



Youth-Adult Partnership Training





Goals of Training

- To assist participants (youth and adults) in valuing youth-adult partnerships in reproductive health programs and policies affecting youth
- To give participants additional skills for integrating youth-adult partnerships into their reproductive health programmatic and policy work
- To provide opportunities for networking with colleagues in your organization and from other NGOs and governmental organizations



Objectives

By the end of the training, participants will be able to:

- Explain their individual values and perceptions regarding youth-adult partnerships in the field of reproductive health programs and policy formation
- Identify benefits, barriers and challenges, and effective strategies for youth-adult partnerships in reproductive health programmatic and policy-related efforts at community, national, and international levels



Objectives *(contd.)*

- Describe components of model youth-adult partnerships, both theoretical and practical
- Draft individual and team action plans for putting youth-adult partnership strategies into practice in daily work
- Increase networking between colleagues working in the field of reproductive health for youth



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2. Offers each party the opportunity to make suggestions and decisions
3. Recognizes and values the contribution of each
4. **Allows youth and adults to work in full partnership envisioning, developing, implementing, and evaluating programs**



Definitions

Youth-Adult Partnerships are **NOT** simply a checklist that either youth or adults follow



Definitions

- Youth-Adult Partnerships are **NOT** ways to hide the fact that programs are designed, developed, and run by adults
- Tokenism is not partnership. Examples of tokenism:
 - Having youth present but with no clear role
 - Assigning to youth tasks that adults do not want to do
 - Having youth make appearances without training
 - Having only one youth on a board or council



Spectrum of Attitudes

Youth as Objects

Adults know what is best for young people and control situations in which they allow youth to be involved



Spectrum of Attitudes

Youth as Recipients

Adults allow young people to take part in decision-making because they think the experience will be “good for them”



Spectrum of Attitudes

Youth as Partners!

Adults respect young people as having something significant to offer, recognizing the greater impact youth bring to a project. Youth are encouraged to become involved.



Benefits, Barriers and Challenges, and Strategies

1. What are the **BENEFITS** of using a youth-adult partnership approach to our work?
2. What are the **BARRIERS** and **CHALLENGES** to such an approach?
3. Looking at the barriers and challenges, what **STRATEGIES** are needed for effective youth-adult partnerships?



Why Is This Important?

- Youth have the RIGHT to be involved!
- Programs are more relevant and sustainable
- Links to research on resiliency
 1. Protective factors for youth
 - Social competence
 - Problem-solving skills
 - Autonomy
 - Sense of purpose and future



Why Is This Important?

(contd.)

- Links to research on resiliency *(contd.)*
 2. Being able to have impact on one's own environment and contribute to one's own community
- Links to Youth Development

Youth as resource; providing active participation



YAP: Effective Elements

- ✓ Establish clear goals
- ✓ Share decision-making power
- ✓ Get commitment from highest level
- ✓ Be clear on roles and responsibilities
- ✓ Be selective in recruitment



YAP: Effective Elements

(contd.)

- ✓ Provide training
- ✓ Be aware of different communication styles
- ✓ Value participation
- ✓ Include room for growth
- ✓ Remember youth have other interests



Tips for Working with Youth

- Be open and nonjudgmental
- Take advantage of expertise
- Make sure youth participate in meaningful ways
- Be honest about expectations
- Accommodate youth schedules



Tips for Working with Youth

(contd.)

- Treat youth as individuals
- Make the work fun
- Avoid intimidating youth
- Avoid assumptions about all youth
- Youth have the right to say “No”



Tips for Working with Adults

- Most have good intentions
- Criticism does not mean condescension
- Adults may not be aware of the capabilities of youth
- Adults often feel responsible for the success or failure of the project



Tips for Working with Adults

(contd.)

- Adults may be just as uncertain as youth and hide it better
- Call adults on when they use condescending language
- Do not be afraid to ask for clarifications
- Do not be afraid to say “No” because of other commitments



Model Programs

International Planned Parenthood Federation (IPPF): Where Youth Rights Are for Real (Global)

- Largest voluntary organization in sexual health; international/regional sharing; FPA in 180 countries
- 1990: Most board members over age 50
- 1995: Youth Committee formed
- 1998: Youth Manifesto, 20% youth on governing councils

UNIQUENESS: Mandating representation



Model Programs

ASHE: Caribbean Performing Arts Ensemble (Jamaica)

- NGO staff include teachers, counselors, performing artists, and youth
- Spent 6 months transforming organization into full youth-adult partnerships – setting up working groups (used appreciative inquiry):
 - Strategic planning
 - Board development
 - Supervision and budgeting
 - Monitoring and evaluation

UNIQUENESS: NGO structural change



Model Programs

INPPARES (Perú)

IPPF Affiliate with YAP in daily operations

- Cultivating and training adult staff
- Cultivating and training youth staff; they have decision-making power
- Cultivating and training youth volunteers
- YES! (Youth Empowerment Stations) – run by youth

UNIQUENESS: Training for adults and youth



Model Programs

Community Participation/Mwangaza (Burkina Faso)

- Youth associations conducted in-service trainings and then worked in the rural communities to form Adult/Youth planning councils for youth reproductive health efforts
- Gained community support for programs

UNIQUENESS: Rural; youth-adult committees for all aspects of the project



Model Programs

Family Planning Organization of the Philippines (FPOP)

- Organizational policy development
- Youth representation
- Dealing with logistics
- Continuous nurturing of partnerships

UNIQUENESS: Long-term nurturing



Model Programs

Youth Health Organization (YOHO) Botswana

- Youth-led sexual and reproductive health NGO
- Implementing “edutainment” interventions
- Integrating adults into organization
 - Assistance with management activities
 - Assistance with fundraising on board of directors
 - Assistance by public health professionals on developing effective interventions

UNIQUENESS: Integrating adults into a youth-led initiative



Model Programs

West African Youth Initiative (Nigeria/Ghana)

- ARFH/AFY (1995-1999)
- Peer education with youth-adult partnership
- Indicators:
 - Number of youth trained
 - Duties and roles of youth
 - Amount of time youth contributed to the organization
 - Youth attendance at meetings
 - Opinions of youth about their involvement
 - Opinions of community members about the level of youth involvement

UNIQUENESS: Indicators on youth participation



Model Programs

Pennsylvania Young Adult Roundtable (USA)

- Youth participation in community mobilization effort
- Parallel youth committees to develop priorities on HIV prevention for youth concerns
- Representation of youth on adult committee
- Included adult “mentors” in the process

UNIQUENESS: Use of adult allies as mentors and advocates



Model Programs

Barcelona/Bangkok Youth Force (Global)

- Youth Against AIDS, Student Global AIDS Campaign, FHI/YouthNet, AFY
- Held at International AIDS Conference in Barcelona, 2002 and in Bangkok, 2004
- Visibility campaign on youth participation
 - T-shirts, stickers, newsletter, media campaign
- Youth engaged in discussions and appeared on the panels with adults
- Pre-conference workshop empowered youth to increase the quality of their participation

UNIQUENESS: Increase YAP and youth participation at conference



Action Planning

- **Turning vision into action:**
 - *Concrete and realistic activities that might be conducted*
 - *Concrete changes to institutional structures and policies*
- **Additional skills** needed by other staff
- **Persons responsible** for activities
- **Resources needed** for activities
- **Timeline** for activities