement and voting
- ◆ Combine work and play
- ◆ Facilitate negotiation of roles

Younger participants in the planning team may also need training in

- ◆ Public speaking skills
- ◆ Agency structures and procedures
- ◆ Conflict resolution skills
- ◆ Relevant literacy/numeracy skills

Space should also be found for younger participants to educate elder ones, for example in computer skills, youth culture, or other areas in which they have special ability or knowledge.

Youth workers and other informal educators should take a leading role in the orientation and training of the team.

4

Agree on the outline methodology and ethical principles guiding the background research for the situation assessment, and guidelines relating to health and safety in the field.

5

Undertake background research aimed at understanding the cultural, economic, political and historical environment in which the situation analysis will take place.

- ◆ Use desk research, interviews and discussion, direct observation and if appropriate, questionnaires.
- ◆ Slowly build useful contacts and include them in the planning team if appropriate.
- ◆ Continue the background research until the planning team is happy with a provisional design for the situation assessment, knows what skills the trainers and facilitators will need, and feels ready to scale up interaction with primary stakeholders.

6

Through the planning team, the following steps should take place:

- ◆ Establish the broad responsibilities of each partner agency, with respect to funding, community mobilisation, facilitation of stakeholder meetings, training of facilitators, advocacy.
- ◆ Draw up a provisional budget and timetable for the pilot study and the wider situation assessment and analysis.
- ◆ Agree on the methodology and ethical principles guiding the assessment and analysis. This includes criteria for selecting participants that:
 - Are transparent to everyone, not secret or hard to understand
 - Are consistent with the Convention on the Rights of the Child

- Are designed to reduce inequality and segregation among young people
- Address the age range of participants²

Community Interaction and Outreach

(See also Booklet 4 *Tools for Adolescent and Youth Participation*)

During situation analysis, interaction with the community is deepened through

- ◆ Public meetings (where appropriate)
- ◆ Training exercises
- ◆ Situation assessment analysis exercises themselves

Implementing agencies need a trusting and respectful relationship with the community if they are to successfully involve adolescents.

Begin the situation analysis in more than one location at a time. Working out from one community can be unsustainable because it excludes important actors at local and district levels.

(UNICEF, Friedman 2001).

1 Before outreach to adolescents and their families, agree ground rules to ensure:

- ◆ The team's purpose and structure will be properly introduced
- ◆ Nothing will involve adolescents without their consent
- ◆ Project workers will not persist with discussions that cause distress
- ◆ Project workers will not outnumber hosts at any time
- ◆ Note-taking is not a barrier or distraction (taking mental notes and recording afterward is best)
- ◆ Everyone knows when they are staying together in a group or splitting up
- ◆ At the end of a visit follow-up responsibilities are clear, and nobody is left with unfinished business that they cannot cope with themselves

2 Outreach to adolescents

Strategies for reaching less visible groups (such as domestic or industrial workers and young people living on the streets) include for example:

- ◆ Going to places where adolescents live or work (regularly) to socialise with them
- ◆ Holding recreational events such as music concerts
- ◆ Engaging in sport, drama, music or other interactive activities with adolescents
- ◆ Offering an informal recreational, medical or other service to attract adolescents. (These should be free or very low cost, convenient and approachable)
- ◆ Collaborating with relatives, employers, police or other adults who have regular contact with the adolescents. Build up a dialogue and find activities that could benefit both the adults and the adolescents
- ◆ Encouraging adolescents who are already involved to identify less well-off adolescents and to invite them along

² 'Young participants' are no such thing when they are 40 years old! If 40 year olds want to be part of the project, there may be alternative roles they can play – as long as resources intended for adolescents reach adolescents.

3 Preparing adolescents

As with any activity, adolescents need to be adequately prepared for participation in a situation analysis. This involves making sure that adolescents themselves get a chance to plan and act based on their involvement in the research phase of the project. It is important to have adolescents involved from the start as part of the planning team. Orientation and training are not confined to older team members preparing the young ones. If the right adolescents and young people are selected on the planning team in the first instance, they will have special knowledge and skills to contribute (See Booklet 4, *Tools for Adolescent and Youth Participation* and the accompanying CD).

All participants (whether or not they are trained for researching or facilitating roles) need to understand what is happening and feel comfortable with it.

Non-training elements of preparing adolescents

(See also Booklet 2, *Adolescent and Youth Participation: Adults Get Ready!*)

- ◆ Consent (see page 15, Section 1)
- ◆ Listening to worries and giving reassurance
- ◆ Boosting adolescents' confidence by praising them for successes and confronting harsh self-judgements
- ◆ Providing a disciplined but warm atmosphere for discussion, with ground rules (see Booklet 4, *Tools for Adolescent and Youth Participation*)

Training as a risk

The situation analysis may provide an opportunity for training adolescents in specific life skills. If so, these skills should be taught in the context of building self-expression and self-confidence. For example, rote-learning chants or songs is of less value than inventing new songs and chants, or at least adding new verses, using adolescents' ideas.

Some adolescents do not fit in well in the classroom environment, but might be happier (and might even learn faster) doing exercises outdoors where noise and movement is more acceptable!

4 Use participation tools to involve adolescents in situation analysis

Adolescents' roles in Situation Analysis – Some examples

(See Booklets 2 *Adolescent and Youth Participation: Adults Get Ready!* and 4 *Tools for Adolescent and Youth Participation* for more on the tools mentioned)



Work in joy! Here, you are free to discuss.

Situation Analysis in Benin

In Benin, UNICEF supported adolescents' involvement in a national situation analysis. This process included a desk review, a schools-based drawing competition, semi-structured interviews in rural areas and a formal questionnaire. These activities built on and complemented a recent Common Country Assessment.

The process also built on its own findings: the formal questionnaire drew on findings from the semi-structured interviews. It consisted of a document that contained specific questions based on children's drawings and informal interviews, while the semi-structured interviews were done on an ad hoc, less formal basis. This allowed and facilitated the active participation of adolescents and young people in the process.

A small number of adolescents also participated in the Mid-Term Review as well as a national level situation analysis workshop for 10-18 year olds from all over the country. This was a chance for adolescent girls and boys to

- ◆ learn about national findings so far, including on sensitive issues
- ◆ learn essential facts about HIV/AIDS and children's rights
- ◆ engage in group discussions with peers and youth workers
- ◆ practice serious debate with government and UNICEF representatives
- ◆ enjoy associating in a safe, warm and respectful atmosphere
- ◆ find self-expression through drama, story telling, jokes and riddles, singing and drumming – traditional and modern.

UNICEF, the government, youth workers and young people all learned from one another about how participation could be deepened at the local level. This was possible because the age groups mixed and so did adolescents from diverse socio-economic backgrounds.

The workshop was carefully planned, with care devoted to building up the confidence and self-expression of adolescents before they met with older participants. Improvised chants and clapping kept everyone concentrating and "working in joy."

Collaboration with children guarantees a human value, a spontaneous gauge of the true.

UNICEF Benin Mid-Term Review

More on the situation analysis in Benin can be found on the CD which complements Booklet 4, *Tools for Adolescent and Youth Participation*

2

Some examples of adolescents' roles in planning



Adolescents' consent sought to include their statements, photographs, drawings and other inputs, in print/video/web/other media



Documentation of situation analysis

Including feedback on findings and proposals from final public meeting of the situation analysis

Adolescents engaged in producing, reviewing and distributing publicity materials based on the situation analysis. Assistance from communications specialists, (peer) educators



Communication of situation analysis

To the public and key stakeholders

Adolescents give feedback on proposals, ensuring they are in keeping with their findings. Adolescents participate in presenting proposals



Formal project proposals and funding negotiations for large scale activities

Covering partners' responsibilities, resources, timeframes

Adolescents join adults in planning teams and share lessons learned from the situation analysis process



Strategic planning of large scale activities

Goals, timelines, logistics, monitoring and evaluation systems

Adolescents (on their own or with adults) apply tools they have used during situation analysis to plan activities (**matrices, calendars, maps**) and ways to measure progress (see the following section on Monitoring and Evaluation)



Activity planning

Of actions at local level: e.g. setting up of clubs outside or within schools, changing procedures of local institutions, etc.

3

Implementation

Implementation & Monitoring

Young people are participating in a wide variety of development projects. Here are some case studies. More can be found in Booklets 1 *Participation in the Second Decade of Life: What and Why?* and 2 *Adolescent and Youth Participation: Adults Get Ready!*

Implementation & Monitoring

Action Learning with Street Children, Sudan

In Khartoum, Sudan a consortium of NGOs (local and international) initiated a project focused on two especially vulnerable groups within the street children population: girls and disabled children. Child researchers were trained in child rights, research methods and facilitation skills. The programme highlighted the Convention of the Rights of the Child – and major emphasis was placed on the views of street children themselves about their fears, hopes and ideas. For example, children identified police raids as one of their biggest concerns. The programme is linked to local NGOs such as Mutawinat, a legal assistance programme in Khartoum. Similar projects are working in Tanzania, Kenya, Ethiopia, South Africa and Cambodia.

(Adapted from: Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action. Inter-Agency Standing Committee, 2002)

Water Project, Papua New Guinea

Under the National Youth Movement Programme (NYMP) of Papua New Guinea, young people were mobilised to undertake community infrastructure projects. In Pachen Village, East Sepik province, young people took charge of the village co-ordinating committee, with elders acting as advisers.

Seven years later, the effects on village decision-making were still felt: young people can speak at meetings, and enjoy respect from the elders. Remarkably, a number of labour-intensive practices have been modified or discarded upon the advice of younger community members. For example, pigs were traditionally kept for rituals and ceremonies. These have now been substituted with chickens, because this way fences around gardens do not have to be maintained.

Source: Foster, J, Naidoo, K (eds) *Young People at the Centre: Participation and Social Change*, Commonwealth Secretariat, London 2001

Colombia: Millions of Children Vote for Peace

In Colombia, a large-scale, national effort to support the peace process called the Children's Mandate for Peace and Rights involved an astonishing 2.7 million Colombian youth – and was nominated for the Nobel Peace Prize,

The Children's Mandate for Peace effort was supported by the National Peace Network (REDEPAZ), the Catholic Church, the Scout Federation and UNICEF, among others. The project centered on a national referendum by Colombia's children and was organised around a formal voting process in more than 500 electoral districts. Accompanied by extensive media coverage and public organisation efforts, the ballots cast by young voters emphasised two points: a vote for peace in Colombia, and a choice of which guarantee provided in the Convention on the Rights of the Child was most essential in the Colombian context. The children voted overwhelmingly in favour of the right to life and the right to peace.

The voting process and related publicity significantly raised awareness of the needs of Colombian children affected by war and displacement. Moreover, the Children's Mandate for Peace had other lasting benefits: it initiated a legislative debate on increasing the age for military recruitment in Colombia; helped stimulate subsequent advocacy for peace by the adult population; and encouraged many Colombian youth to become active in ongoing peace and social justice movements.

Note: movements for peace are frequently interpreted as partisan by one or more sides of a conflict. Adolescents' involvement in peace campaigning requires expert planning and is safe only as part of a peace process among the adult population.

Stay on top of participation news on the Internet ...

www.unicef.org/polls/

www.unicef.org/voy/

www.unicef.org/magic

www.unicef.org/teachers/

www.thecommonwealth.org/cyp

www.popcouncil.org

www.worldbank.org/participation/

www.ids.ac.uk/ids/

www.childfriendlycities.org

www.unesco.org/most/growing.htm

www.savethechildren.net/homepage/

www.oxfam.org/eng/

www.ncb.org.uk/resources

www.iyfnet.org

www.schoolcouncils.org

www.actionaid.org/schoolsand youth

www.childtrends.com

www.nas.edu/nrc/

4

Monitoring and Evaluation (M&E)

In any kind of project, Monitoring & Evaluation (M&E) involves

- ◆ Agreeing criteria for sampling sites/participants to check on progress
- ◆ Gathering and recording indicators of progress
- ◆ Measuring these against planned objectives, time-lines and budgets



Monitoring & Implementation



Evaluation & Review

Particular to participatory projects is that M&E activity is carried out by everyone involved, and one of the things being monitored and evaluated is participation itself (see diagram opposite)

Steps in involving adolescents in M&E

1 As part of the situation analysis, find what personal/social development indicators make sense to adolescents

2 Ask for volunteers to take on special responsibilities in M&E (see diagram opposite)

3 As part of planning, involve these volunteers in selecting indicators to be tracked against the baseline (indicators should be limited for sustainability of the monitoring process)

4 Involve all participants in M&E at lower level (see diagram opposite). Build time for reflection and learning into all project activities

5 Involve adolescents in reviews of project progress – formal and informal. Run participation exercises specifically about progress of the project

Monitoring and Evaluation in a participatory project

Tackling questions like:

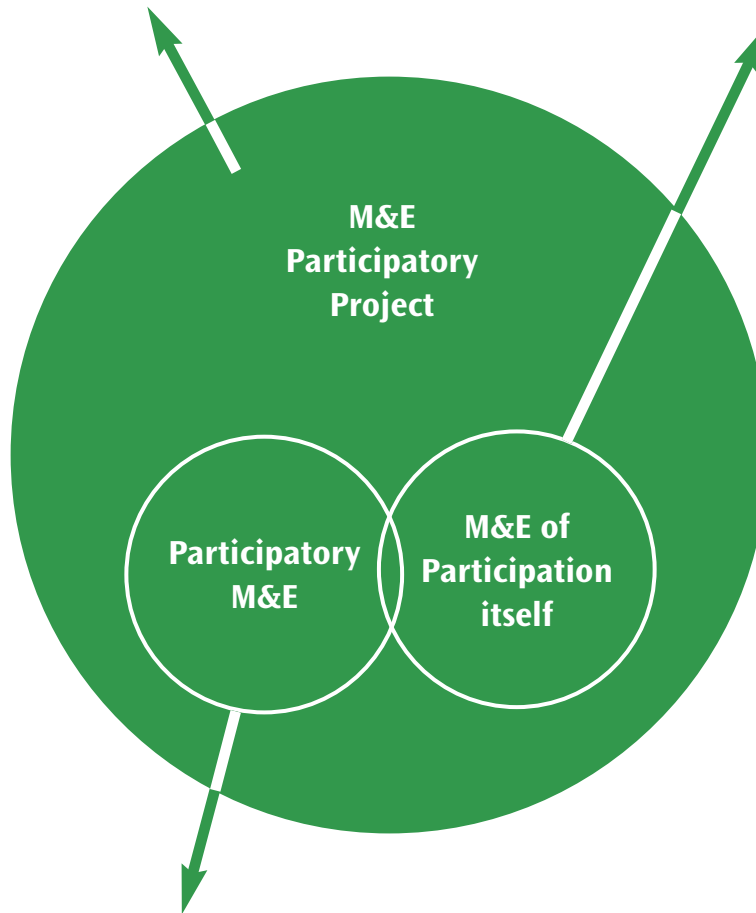
What effect is the project having on education/health/social protection?

Comparing with information from previous interventions (whether participatory or not)

- ◆ enables long-term tracking
- ◆ helps to compare the results of participatory and non-participatory projects

Tackling questions like:

- ◆ How many adolescents are participating in what activities? (by age, gender and other relevant categories)?
- ◆ What is the quality of the process? Are adolescents' rights upheld?
- ◆ What is the impact of this participation on decision-making: within and outside the project?



High involvement



Low involvement

Adolescents taking on M&E tasks

- ◆ Interpreting data and planning activity based upon results
- ◆ Deciding indicators and organising how they are monitored
- ◆ Self-monitoring (as an individual/group)
- ◆ Gathering information and opinion from others
- ◆ Reporting and explaining likes/dislikes about project activities
- ◆ Giving information about themselves

M&E of participation itself

Telling the story

The indicators for measuring the numbers involved in each activity of a project are obvious. But the indicators for the quality of participation and its impact may not be known in advance.

For example, look again at the Papua New Guinea case study on page 16. It is unlikely that project staff set out to monitor participation of young people in village meetings, let alone “a decrease in the numbers of ceremonial pigs”! An official agreeing to turn up to a meeting or a quiet adolescent suddenly coming alive during a role play might signal a breakthrough on the smaller scale.

So, monitoring progress in participation is about being alive to the kind of evidence also used in ‘telling the story.’

Steps in M&E of participation

1

As part of planning the situation analysis, agree M&E methodology to avoid later disputes over results. Ensure M&E of participation will not expose participants to risks or cause conflicts

2

As part of the situation analysis, find how participants should be disaggregated (categories must include age, gender and socio-economic status. There may be other categories relevant to project goals too)

3

Randomise sampling where appropriate³

4

Triangulate findings to improve reliability (cross-check with three sources of information)

5

Don't rely on memory – keep a note of all developments that seem to indicate changes in levels and quality of participation (Use observation guides such as the one in Booklet 4 *Tools for Adolescent and Youth Participation*)

6

Self-monitor as an individual/group at all stages (see *Tips for Facilitators* in Booklet 4 *Tools for Adolescent and Youth Participation*)

7

Keep in touch with participants after the end of the project, to enable assessment of the long-term impact on their lives

³ Indicators should be quantified and statistically analysed where this can tell us more than what we knew already. Otherwise, for example on the small scale, randomising is irrelevant.

Photography for M&E in Rose Place, St Vincent and the Grenadines

Throughout the project, photos have been taken of the different stages. A cheap, easily available scrap-book has been made into a photo album to tell the story of the project so far in chronological order. Photos have been stuck in by community members. Children and adults have written their comments to explain what is happening. In many cases, there are photos which can be compared – before and after photos. Some photos show the problem. Other photos show the solution. The visual difference has a strong impact and generates a lot of comments.

Newspaper articles, radio announcements (which community members helped write), as well as their goals and feedback have also gone into the book, giving a very good overview ... it is attractive, tangible and very immediate and accessible – and it is the community's!

Jobes, Katja *Participatory Monitoring and Evaluation Guidelines*. Dissemination Note No1, DFID Social Development Division, London 1997

Young people comment on progress in Sexual and Reproductive Health, Nepal

The International Centre for Research on Women (ICRW) and EngenderHealth, along with Nepalese partners New ERA and BP Memorial Health Foundation used a participatory approach to improve adolescent reproductive health in Nepal (1998-2003). Adolescents and the community members central to their lives identified key issues and priorities, and gaps in service provision. They also assisted in designing and implementing a youth friendly services programme; a youth peer education programme; an adult peer education programme; and a street theatre programme.

“Since this programme, the youth talk freely among each other about family planning and STDs; this has increased everyone’s knowledge.”

“Before ... we did not know anything about reproductive health. We used to say that these things were bad. Now we have understood that this is something that we should talk about freely.”

“Now the adults are aware that they should not arrange for their children’s marriage at a small age...If they come to know about the programme then they will also support their children in participating in the programme.”

In Orissa, India, M&E is about accountability

All the groups identified food insecurity as a major problem, followed by lack of basic services ... We looked again at our situation, and the forces that have resulted in our being poor. We sat in our groups to illustrate in pictures how we would like our lives to be different in five years if we could overcome these forces.

We performed plays and songs about different government schemes. Our children performed a play that made me think about my own lost childhood.

We were astonished that there were so many government schemes for poor people that never reached us ... We developed indicators to categorise who in the village are well-off, poor or very poor. We based this on land holdings, quality of house, food intake, children going to school, clothes, money spent on festivals, access to health facilities and political participation. From this, we identified 23 very poor families in our village. They were either landless or had less than one acre of land and depend on wage labour or collection of forest produce.

We were not aware that the government prepares a list of people in each village living below the poverty line. We discovered that when government officials came to our village they discussed this only with our ward member ... none of the 23 families we identified are on the government list. A vigilance committee has been formed in each village to help review and monitor [our] village plans. We have set up an information board in the village, saying what the planned programmes are and the budget for them.

A monthly review is held by the villagers. At times people from DISHA [local NGO] and ActionAid attend these meetings ... the meeting starts with us going through the Lok Yojana [people's plan] and the time calendar to see what has happened. We have photocopied our village maps that have the plans super-imposed on them pictorially. We then mark the maps, showing progress made on the planned work. We also have photocopies of all bills and vouchers.

The above example, as told to Dharitri Patnaik (ActionAid) in 2001, demonstrates a successful community approach to accountability that can be applied to adolescents and young people's participation.

5

Conclusion

Adolescents can participate in all stages of the project cycle. Their precise roles cannot be determined in advance, but should be explored by the young people themselves, with appropriate support and guidance, as part of a group learning process.

Breadth and depth of adolescent participation can be an indicator of various features of a project. For example, these can be measured in terms of:

- ◆ The level of trust enjoyed by project staff and implementing agencies
- ◆ Whether the primary stakeholders consider participation to be worthwhile
- ◆ The feasibility of participation for the primary stakeholders
- ◆ How appropriate, productive and enjoyable the activities are
- ◆ The status and confidence of adolescent girls and boys
- ◆ Whether or not adolescents' human rights are being taken seriously

As adolescents gain experience in decision-making, some will wish to continue. Consideration should be given to whether:

- ◆ There is a career path from volunteering as an adolescent to paid development work
- ◆ There are avenues from participating in decision-making structures as an adolescent, to participating as an adult
- ◆ Employers understand the skills gained through participating – what of pathways to the private sector?
- ◆ These pathways best serve adolescents, their families and the sustainable development of their communities

Resource Guide

Growing the Sheltering Tree: Protecting Rights Through Humanitarian Action. Inter-Agency Standing Committee, 2002).

UNICEF Technical Notes: *Participation in Research, Monitoring and Evaluation-Your responsibilities as a Manager*.

Foster, J, Naidoo, K (eds) *Young People at the Centre: Participation and Social Change*, Commonwealth Secretariat, London 2001.

Jobes, Katja *Participatory Monitoring and Evaluation Guidelines*. Dissemination Note No1, DFID Social Development Division, London 1997.

UNICEF Publications (Available on line)

Training Manual on Basic Life Skills

The Youth Service Providers Module

Adolescents take the lead

Girls Fly High

Youth: Citizenship and Awareness

Youth and Employment

Youth and Education

Youth Participation and Social Partnerships

The Adolescents Project

Commonwealth Secretariat Publications

Youth Policy 2000 Toolkit

Approaching Youth Policy

Youth and Community Work Practice

Youth Needs and Leads

See also page 17 of this booklet for a list of useful websites

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	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 <i>and</i> 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	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.

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