



International Child
Development Initiatives



Meaningful Youth Participation

Better Care Network
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Trainers



Luisa
Tesch



Nikos
Koufos



agenda

Introduction

Guiding Principles for Meaningful Youth Participation

Break

MYP throughout the Project Cycle

Group Work: How to include Meaningful Youth Participation in our project



NAME:
- - - - -

Share one moment where you participated in an important decision or activity of your organization. What was it and how did you feel?

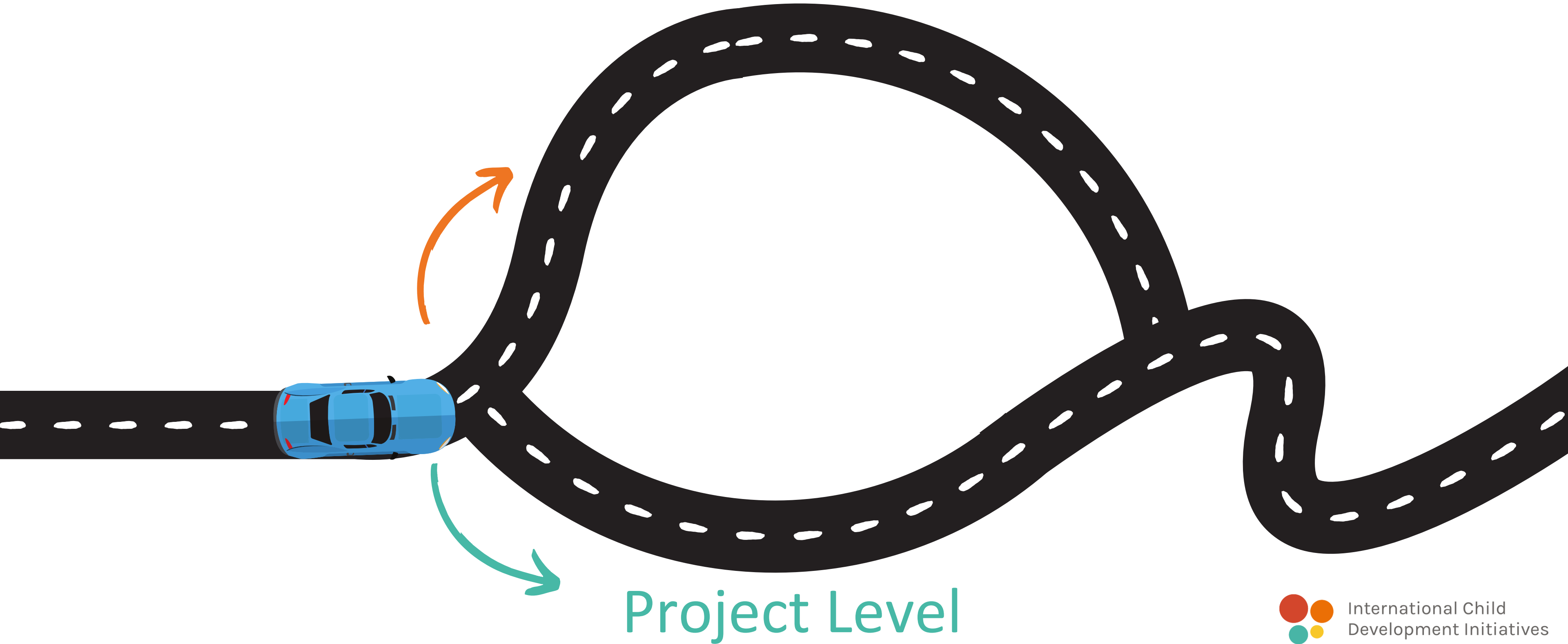


Guiding Principles for Meaningful Youth Participation



Levels of Meaningful Youth Participation

Organizational Level



Project Level

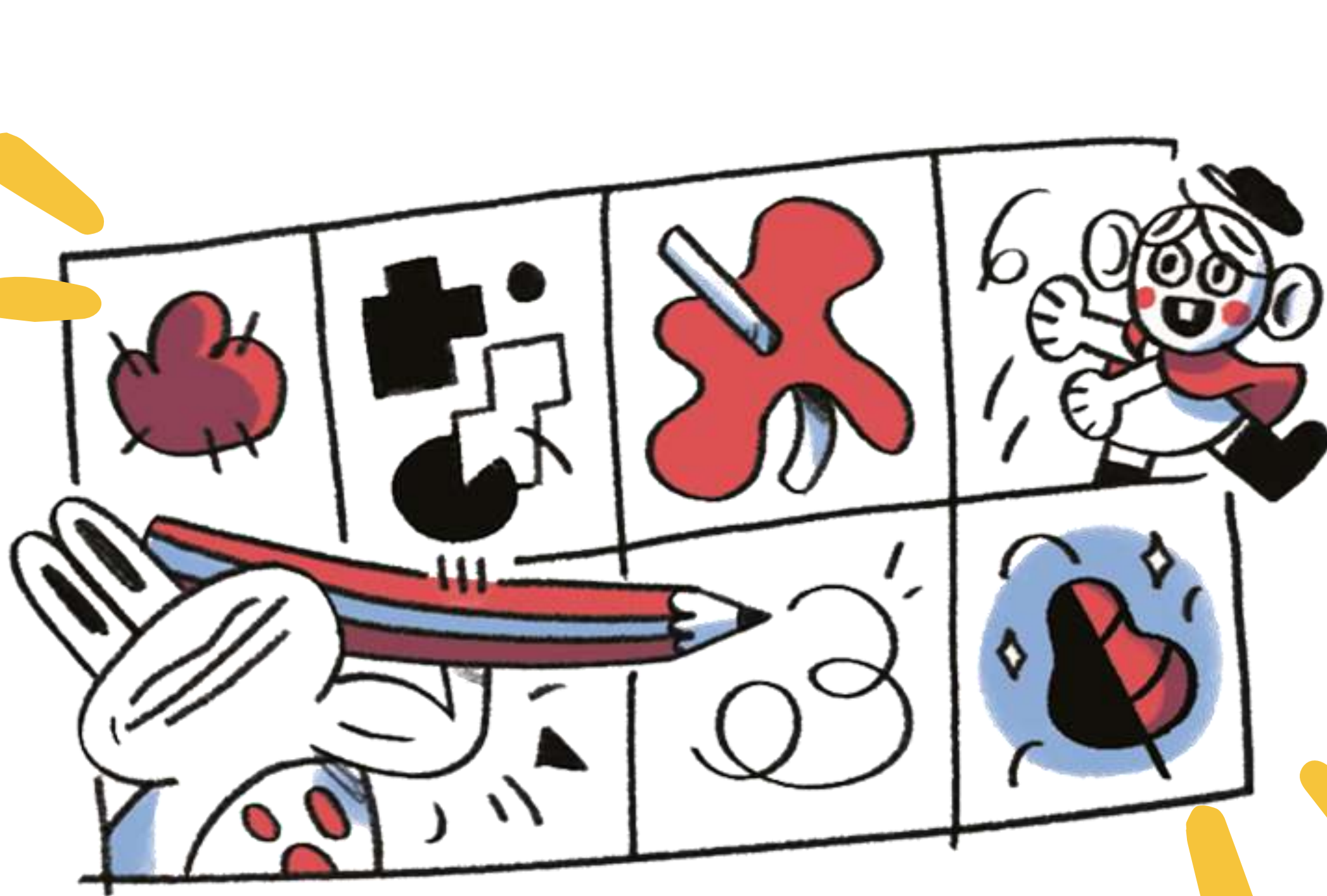
How does youth participation already look like in one of your projects?



How to include Meaningful Youth Participation throughout a project cycle?



How could we increase youth participation in a project?



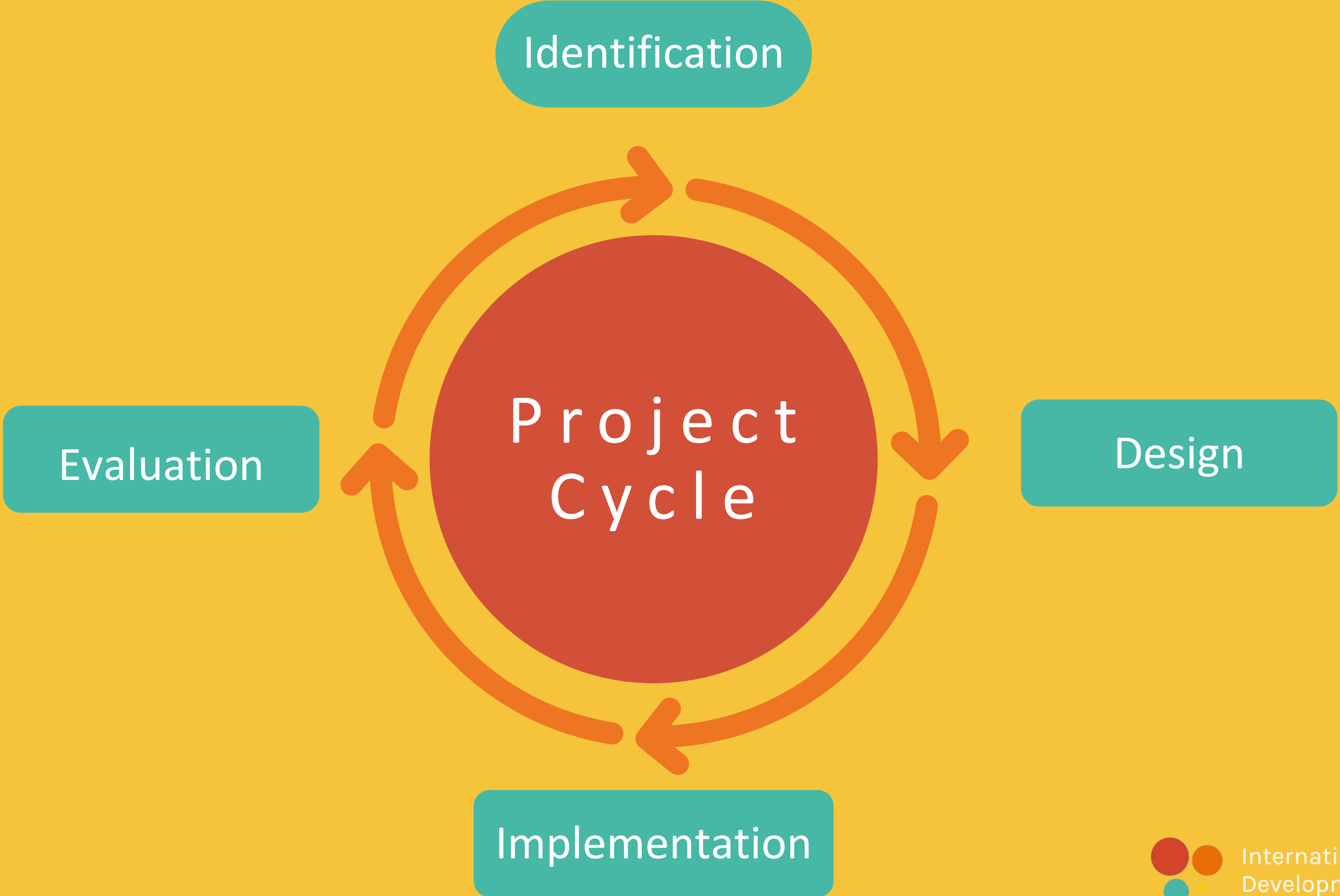
8 IDEAS 
in 8 minutes



TIME FOR A

BREAK.

5 minute break



Identification

Identify needs that a project could address

Project Cycle



Mapping

Ask young people a question relating to an issue and allow them to draw a creative map that answers the question.

Dream Tree

Ask children to draw a tree with:

- Roots: Opportunities
- Trunk: Issues they face
- Flowers: ideal situation
- Landscape: what they can do to make it happen

Theatre

Ask young people to identify and select important issues for them.

Work with them to develop a drama and let them perform it in front of peers. Encourage the audience to discuss issues raised

Dream Tree

Ask children and young people to draw their dream tree where:

- **Roots:**

Encourage them to identify what roots are needed to give them opportunities and protection in their lives.

- **Trunk:**

Fill the trunk with issues that they face at the moment.

- **Leaves or flowers:**

The flowers or fruits on the tree represent the ideal situation they would like to see for themselves.

- **Landscape:**

The landscape around the tree represents what they can do to make this happen.



Landscape: Group sport with girls

Flowers: Have more opportunities to participate

Trunk: Discrimination of girls

Roots: Equality

ect
le

Design

During the project design stage, further information about the problem identified by or with the children and young people, needs to be collected

Stakeholder Analysis

- What young people are impacted by the project?
- What young people are involved in the project?
- What young people have a decision on the project?
- What young people can support or obstruct a project?

How does success look like?

- Define together with youth how they view the success of a project?
- What would the ideal situation look like?

Focus Groups

Stimulate open discussions and provide children and young people with a space to generate ideas, and for the organisation to gain deeper insight into their opinions about a specific topic.



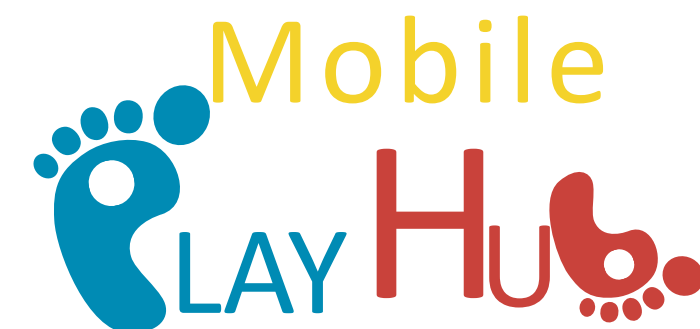
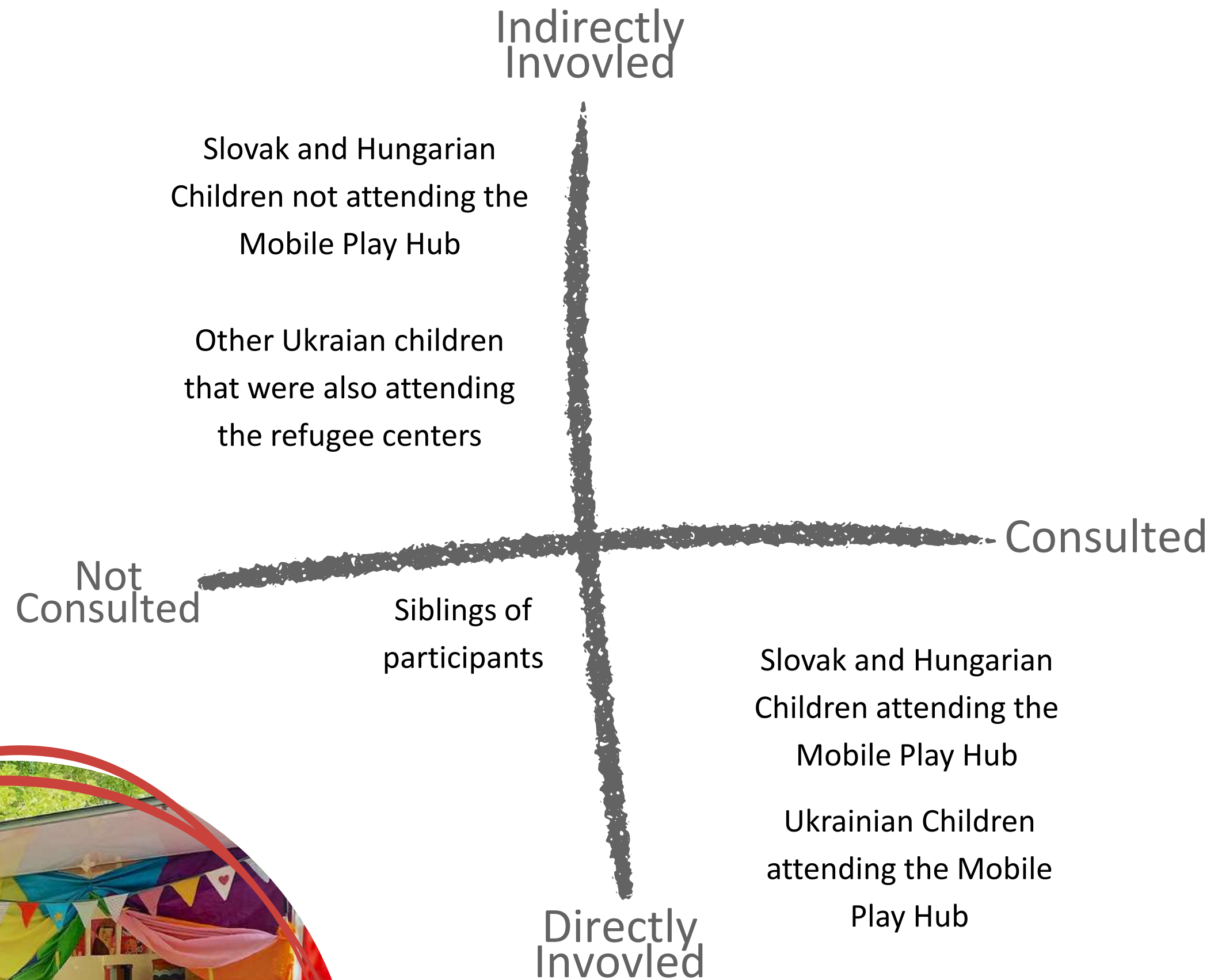
Stakeholder Analysis

Projects, particularly those specifically for young people, should always include them as primary stakeholders. Children, like adults, are not all the same. Within any community, certain children and young people will be less visible due to disability, gender, ethnicity, caste or because they are involved in income-generating activities. It is important to ensure that their voices are heard.

- What young people are impacted by the project?
- What young people are involved in the project?
- What young people have a decision on the project?
- What young people can support or obstruct a project?

After answering the questions, you can map the list of stakeholders according to the power they hold and how central they are to the project.

Example:
Mobile Play Hubs for Ukrainian refugee children in Hungary and Slovakia





Project Cycle

Implementation

Young people should be included in the implementation of the project. It is important to make sure that young people take on an active role in representing the project

Empathy Mapping

- What is the child or young person saying, thinking, doing, feeling about the goal of the activity?
- What job/task does the child or young person need to do?
- What pains do they experience while trying to accomplish the activity goal?
- What do they stand to gain from the activity goal?

Boys & Girls Clubs

- Let youth run the activities on their own.
- Make sure you provide all the necessary things for them to run the activities.

Youth-led Research

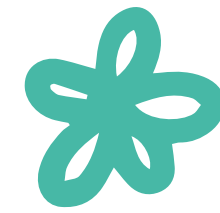
Youth are equipped to conduct research on topics that interest them and that can lead to solutions in their context.

Research with and by youth recognises that youth are experts on their lives and that their experiences and opinions are different to adults.

Youth-led Research

Research with and by youth recognises that youth are experts on their lives and that their experiences and opinions are different to adults. It acknowledges children's right to be heard and their views to be taken seriously.

Amongst the benefits of children conducting their own research are that they learn by doing and develop learning skills and strategies such as: making choices, reflecting, critical thinking, and analysing data. The process also sharpens writing, communication and organizational skills. Learning is also advanced through motivation and ownership, achieving results and being heard. Involving children in research processes also benefits the work of organizations, as the outcomes of research conducted by children and youth can provide original and useful insights and inputs to develop more effective strategies and approaches.



Children are experts on their lives



**Children's experiences different to adults -
have different concerns**

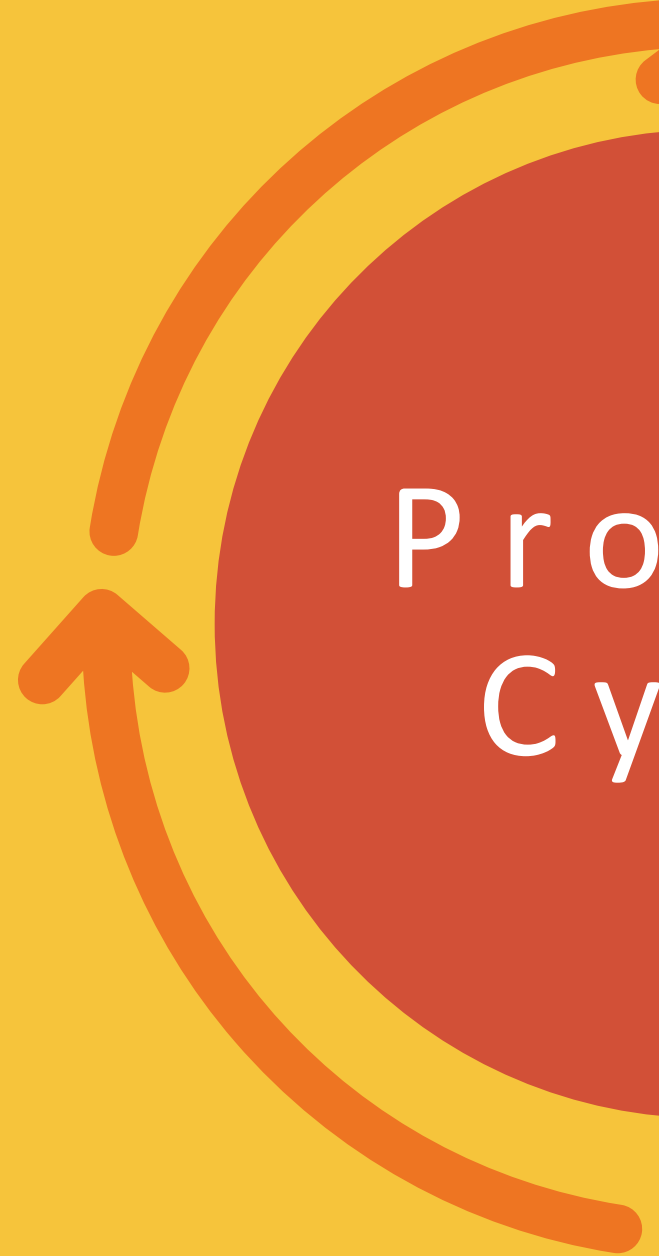


Acknowledges their right to be heard



Evaluation

Youth should be involved in monitoring the progress the project is making towards objectives.



Start, Stop, Continue

Ask youth to provide feedback on something to start doing, something to stop doing and something to continue.

Sandwich Feedback

Ask youth to provide feedback on something that worked well, something that can be improved and on how they view the project in the future

Photo Voice

Give youth a prompt. For example: what was your favourite moment of the project? Or what is your favourite place in school? Let them go around and take pictures. Create an exposition and let them explain their pictures.

Sandwich Feedback

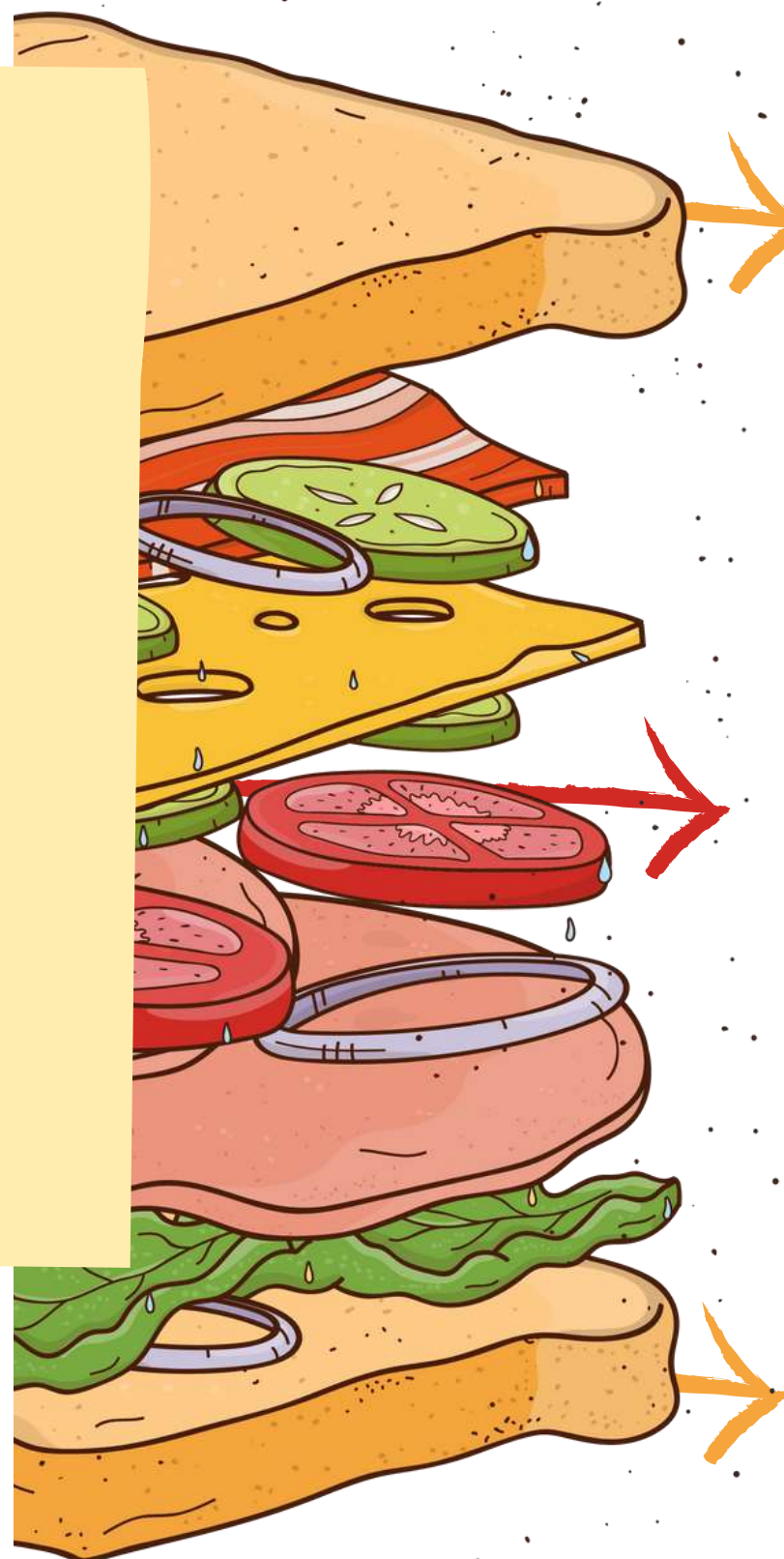
During a focus group discussion or a panel, ask youth to provide feedback on:

- something that worked well
- something that can be improved
- on how they view the project in the future



TOP TIPS

If you include food during this activity, even better!



Positive Feedback

(What worked well?)

Constructive Criticism

(How the project be improved?)

Positive Feedback

(What potential do you see in the project?)

How to include Meaningful Youth Participation in our project ?



Developing a plan to increase MYP in a project

Group Work

1. Divide in groups of three
2. Choose one project
3. Chose an idea that has resonated with you and that you would like to introduce in this project.
4. Develop a plan to introduce MYP in the project



Idea of MYP:

Activities

What will we do?

Project Cycle

What phase of the project cycle does it belong to?

Responsible

Who will do it?

Resources

What do we need?

Timeframe

When will we do it?

Idea of MYP:

Project Cycle

Which phase is it?

Activities

What will we do?

Responsible

Who will do it?

Resources

What do we need?

Timeframe

When will we do it?

THANK
YOU

in behalf of



International Child
Development Initiatives

www.icdi.nl

Luisa
Tesch
luisa@icdi.nl

Nikos
Koufos
nikos@icdi.nl