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Tools for Adolescent and Youth Participation



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and Youth Participation**



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

How to use this booklet

1

Try out these ideas and techniques among your colleagues:

- ◆ As part of your own team-building
- ◆ To get ideas about what could work in your context

2

Select and adapt the tools for use throughout your projects, to help you apply the principles set out in Booklet 3, *Adolescent Participation and the Project Cycle*.

3

As your projects develop, ask adults and adolescents which ideas and techniques they like best. Work together to make them unique to the people and places involved.

4

Monitor and document how the tools are developing. See which work, which don't and why. Write it down.

5

Assist your project partners (schools, local authorities and clinics) to produce their own manuals incorporating adolescents' participation in their work.

6

Share your knowledge locally and via the Internet.

Quick reference

Introduction: Tools in context pages 7-8

1. Discussion pages 9-11

2. Tools (listed below: “✓” = the tool can be used/adapted for this project stage)

Tool	Page	Research for Situation Analysis	Situation Analysis	Project Planning	Implementation & Monitoring	Evaluation & Review	Remarks on age/maturity of participants
1. Brainstorming	9		✓	✓	✓	✓	Suitable for all
2. “1-2-3-4-5-6-7-8!”	10		✓	✓	✓	✓	Suitable for all
3. Fruit Salad	10		✓	✓	✓	✓	Not suitable for some older adolescents/adults
4. Ground Rules	11	✓	✓	✓	✓	✓	Suitable for all
5. Agree/Disagree Game	11	✓	✓	✓	✓	✓	Most useful with adults
6. Timeline	15	✓	✓	✓	✓	✓	More useful with older adolescents and adults
7. Matrices	17	✓	✓	✓	✓	✓	Younger adolescents may require practice
8. Calendars	18	✓	✓	✓	✓	✓	Younger adolescents may require practice
9. Daily Recall Circles	19		✓			✓	Younger adolescents require guidance
10. Participatory Mapping	20		✓	✓	✓	✓	Younger adolescents require guidance
11. Wealth Ranking	20		✓		✓	✓	Requires knowledge of incomes and prices
12. Chapatti Diagrams	21		✓	✓	✓	✓	Suitable for over 10s
13. Three Pile Sorting	22		✓	✓	✓	✓	Suitable for all
14. Power Walk	23		✓	✓	✓	✓	Suitable for all
15. Problem Census	24		✓		✓	✓	Requires maturity about possible conflicts
16. Interactive Theatre	25		✓	✓	✓		Suitable for all
17. Pocket Charts	26		✓	✓	✓	✓	Suitable for all
18. Three Boats	27		✓		✓		Suitable for all who are/may soon be sexually active
19. Poster Stories	28		✓				Suitable for all
20. Active Reading	29						
21. Problem Tree	29	✓	✓	✓	✓	✓	Difficult for younger children
22. Why, Why, Why?	31	✓	✓	✓	✓	✓	Difficult for younger children
23. Smiley Voting	32		✓	✓	✓	✓	Suitable for all
24. Target Voting	32		✓	✓	✓	✓	Suitable for all
25. Observation Guide	33	✓	✓	✓	✓	✓	A tool for facilitators
26. Force Field	34		✓	✓	✓	✓	Suitable for all
27. Photography & Video	35		✓	✓	✓	✓	Requires understanding of sensitivities
28. Monitoring Calendars	35		✓	✓	✓	✓	Difficult for younger children
29. Questionnaires	36	✓	✓	✓	✓	✓	Suitable for all
30. Youth Engagement							
Tool (YET)	37		✓		✓	✓	Respondents should be adolescents or older

1

Introduction

Tools in context

This booklet is the last in a series of four which contain practical models and tools designed to develop the capacity of adolescents and the adults who work with them for putting the ideals and commitments of the 2002 UN Special Session on Children into practice. Taken together, the set of booklets can help to provide opportunities for adolescents and young people¹ to effectively participate in the 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.

Tools for Adolescent and Youth Participation should be used in combination with the three other booklets in the series as a way to achieve meaningful participation of adolescents in the research, planning, implementation and monitoring of a development project.

Most of the tools outlined can be used with adolescents of various ages. Often, it will be necessary to first run exercises with different age groups separately, and then run exercises which bring them together.

What is a tool? It is something you use, *you* apply, to do a job. We have to be careful to remember that participation tools are something slightly different: they bring people together to discuss, plan and act. If one person uses the tool, and the others are the materials he or she works upon, something has gone wrong: people are being manipulated.

“Without an awareness of power in the process, all tools and approaches can be distorted and mechanised.”² What kind of group you are working with? Is it a well-established group, is it new or is it a temporary group? A group of peers, or leaders and followers?³

There must also be awareness of the culture and familiarity of each activity within that culture.

Cultural values:

- ◆ Contribute to the setting of goals
- ◆ Regulate personal relationships
- ◆ Influence individuals' views of themselves
- ◆ Regulate flows of information
- ◆ Affect language and other communication
- ◆ Motivate

Participatory tools and techniques do these things too. That is why there is potential for conflicts if they are used in insensitive ways.

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 Participatory Methodologies Forum, ActionAid, February 2001.

3 See Group Development in Booklet 2, *Adolescent and Youth Participation: Adults Get Ready!*

C A S E S T U D Y

Three Pile Sorting of Problems in Haryana Town, India

In Hodal, Haryana, a community was disinterested in participating in a low-cost sanitation project which aimed to introduce pour-flush latrines and improve local sanitation. The project team could not understand why the 'beneficiaries' even went to the extent of destroying demonstration latrines. A [participatory] process was initiated by the visiting team. In one of the early sessions they asked community members to identify local sanitation problems as they saw them. Almost twenty problems were identified, including: trash-strewn streets, roaming animals, a leaking water tower that was built by corrupt contractors and flooding the streets, box latrines and carrying of nightsoil, broken terraces dropping debris on the streets, open drains overflowing, ponding of stagnant water, animals in local eating places, dirty household entrances and stoops, etc. An artist drew illustrations of these problems on small cards. In subsequent sessions, participants were asked to divide the cards into three piles, identifying which was responsible for solving these problems: the household, local government, or both.

Source: Jacob Pfohl, quoted in Rietbergen-McCracken, J and Narayan, D, *Participatory Tools and Techniques: A Resource Kit for Participation and Social Analysis*, Social Policy and Resettlement Division, Environment Department, The World Bank, Washington DC, 1997.



2

Discussion

The aim of most tools is to generate discussion. It is useful to have an idea of the best kinds of discussion you hope can be achieved.

People involved in a discussion express themselves, learn from others and enjoy themselves. Older adolescents are at a time of their lives when substantial discussion can be particularly exciting.

Brainstorming

One way to start out a group discussion is to have a brainstorming session. Brainstorming allows for:

- ① Warming up the discussion and the participants for generating a lot of ideas about an issue
- ② Generating lots of ideas without judging how good they are
- ③ Screening the ideas for feasibility
- ④ Developing the ideas

Brainstorming as a warm-up exercise could include:

- ◆ Picking an everyday object and listing all its *possible* uses
- ◆ Coming up with lots of ways to achieve the opposite of what you want

This may sound silly, but it really works!

To generate lots of ideas, set a target number of ideas to generate in 5, 10 or 15 minutes.

Groupthink – a barrier to young people’s development

During group discussion situations you can sometimes have the problem of groupthink. Groupthink is where people implicitly insist that what each individual says and even thinks, must be in absolute agreement. This often happens by accident, without anyone even realising.

This is because groupthink happens on the emotional level. It comes about from anxiety to belong or anxiety not to offend. It is something to look out for and challenge, particularly at the early stages of group development (see Booklet 2, *Adolescent and Youth Participation: Adults Get Ready!*).

Warm-Ups

Warm-up exercises get blood flowing to the brain, tension out of bodies, and smiles on faces.

This can be critical to making progress on the serious issues. But remember, in many cultures, adults only have fun only with people they know, or where mutual respect has been established. Some adolescents may be too shy to join in. Don't force them. Find an opportunity to speak to them individually and give their confidence a boost.

If a warm-up game does not seem appropriate, you can still find ways for participants to move and mix before they sit down to talk.

1, 2, 3, 4, 5, 6, 7, 8!

(THIS TAKES ABOUT HALF A MINUTE)

- ◆ Ask everyone to stand up with a bit of space around them.
- ◆ Tell everyone to let their left arm go floppy and shake it 8 times, chanting:
"1, 2, 3, 4, 5, 6, 7, 8!"
- ◆ Then ask them to do the same with the right arm
- ◆ Then with the left leg
- ◆ Then with the right leg
- ◆ As they finish shaking the right leg, ask them to go back to the left arm and do the whole thing again, but this time counting only up to 7. Do the same up to 6, then 5, and all the way down.

It is so easy to learn, people can join in even while you're demonstrating. Don't warn people, but gradually speed up towards the finish ("1,1,1,1" – a frantic jump!)

Don't be shy – shout the numbers.

Fruit Salad

The group sits in a circle. Think of four fruits and name each person after one of the four. Call out one of the fruits. If you call 'orange!' then all the 'oranges' have to swap places with each other. If you call 'apple' then all the 'apples' have to change. If you call 'fruit salad' then everyone has to change places.

This can be used to get everyone mixing between established groups. You can set 'oranges' and 'apples' tasks as working groups...

These exercises can be also be used to wake people up during a session.

Tip: What traditional chants could you use as part of a warm-up?

Remember, if they are not used in combination with serious and challenging work, adults and adolescents can feel insulted by games.

Ground Rules

Ground rules say what participants should be able to expect from each other. They can also be statements of principles. They are easier to remember and refer back to if they are short.

Sample ground rules

- ◆ Participants sit in a circle, and do not hold side conversations
- ◆ No one is forced to speak
- ◆ All points of view are listened to
- ◆ Disagreement may be necessary to find the answers
- ◆ No one is completely ignorant, no one has all the answers

Who should develop the ground rules?

What are the effects of having the same, or different ground rules for adults and adolescents?

In your discussions, what ground rules are present, but never mentioned?

Agreement/Disagreement Game

In many cultures, people do not like to express disagreement openly. Sometimes though, it is necessary to find individuals' opinions. This is a game to avoid the embarrassment of disagreeing.

Teach participants how to say:

“Yes, I agree”

“No, I don't agree” and

“Yes and No” or “Not sure”

in a language that is nobody's first or second language.

Then ask them to express their position on statements or decisions, using those phrases. Participants feel safe behind the foreign expressions and find it funny.

3

Making space for real discussion at a conference

Is participation at a conference just about joining in a discussion, training exercise or game?

At meetings or conferences, participants can go further by:

- ◆ Proposing sessions
- ◆ Signing up to those they want to attend
- ◆ Stretching sessions that are proving interesting
- ◆ Dropping out of sessions that are not helpful to them
- ◆ Providing feedback, both positive and negative

Experienced conference participants may feel more confident doing these things than newcomers. However, opening these opportunities can help build a culture of participation and informality that can benefit even the quietest and youngest participants.

This way of working could form just part of a meeting, or, a whole meeting can be based around it.

Always know what role you are in, and be aware that not all roles mix well:

- ◆ If you are a chair or moderator of a discussion, don't jump in and press your view
- ◆ If you are a debater, you should not try and control the process of the meeting as if you were the chair/facilitator

It helps to know your role if the group agrees on roles. It gets messy if a chair, a facilitator and someone making a presentation all try to moderate a discussion!

How big should discussion groups be?

- ◆ Have participants work in pairs or groups of no more than four if they are dealing with personal, sensitive or complex issues
- ◆ Groups of six or seven are useful for working on ideas and problem-solving
- ◆ With more than 30 people, use a combination of small group, medium and full group meetings ('plenaries').

Tips for facilitators

Do

- ◆ Lead by example
- ◆ Demonstrate your listening
- ◆ Give the discussion a steer if you must but always give reasons, show reassurance and make sure participants are not unhappy about it

Don't

- ◆ Keep going without breaks for relaxation or fun. The 'teacher's hour' is 45 minutes. Airport traffic controllers break after 20 minutes.

Quiet or shy participants

- ◆ People who are not saying much can be gently encouraged – especially when their expression suggests they have ideas in mind.
- ◆ If someone tries to speak but is too nervous to carry on, relieve the tension by gentle encouragement. Say they can come back to the point later if they prefer.
- ◆ If a whole group is shy, play some games.
- ◆ One tool for learning to share out talking time is the 'talking stick'. This is a stick or any other object passed around, with the rule that only the person holding it can talk. People are free to choose whether to accept the stick or not. They are also free to decide how long to hold it.

Things to watch – your contribution

- ◆ How much of the talking am I doing? (The less the better)
- ◆ How many judgements am I expressing? (The fewer the better)
- ◆ How many instructions am I giving? Suggestions are better: "Shall we..." or "Let's..."
- ◆ Which questions generated a lot of responses?
- ◆ How many objectives of the session are being covered?
- ◆ Have I been flexible about the objectives? Was that the right decision?

Things to watch – others' contributions

- ◆ Do they look interested, bored, upset?
- ◆ Are the women getting the chance to speak?
- ◆ Is anyone addressing comments to the group as a whole, or just to individuals?
- ◆ Are they looking to the facilitator for 'correct' answers?
- ◆ As soon as you can, make notes and compare notes with colleagues.

4

More tools for situation analysis and planning

Most participation tools are ways of stimulating structured, reflective discussion. Visual representations of that discussion in progress are often used to move it along.

Writing and drawing materials

Many of the exercises below involve writing or drawing. This can be done by

- ◆ Using a blackboard
- ◆ Using a stick in soft mud or sand
- ◆ Arranging objects on a table or on the ground

The result can then be copied onto paper. These methods allow for trial and error, which is important if a number of people are writing and drawing together.

Using pie charts and other simple graphs is often better than just listing figures.

Timelines

Timelines represent events that have happened, and their dates. The aim of using them is to build an understanding of personal and group history. Sometimes lack of attention to discussing the past can be a real block to planning the future. Older participants rightly feel it is important that adolescents know their history.

- ◆ Adolescents can draw timelines of events that were important to them. They might like to represent the passage of time as a river or a journey along a road, with events marked as places. They might like to chart possible future events as well as past ones.
- ◆ Older participants can build timelines about events in local history. This helps place current issues in the context of historical, social, economic and environmental changes.
- ◆ For project reviews, individuals can make timelines of personal experiences during a project, or events they thought were important during the course of a project.

Building a timeline using cards

In this technique, the timeline is built up by arranging and rearranging cards in a line. As participants mention major events, these can be written or drawn on the cards with an approximate date.

The cards can be rearranged, as events are checked against each other to get the right order. The timeline could be built up on several columns at once. An example is shown on the next page.

If you are drawing rather than writing the events on the cards, make them very simple, bold symbols rather than pictures. This way, they are easier to understand and quicker to draw. Do quick checks to make sure everyone understands the symbols.

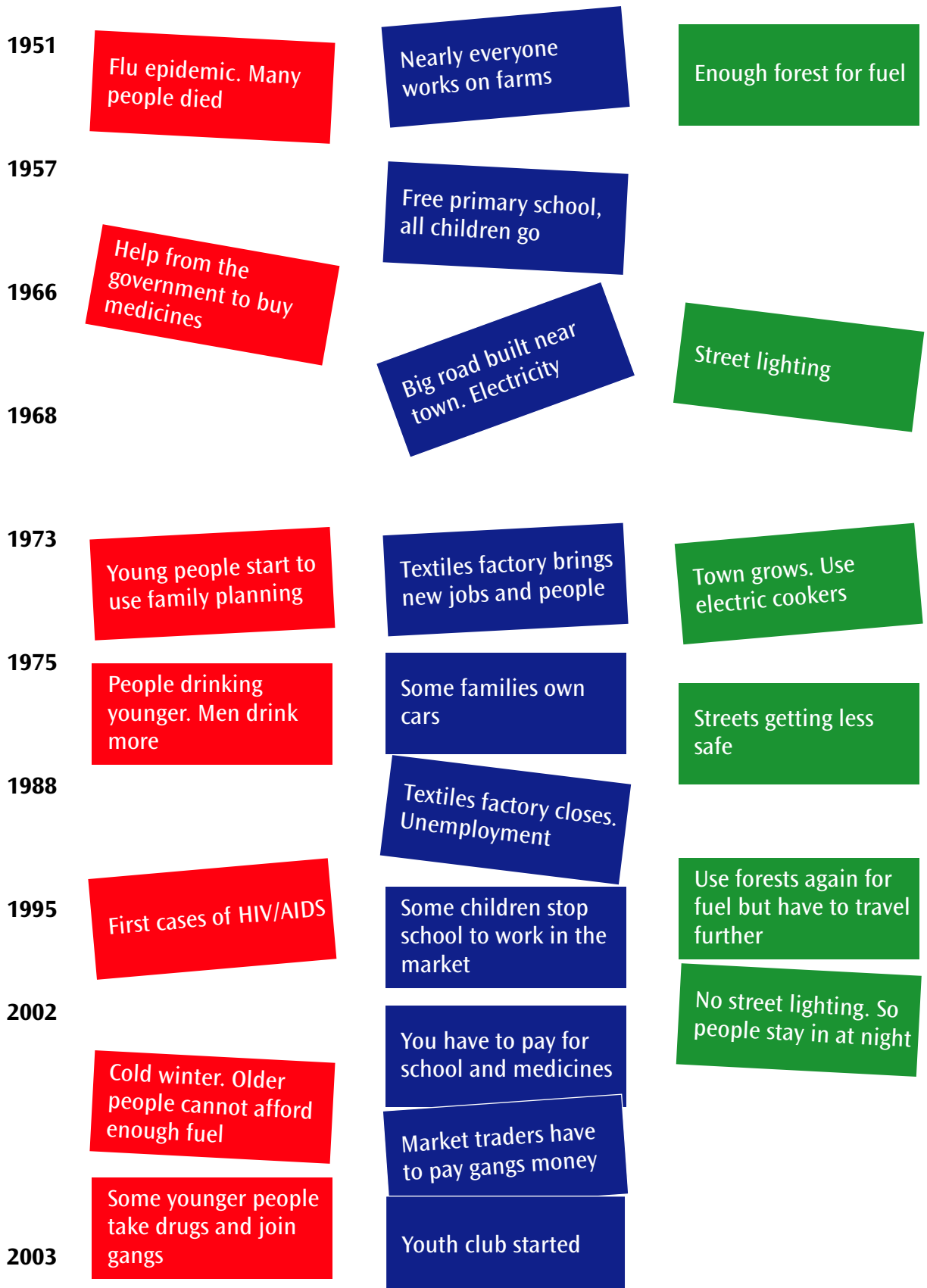
A community timeline

Key

Cards to do with health

Cards to do with jobs and education

Cards to do with resources



Matrices

Matrices are just tables. They can be used to represent information people already have, and as a tool to help order or screen ideas as they are discussed.

You may need to take some time to teach participants how to read a matrix and invent one for their own purposes. Remember, symbols instead of words and numbers can be used if necessary.

Purpose You can use a matrix⁴ to move from the timeline (left) to more specific discussion.

	Time of the flu epidemic (1951)	When the factory came (1971)	When the factory closed (1992)	Present
Village population				
Amount of land cultivated				
Size of trees in forest				
Density of trees in forest				
Number of species				
Frequency of conflicts over resources				
Level of state intervention on resource issues				

Sharing tasks and monitoring progress:

Activities	Responsible	Inputs	Outputs	Outcomes

⁴ Adapted from: Thomson, J T and Schoonmaker-Freudenberger, K. *Crafting Institutional Arrangements for Community Forestry: Community Forestry Field Manual No 7*. FAO, Rome, 1997. (Available on the web)

Personal Budgeting Matrix

Purpose You can use this matrix⁵ to track participants' personal budgets over a period of weeks and discuss.

	Income			Expenditure		
	How much money did I get today?	Who gave it to me?	What did I have to do to get it?	How much did I spend today?	What did I spend it on?	Who did I give it to?
Monday						
Tuesday						
etc						

Calendars

Purpose Understanding the impact of natural and other cycles on livelihoods; generating structured discussions on workloads; generating ideas about livelihood contingency plans; planning project timing.

Calendars can be arranged in many ways, as drawings or matrices. Knowledge of local cycles can be very strong among primary beneficiaries, and calendars may mainly benefit project staff. However, rapid social change, conflict, HIV/AIDS deaths and other factors now mean that knowledge transfer from old to young should be actively stimulated.

Examples: Rainfall calendars, work calendars (adolescent/adult, men/women breakdown), health calendars (risk periods for illnesses), crop calendars, income and expenditure calendars (likely times for saving/borrowing).

Emerging and potential changes in cycles should be covered.

⁵ Source: Integrating HIV/AIDS in Youth Employment & Life Skills Programmes, Youth Development Network (South Africa).

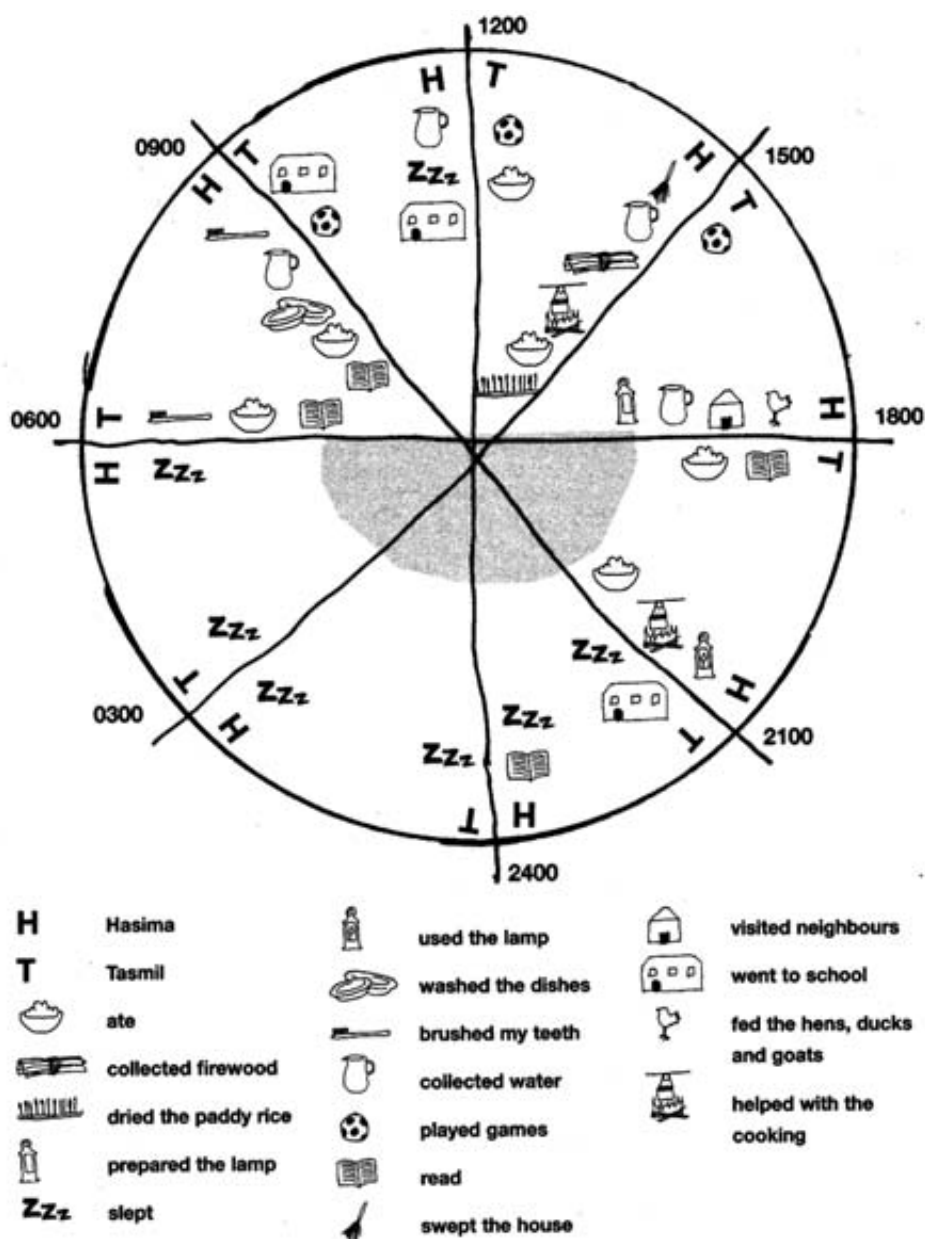
Daily Recall Circles

Purpose Participation-sensitive planning; generating discussion on workloads, uptake of training and education opportunities.

Daily recall circles plot activities over a 24-hour period. They should be based on actual events that took place on a particular day, rather than guesses about the typical day.

Follow up: Comparison of daily routines may reveal disparities in workload, particularly along lines of gender.

Example of a daily recall circle for Hasima (girl) and Tasmil (boy)



Source: Price, Joanne
*Learning Global
 Lessons: 50 non-
 fiction literacy hours,*
 ActionAid, 2000.

Participatory Mapping

Purpose Pooling knowledge of the local area; generating discussion.

Participatory maps are drawn by participants to plot (like all maps) a purposeful selection of features. The scale accuracy of the maps is usually not important: drawn by local people, the aim is not to guide someone through space but to think about the space in a new way.

Finished maps can also be a point of pride and a piece of baseline data. Maps are one way to show where in a neighbourhood changes are planned. Three-dimensional maps can be built on the ground or on a table, using natural or scrap materials.

Some maps and what features they might include:

- ◆ Household Maps – types of housing and the size of each household
- ◆ Resource Maps – agricultural/fishing/firewood/water/electricity features
- ◆ Mobility Maps – daily/monthly or annual journeys, time taken, costs, dangerous and safe routes
- ◆ Public Health Maps – open drains, rubbish, unsafe structures
- ◆ Skills Maps – where people with certain skills live in the community. This might form the basis for setting up a skills bartering scheme.

In the 'Reflect' method, developed by ActionAid since the early 1990s, participatory maps and other graphics are used as the basis for long-term literacy teaching. (See www.reflect.actionaid.net for more information.)

Wealth Ranking

This technique avoids directly asking individuals how wealthy or poor they are.

Participants first discuss what they understand by wealth. Next they are shown a pile of beans, stones or other small objects, which represents the population of the community. Participants then divide the pile into smaller piles, each sub-pile representing a group with approximately the same level of wealth. The size of each pile should represent, proportionally, how many individuals or families have that level of wealth. It is up to the participants to decide how many piles are appropriate. One possibility might be a pile for the richer, a pile for the middle ranking, a pile for the poorer, and a pile for the very poor.

Each pile should then be discussed. What does the richest group have that the next group does not? What does the second richest group have that the third group does not, etc.

Chapatti Diagrams

Purpose Understanding community, organisation or family structure; representing influences on individuals; discussing identity.

A chapatti diagram of a community represents the community as a circle. Sub-groups and individuals within the community are shown by smaller circles inside the main one; external organisations are drawn outside it. Arrows are then drawn, linking the groups and explaining the relationships: who works for whom, etc.

A chapatti diagram of an individual can show influences on them, including other people, groups, myths, etc.

A chapatti diagram can be a good way of discussing membership of groups (like citizenship).

For example, draw circles for family, gang, village, region, language groups, country, continent, world. Ask participants to add other groups they think are important. Then ask them to place an object in every circle they feel part of.

Follow up: Discussions of strengths and weaknesses in community organisation, potential sources of expertise both inside and outside. With diagrams of individuals: value or harm of influences, potential for changing influences.

Three Pile Sorting

Good/Bad/In between

- ◆ Produce a set of cards depicting practices or neighbourhood conditions that can be interpreted as good, bad, or in between – depending on other factors. For example, on the theme of young people's spare time there could be cards about drinking, exercise, socialising, etc.
- ◆ As with all exercises involving cards, check thoroughly beforehand that the pictures or symbols are not confusing or misleading.
- ◆ Participants are shown the cards, and asked to place them into the 'bad' pile, the 'good' pile and the 'in between/it depends' pile.

Young People/Older People/Both together

- ◆ A set of cards is drawn depicting problems and opportunities (identified in previous discussions).
- ◆ Participants are shown the cards, and asked to place them in one of the three piles according to whether solving the problem, or exploiting the opportunity, is the responsibility of young people, older people or both together.

Gender and property

- ◆ A set of cards is drawn depicting different resources and possessions found in the community.
- ◆ Participants then place the cards in the three piles, according to whether they tend to be owned/controlled by men, by women, or by both men and women.

The three piles will often force people to oversimplify, so go back to the difficult cases and explore the different possibilities. In the gender and property exercise, you could go on to discuss what happens in the case of separation or death and what patterns hold among individuals of a certain status (eg young brides, daughters-in-law, those known to have HIV/AIDS).

Power Walk

Purpose Assisting people to identify marginalised groups and work out a strategy for including them in the process; raising awareness about inequalities.

For this exercise you need lots of space. The facilitator reads out a series of statements relevant to the condition and position of local people, and those who the statement applies to take one step forward. For example, if the statement is “I can speak at a village meeting,” all those who can speak at village meetings take a step forward.

But participants don't step forward according to whether the statement is true for *them*. They step forward according to whether the statement is true for the character they are being in the exercise.

After reading out the statements, ask who have ended up nearer the front, who have stayed behind, and why? Who are rights holders? Who are duty bearers? What can be done to assist those at the back to take steps forward?

When used in the community, this can be part of discussing rights and responsibilities. When used as a training exercise, it can be used to discuss who we commonly reach and who we should reach.

Some Power Walk characters used by UNICEF in Southern Africa⁶

Characters

- ◆ Councillor
- ◆ Village chairperson
- ◆ Village shopkeeper
- ◆ Village health worker (male)
- ◆ Traditional Birth Attendant
- ◆ School teacher (female)
- ◆ Ward agricultural officer (male)
- ◆ Leader of youth group (male)
- ◆ Orphaned girl and boy, aged 13
- ◆ Grandmother who takes care of orphans
- ◆ Uncle who takes care of orphans
- ◆ Primary school girl and boy, aged 12
- ◆ Married girl, aged 16
- ◆ Woman widowed by HIV/AIDS, aged 30
- ◆ Unemployed boy, aged 17
- ◆ Girl looking after her sick mother and younger siblings
- ◆ Village elder, man
- ◆ Village elder, woman
- ◆ National Ministry Official
- ◆ District Official
- ◆ UNICEF Project Officer

⁶ Source: UNICEF training modules on Human Rights Approach to Programming developed by several country offices.

Some Power Walk Statements used by UNICEF in Southern Africa

- ◆ I can influence decisions made at ward level
- ◆ I get to meet visiting government officials
- ◆ I get new clothes on religious holidays
- ◆ I can read newspapers regularly
- ◆ I can listen to the radio
- ◆ I would never have to queue at the dispensary
- ◆ I have access to micro credit
- ◆ I can speak in extended family meetings
- ◆ I can afford to boil drinking water
- ◆ I can buy condoms
- ◆ I can negotiate condom use with my partner
- ◆ I went to secondary or I expect to go to secondary school
- ◆ I will be consulted on issues affecting young people in our community
- ◆ I can pay for treatment at a private hospital if necessary
- ◆ I can speak at a village meeting
- ◆ I eat at least two full meals a day
- ◆ I sometimes attend workshops and seminars
- ◆ I have access to plenty of information about HIV/AIDS
- ◆ I am not in danger of being sexually harassed or abused
- ◆ I own a small business
- ◆ I can question expenditure of community funds

Problem Census

Purpose _____
Airing problems or grievances in public.

Participants record problems on paper privately, or tell them to a trusted scribe. The problems are mixed up together, for example in a ballot box, and then read out with everyone present.

Care should be taken to avoid criticism being levelled at individuals, or the identity of those writing the problems being revealed.

Participants should all be clear about what is going to happen to the information they contribute. Most importantly, this exercise should only be attempted where everyone involved has shown a wish to get everything out in the open.

Interactive Theatre

Purpose Theatre is an excellent tool for stimulating inter-generational dialogue. Participants develop short scenes, a few minutes in length, based on the problems and solutions mentioned in their discussions.

In the “Theatre of the Oppressed” method developed by Augusto Boal,

- ◆ The scenes involve a central character and someone acting against their interests (‘protagonist’ and ‘antagonist’).
- ◆ The scenes end such that the protagonist has unsolved problems.
- ◆ Audience members can then go onto the stage and replace the antagonist, acting out possible solutions to the problem.
- ◆ Each time, the facilitator invites the rest of the audience to discuss the proposed solution.

Remember to keep the scenes short! Also, make sure they are not just giving the same old advice adolescents receive in their daily lives.

Follow up: Scenes can be converted into longer plays, songs, pictures, poems, proverbs. Large public meetings can build on the audience and atmosphere generated by a performance. Skill and tact are both needed to ensure plays are provocative and amusing. Professional actors are a valuable help.

In St Vincent and the Grenadines, JEMS developed the ‘popular cultural wake’, to empower young people and rural communities to participate in national development. Comic scenes, music and songs – a whole festival – would be rehearsed intensively to kickstart situation analysis. The performances formed the basis for public brainstorming of possible solutions, and screening of ideas to determine feasibility.

Pocket Charts

Purpose Gathering information or opinions through an anonymous 'voting' system.

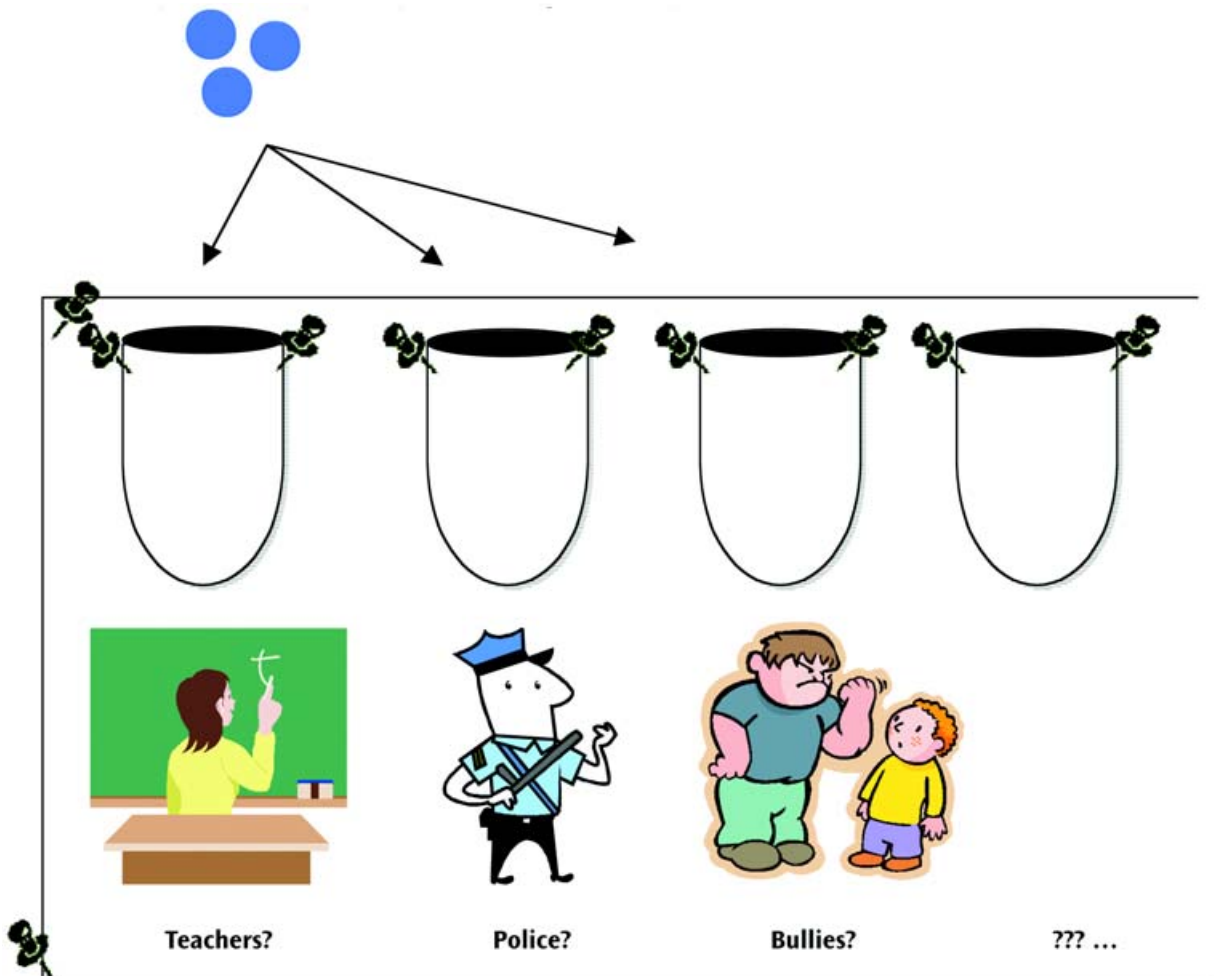
Participants take turns to indicate their choice or comment, anonymously, by placing tokens in one or more pockets, attached to a blackboard, a wall, or a large piece of paper. Beside each pocket is writing, or a picture to show its meaning.

By placing their tokens, participants might demonstrate a choice they make in daily life, for example concerning a sensitive issue like contraception.

The facilitator retrieves the tokens from the pockets, and uses the results to start a discussion.

Pocket charts can be combined with matrices, so that in each box of the matrix there is a pocket.

Example: Recently, have you been frightened by...



The three boats

Purpose This is an exercise for choosing ways to keep safe from HIV/AIDS and STDs that are appropriate for the individual's own beliefs. It is popular all over the world.

- ① Ask the group to brainstorm the ways that HIV/AIDS can be passed from one person to another. Correct any misinformation
- ② Ask the group to brainstorm how HIV/AIDS transmission can be prevented. Make sure that they include the ABC: no sex (Abstinence), sticking to one uninfected partner who has no other partners (Being faithful) and Condom use
- ③ Tell them the following story (you can adapt it from this Christian explanation to another locally or culturally appropriate story):

In the Old Testament, Noah kept himself safe from the flood by getting into a boat, the Ark. Today there are three boats that can keep us safe from HIV/AIDS:

The NO SEX boat

The FAITHFULNESS BOAT – having sex with only one faithful person who is not infected with HIV/AIDS

The CONDOM boat – using a new condom correctly every time you have sex.

Who will decide for you about getting into one of these boats?

How easy is it to get on to a boat? Do we need help? What kind of help?

Is it possible to help another person to get on a boat, and stay on a boat?

Which boat or boats should a young person be on?

- ④ Choose three different places in the room and call them the three boats: *Abstinence, Be Faithful and Condoms*
- ⑤ Choose a member of the group to act the first character in the exercise: a boy aged 8 years. Ask the person to tell the rest of the group his name, and something about himself and his family. Ask the boy:
“Are you on one of these three boats, or are you in the sea of HIV/AIDS? Show us where you are. You can choose.”
Let the character choose one of the boats, or else to stay in the sea. Then ask him to explain his choice to the group. Ask the others if they agree
- ⑥ Repeat the exercise, giving other characters to different members of the group, for example: old farmer, sex worker, drunkard, young girl in the village, the farmer's wife, a good Muslim man, a businessman, a Catholic sister, a male university student

Discussion points

Is it possible to change from one boat to another?

When can a person jump from one boat to another?

Some people say, “You do not just catch HIV/AIDS, you let someone give it to you.”

What do you think?

From: Gender and Relationships: a practical action kit for young people. Commonwealth Secretariat/UNICEF 2001

Poster Stories

Purpose Poster stories are good for introducing new topics for group discussion. For example, they can be used early in a situation analysis.

The facilitator presents participants with a set of 10-15 posters. Each poster depicts a dramatic scene that can be interpreted in more than one way.

- ① Ask the participants to arrange the posters into an order to tell a story. Make clear they are not expected to discover a 'correct' interpretation of each scene, or a 'correct' order – the exercise is not a puzzle.
- ② Participants then tell the story. One way to do this is to give each person responsibility for explaining one scene and how it leads on to the next.
- ③ Then, ask of the events in the story, "Does this happen in real life?" From there, the discussion can move on to what causes such events.
- ④ Start again, using the posters to tell a different story.

It is useful to have more than 15 scenes to work with. They should include male and female characters of various ages.

Scenes should preferably be drawn by a local artist and pre-tested. They might involve:

- ◆ Arguments between adolescents and adults
- ◆ Household work
- ◆ Wage-earning work
- ◆ Journeys
- ◆ Illnesses
- ◆ An adolescent deep in thought

Follow up: poster stories can be converted into plays, songs, pictures, poems, proverbs, etc.

Active Reading of television and radio

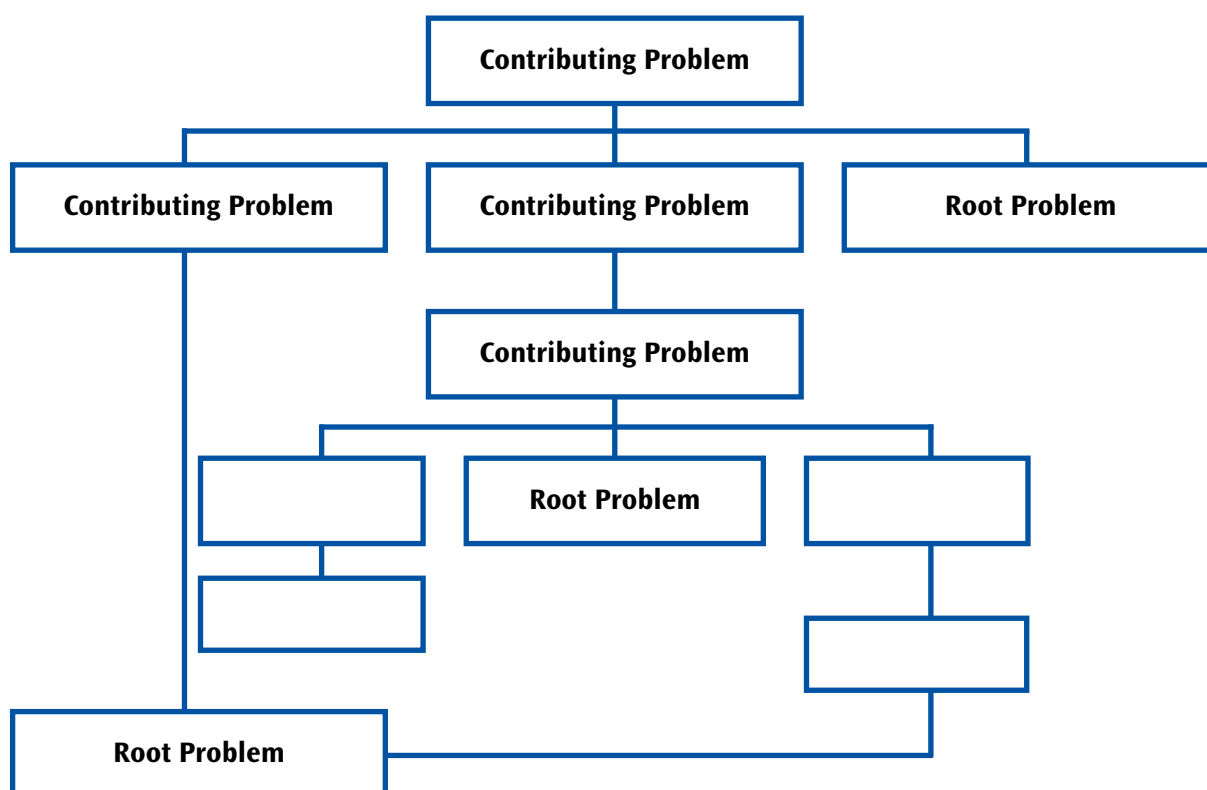
Active reading means using soap operas, films, songs, etc to launch discussion, as well as reflection on those cultural influences.

Structured discussions might ask:

- ◆ Which characters do you like/dislike, and why?
- ◆ How true to life are they?
- ◆ How did they confront a certain situation, given their options?
- ◆ Would you have acted differently?
- ◆ How much information, on a given subject, do you get from television/radio?
- ◆ How are young people's strengths and weaknesses presented? Does this match your experience?
- ◆ How many characters/presenters are young/old/male/female?

Problem Tree

Example:



- ◆ In order to 'dig down' below contributing causes, the facilitator may repeatedly ask "Why?" to drive the discussion deeper, until it reaches root problems.
- ◆ Alternatively, a "Why, Why, Why?" exercise (page 31) can be used to uncover the problems before attempting to further analyse them in the problem tree.

Participants may prefer to represent problems in a shape of a natural tree. For example, root problems can be at the ends of the roots, contributing problems can be the roots themselves, then main problems can be on the trunk and branches.

Tree diagrams like this (visualisation trees) can describe all kinds of input-output processes. For example, a livelihood tree might have income, health, education and social relationships at the roots, and outcomes at the branches.

Developing the discussion:

- ◆ How long can the tree keep standing? (Sustainability, usability.)
- ◆ What other forces are at work on the tree? (Trees growing nearby, winds blowing, animals eating the roots are some ways you can represent these forces.)

Solution or Task Trees can be used in action planning, to bring out what sub-tasks and assumptions are implied in a main task. These are just like problem trees except that boxes contain main tasks, contributing tasks and assumptions about the planning environment.

Instead of “Why, Why, Why?” this time, you could ask “How, How, How?”

A Why Why Why? Exercise in progress

Starting point: Statement of the main problem

Young people's needs and opinions are not being met

Why? No policy or mandate for youth participation

Why? No outreach to young people

Why? Planning, implementation and evaluation is done by adults

Why? Young people are not coming to us demanding a role

Why? Governance meetings represent adult/professional constituencies only

Why? Our policies and procedures have been set for a long time. A lot of them are 'on the shelf'

Why? In the past we raised expectations we couldn't meet

Why? The job requires us to stay mostly in town

Why? Our social events are just for insiders

Why? All the roles are for full time staff with advanced qualifications

Why? There is not much space for adjusting anything we have started

Why? We just can't picture it another way: no vision yet

Why? They haven't heard of us

Why? Their parents would not encourage that

Why? They might not trust us

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

Why?

5

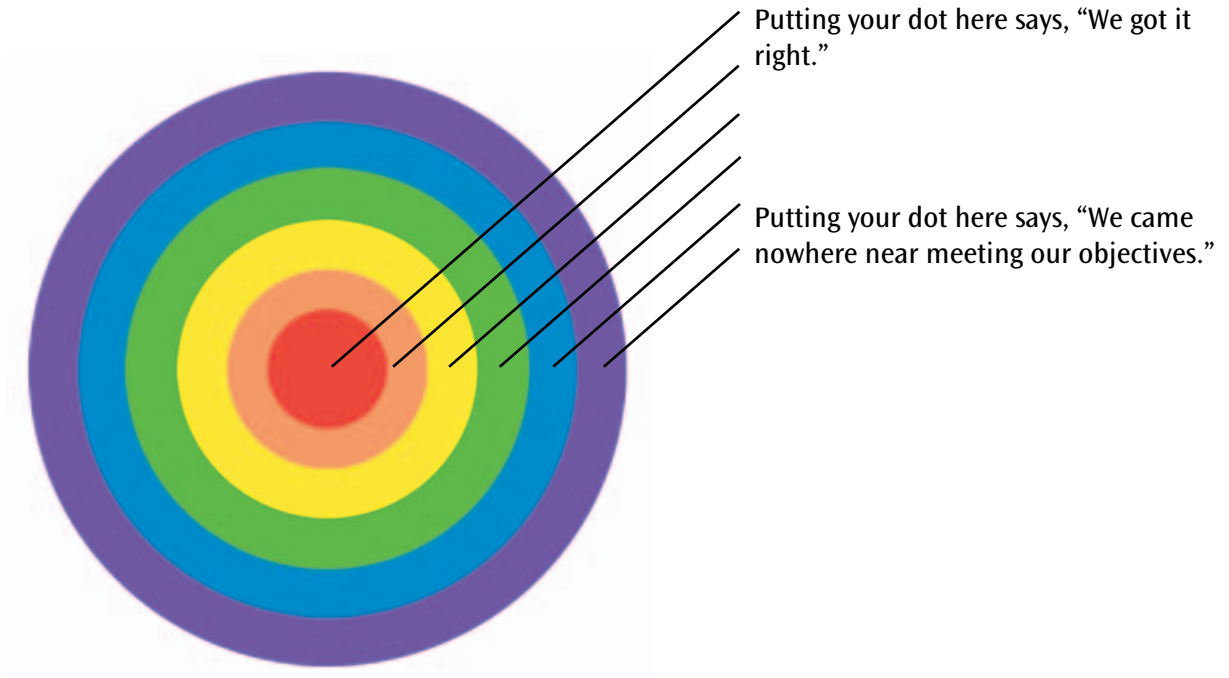
Tools for measuring progress

Smiley voting (Often called a 'Mood Meter')

Straight after a session or at the end of a day, participants can record their feelings by placing a mark next to a happy, neutral or unhappy face.

Target voting

Participants each place a dot on the target.



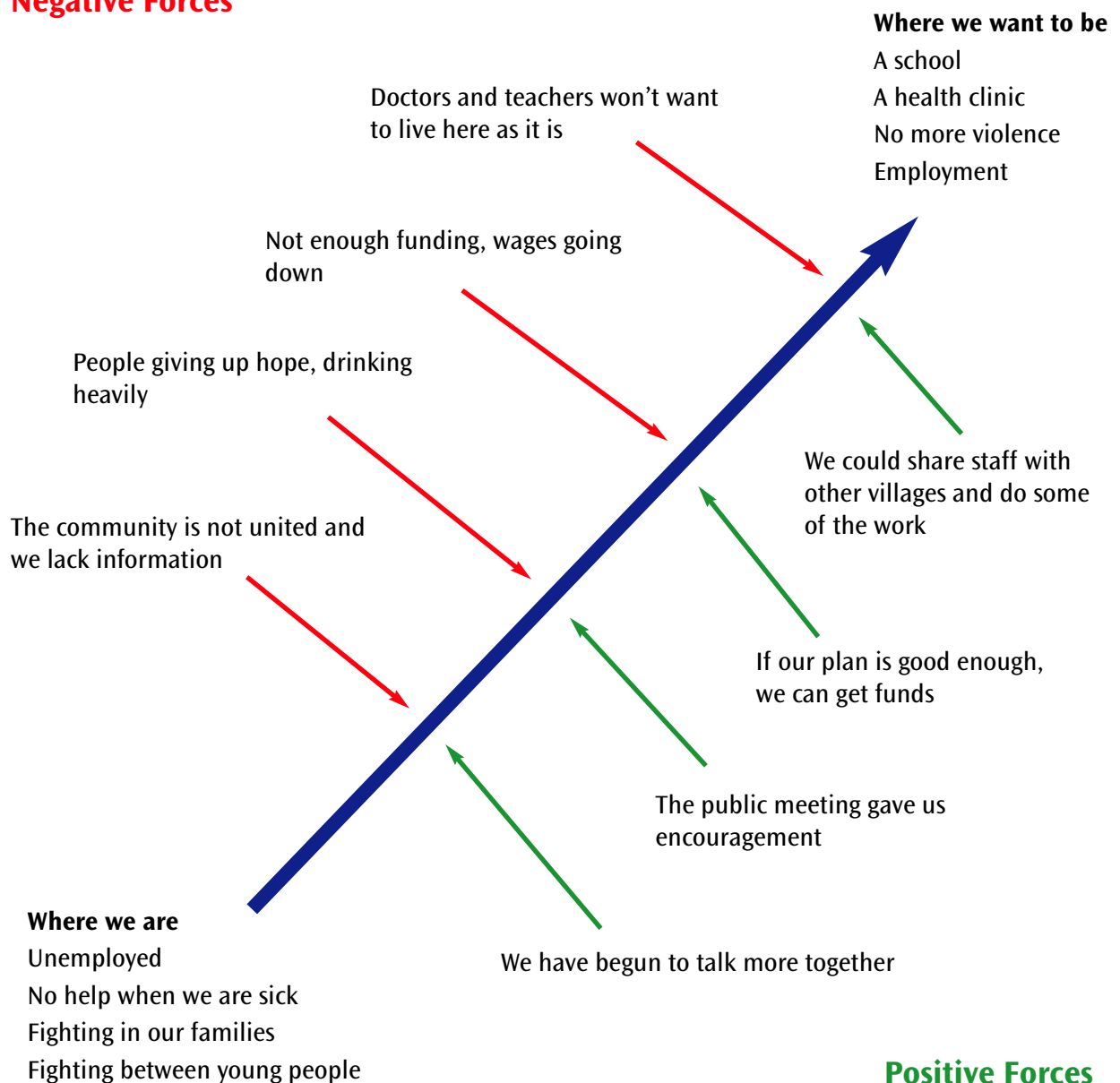
Force field

Purpose A 'force field' picture represents the present situation, the goal and the 'forces' for and against the required changes:

This can be achieved with arrows (as below) or drawings of any objects or animals trying to move, and obstacles holding them back. For example, you can represent the project as an airplane trying to take off.

As part of the positive and negative forces, ask participants for developments that have encouraged or discouraged them. These are indicators that really count.

Negative Forces



Positive Forces

Photography/Video

Purpose A video may be made as part of the baseline survey. This can be screened again at the end of a project to see how things have changed.

The same can be done with photography:

- ◆ Polaroid cameras are easy to use and provide instant results. They are also amenable to showing primary stakeholders exactly what pictures have been taken.
- ◆ Digital cameras also have low long-run costs
- ◆ Always seek permission for taking photographs, or for using them. Remember there may be political, cultural or copyright issues.

Follow up: Videos and photographs taken by primary stakeholders can be used in websites, posters, publications, and other communications. As products of young people themselves, they can form part of advocacy for participation.

Monitoring Calendars

Purpose: This calendar is for showing whether activities are being completed as expected.







Let's say it shows the situation in mid-May.

Activity 1 was due to finish at the end of March. It finished early, at the end of February. The original blue line has been gone over again in green to show this.

Activity 2 has been running late since the end of March. The red shows this.

Activity 3 is due to finish at the end of this month...

Activity 4 has not started yet.

Activities	Jan	Feb	March	April	May	June	July
1							
2							
3							
4							

This tool can also be used to take notes of what are the busiest times for other stakeholders. It can be adapted for co-ordinating colleagues' activities during a working week.

As with all matrices, where participants cannot read or write, calendars can be constructed using symbols.

Questionnaires

Purpose While they don't make for participation in themselves, questionnaires can be used as part of baseline assessment and monitoring.

Important data to capture in a household survey might include

- ◆ How many household members, what ages
- ◆ Occupations, if any, at present
- ◆ Occupations, if any, at other times of the year
- ◆ School attendance and literacy
- ◆ Land ownership
- ◆ In- and out-migration
- ◆ Routine journeys and who makes them (water/fuel supply, markets)
- ◆ Feelings about allowing adolescents to talk with project staff

Questionnaires are best completed through face-to-face, open-ended conversations. The purpose of the questionnaire should be clearly explained.

Preference Ranking Questionnaire

Purpose Generating personal, evaluative information and discussion.

Example: Preference ranking of weekly tasks

First, ask the participant what their main tasks are, including both income generating and domestic tasks. Preference ranking is then done by drawing a matrix. Compare each task with every other, asking which is preferred. Then, for each task, count up how many times it is preferred over others, to give a score. Now rank the tasks according to their scores.

Discuss reasons why some tasks are preferred over others. Are any of the tasks enjoyable in themselves? For socialising? How much do people share the same preferences?

	Going to Market (M)	Collecting Water (W)	Caring for siblings (S)	Digging (D)	Caring for livestock (L)	Score	Rank
M						4	1st
W	M					1	4th
S	M	S				3	2nd
D	M	W	S			0	5th
L	M	L	S	L		2	3rd

Between caring for siblings and collecting water, this respondent prefers caring for siblings.

Youth-Adult Partnerships for Organisational Change

The Youth Engagement Tool (YET): *Are we there YET?*

Your name (*optional*): _____

Your age (*please circle one*): Under 25 26-30 31-35 36-40 41 or more

Gender: Male _____ Female _____

About how long have you been with the programme? _____ Years _____ Months _____

Name of the specific programme being assessed: _____

Purposes of this Tool

The YET is designed to help you assess how much your programme is involving members. Specifically, the YET is about:

- ◆ **Opportunity and Support:** opportunities, people, materials, and information to help members participate fully.
- ◆ **Youth Voice:** Chances to be heard, respected, and taken seriously.
- ◆ **Sense of Community:** Trust, goals, standards, and enjoyment that everyone works for.
- ◆ **Impacts:** What members and the programme gain – improvement, knowledge, skills, and abilities.

The YET takes about 10 minutes to complete.

Part 1 Opportunity and Support

Indicate the degree to which you agree with the following statements by circling a number below:

1= Strongly Disagree 2= Somewhat Disagree 3= Somewhat Agree 4= Strongly Agree

- ① 1 2 3 4 In this group, youth have enough chances to make choices and decisions about the things they want to do.
- ② 1 2 3 4 There is enough time in this group for young people to work on issues they think are important.
- ③ 1 2 3 4 Youth have opportunities to express their ideas, concerns, and opinions publicly (through committees, forums, activities, programmes, events, etc).
- ④ 1 2 3 4 Young people have access to the people, information and materials they need in order to be effective in this group.
- ⑤ 1 2 3 4 Group meetings and events are held at times when it is easy for both youth and adults to attend.
- ⑥ 1 2 3 4 Adults in this group provide coaching and constructive feedback rather than telling youth what to do.
- ⑦ 1 2 3 4 The responsibilities youth have in this group are challenging and interesting.
- ⑧ 1 2 3 4 I have the opportunity to work in partnership with youth, other youths in this group.
- ⑨ 1 2 3 4 I have the opportunity to work together with youth, other youths to plan and carry out programmes, activities and events.

___ **Add responses to questions 1-9 for Part 1 Total**

___ **Divide by 9 for Part 1 Average**

Part 2 Youth Voice

Indicate the degree to which you agree with the following statements by circling a number below

1= Strongly Disagree 2= Somewhat Disagree 3= Somewhat Agree 4= Strongly Agree

- ⑩ 1 2 3 4 Youth are comfortable stating their opinions and asking questions.
- ⑪ 1 2 3 4 If a young person disagreed with what everyone else says in this group, s/he would still speak out.
- ⑫ 1 2 3 4 I am respected by all the adults in this group.
- ⑬ 1 2 3 4 I am respected by all the youth in this group.
- ⑭ 1 2 3 4 Young people's ideas and suggestions in this group are taken seriously.
- ⑮ 1 2 3 4 Youth have a say in planning events or activities.
- ⑯ 1 2 3 4 Youth contribute ideas to the group which are accepted and carried out.
- ⑰ 1 2 3 4 Youth don't feel dominated by adults in this group.
- ⑱ 1 2 3 4 Both youth and adults participate in setting the agenda or goals for the work of this group.
- ⑲ 1 2 3 4 Both youth and adults get to talk about things that matter to them in this group.
- ⑳ 1 2 3 4 Adults don't feel dominated by youth in this group.

___ **Add responses to questions 10-20 for Part 2 Total**

___ **Divide by 11 for Part 2 Average**

Part 3 Sense of Community

(Trust, goals, standards and enjoyment that everyone works for).

KEY: Indicate the degree to which you agree with the following statements by circling a number below:

1= Strongly Disagree 2= Somewhat Disagree 3= Somewhat Agree 4= Strongly Agree

- ⑳ 1 2 3 4 People in this group talk honestly with each other.
- ㉑ 1 2 3 4 The whole group – adults and youth – works together to solve problems and accomplish goals.
- ㉒ 1 2 3 4 Youth learn a lot from adults in this group.
- ㉓ 1 2 3 4 Adults learn a lot from youth in this group.
- ㉔ 1 2 3 4 People in this group really seem to like each other and have fun together.
- ㉕ 1 2 3 4 Members of this group trust one another.
- ㉖ 1 2 3 4 Members of this group are excited about the things that are happening here.
- ㉗ 1 2 3 4 There is a good balance of power between youth and adults in this group.
- ㉘ 1 2 3 4 If there is a problem in this group, we all work together to get it solved.

_____ **Add responses to questions 21-29 for Part 2 Total**

_____ **Divide by 9 for Part 3 Average**

Part 4 Impacts

KEY: Indicate the degree to which you agree with the following statements by circling a number below:

1= Strongly Disagree 2= Somewhat Disagree 3= Somewhat Agree 4= Strongly Agree

- ㉙ 1 2 3 4 Working in this programme has made youth more confident in their ability to express themselves.
- ㉚ 1 2 3 4 Young people's involvement in this group has helped them strengthen their planning and coordination skills.
- ㉛ 1 2 3 4 Young people's involvement in this group is helping them move in the direction in life they want to go.
- ㉜ 1 2 3 4 Because of my involvement in this group, youth know where to go in the community to get support for the things they think are important.
- ㉝ 1 2 3 4 Young people in this group have gotten to know adults whom they can call on in the years to come.
- ㉞ 1 2 3 4 Young people's involvement has helped this group make better decisions.
- ㉟ 1 2 3 4 My own contributions have helped this group make better decisions.

_____ **Add responses to questions 30-36 for Part 4 Total**

_____ **Divide by 7 for Part 4 Average**

Resource Guide

Gender and Relationships: a practical action kit for young people. Commonwealth Secretariat/UNICEF 2001

Price, Joanna. *Learning Global Lessons: 50 non-fiction literacy hours*, Action Aid 2000

Rietbergen-Mc Cracken, J, Narayan, D. *Participatory Tools and Techniques: A Resource Kit for Participation and Social Analysis*. Social Policy and Resettlement Division, Environment Department, The World Bank, Washington DC, 1997.

Thomson, J T and Schoonmaker-Freudenberger, K, *Crafting Institutional Arrangements for Community Forestry: Community Forestry Field Manual No 7*. FAO, Rome, 1997.

Integrating HIV/AIDS in Youth Employment and Life Skills Work, Youth Development Network (South Africa)

UNICEF Training Modules on a Human Rights Approach to Programming

www.reflect.actionaid.net

See also **Resource Guides** in Booklets 1-3: *Participation in the Second Decade of Life: What and Why?*; *Adolescent and Youth Participation: Adults Get Ready!* and; *Adolescent Participation and the Project Cycle*.

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, <i>Adolescent Participation and the Project Cycle</i> . 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	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.

Notes

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Notes

